



إدارة المناهج والكتب المدرسية

Action Pack 6

**Sixth Grade
(New Edition)**

Teacher's Book

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Scope & Sequence

Unit	Structures	Functions and Skills activities	Vocabulary	Pronunciation / Song
Unit 1 Use a dictionary	Imperative verbs for giving instructions: <i>Use an encyclopaedia.</i> <i>Look at the index.</i> <i>Find the number of the page.</i> <i>Now check your partner's work, please.</i> Functional language for the classroom: <i>How do you spell 'buildings'?</i> <i>Can you repeat that, please?</i> <i>Which word means 'big town'?</i> <i>It's 'city'.</i> The structures <i>there is/are</i> and <i>there was/were</i> : <i>There is a lot of information in an encyclopaedia,</i> <i>There are some Roman buildings there.</i> <i>There were Roman roads.</i>	Functions: Talking about places in Jordan; giving and following instructions; finding information; expressing pride in Jordan and the country's heritage; asking and answering questions; recognising numbers; identifying pictures Skills activities: Listening: listening to a picture story about a classroom activity; listening to instructions for using a dictionary and encyclopaedia; matching instructions with pictures; responding to questions before, during and after listening Speaking: giving instructions for how to use a dictionary and encyclopaedia; talking about a beautiful place in Jordan Reading: reading a picture story about a classroom activity; reading about a town in the north of Jordan; completing sentences about a text with the missing words Writing: writing a paragraph about a place in Jordan; spelling words correctly	check, dictionary, encyclopaedia, find (v), hope (v), hundred, index (n), information, look up, mark (v), most, numbers between 100 and 999, partner, repeat, spell (v), Western, work (n)	Pronunciation: recognising the correct stress of syllables in multi-syllable words
Unit 2 How long is the bridge?	Questions with <i>how</i> plus adjective: <i>How long is Abdoun Bridge?</i> <i>How tall is Raghadan Flagpole?</i> <i>How old is The Roman Theatre?</i> <i>How deep is the Al-rakim cave?</i> <i>How wide is the river?</i> Use of adjectives: <i>It's about 65 kilometres long.</i> <i>It's about 127 metres tall.</i> <i>It's 162 metres wide.</i> <i>It's about 9 metres deep.</i> <i>It's about 1,300 years old.</i>	Functions: Asking and answering questions; asking for information; using large numbers; talking about locations in Jordan; demonstrating appreciation of a song; distinguishing between facts and opinions Skills activities: Listening: listening to a picture story about landmarks in Amman; listening to facts about landmarks; matching facts with pictures; listening to a song Speaking: asking and answering questions about landmarks in Jordan; talking about landmarks in your town or city; singing a song Reading: reading a picture story about landmarks in Amman; reading an encyclopaedia entry for the history of Karak Castle; answering questions about the text Writing: writing a paragraph about your town; ordering words in a sentence	choose, deep, extremely, far from, flagpole, impressive, inside, kilometre, marvellous, modern, mosque, numbers between 1,000 and 2,000, old, palace, really, statue, taking, thousand, underground (adj), well-known, wide	Pronunciation: Identifying word stress with focus on words with stress on the first syllable Song: <i>Today we're in the city</i>
Unit 3 At the book fair	The verb <i>would like</i> : <i>Would you like to (buy that book)?</i> <i>Yes, I would. / No, I wouldn't.</i> <i>I'd like to (read this book).</i> The structure <i>I'd prefer to</i> : <i>I'd prefer to (see the storyteller).</i> <i>In my opinion, this is the most interesting event in Jordan.</i>	Functions: Expressing wishes; asking and answering questions; expressing opinion Skills activities: Listening: listening to a picture story about a visit to Amman International Book Fair; listening about and choosing a book to read Speaking: talking with another pupil about making plans; talking about your favourite event in Jordan Reading: reading a picture story about a visit to Amman International Book Fair; reading about special events for children in Jordan distinguishing fact from opinion in simple classroom conversations and reading material Writing: completing a dialogue to present to the class	book fair, charity, community centre, craft (n), donkey, Egypt, Egyptian, Emirates, Emirati, event, face-painting, fact, festival, fun fair, global, international, jewellery, Jordan, Jordanian, Lebanese, Lebanon, model (n), opinion, paint (v), prefer, puppet show, skating, stall (n), storyteller, tale, traditional, UAE, writer	Pronunciation: Identifying word stress with focus on words with stress on the second syllable

Unit	Structures	Functions and Skills activities	Vocabulary	Pronunciation / Song
Review 1	<p>Revision of: The structures <i>there is/are</i> and <i>there was/were</i>: <i>There are many modern buildings in the city.</i></p> <p>Questions with <i>how</i> plus adjective: <i>How long is Zarqa River?</i> <i>It's 65 kilometres long.</i></p> <p>The verb <i>would like</i>: <i>What would you like to do on Saturday?</i> <i>I'd like to go to the clothes market.</i></p> <p>The structure <i>I'd prefer to</i>: <i>I'd prefer to go to the book fair.</i></p> <p>The phrase <i>In my opinion</i>: <i>In my opinion, it's the best place in Azraq.</i></p> <p>Use of adjectives: <i>The towers are seventy-one metres high.</i></p>	<p>Functions: Talking about places in Jordan; expressing pride in Jordan and the country's heritage; using large numbers; expressing likes; distinguishing between facts and opinions; expressing wishes; asking for information; asking and answering questions; expressing opinions</p> <p>Skills activities: Listening: listening to a homework project about Amman Speaking: asking and answering questions; having a dialogue Reading: reading a homework project about Amman; reading a short story; order pictures and retell a story Writing: writing about your town; writing a simple information paragraph; write meaningful sentences and paragraphs using given frameworks</p>	Revision of vocabulary taught in units 1–3	<p>Revision of pronunciation points from units 1–3</p> <p>Project: My town</p>
Unit 4 Jordan isn't as dry as Egypt	<p>Comparisons with <i>isn't as (adjective) as</i>: <i>Jordan isn't as big as Saudi Arabia.</i> <i>Jordan isn't as dry as Egypt.</i></p> <p>Questions with <i>What</i> plus noun plus <i>like</i>: <i>What is the weather like in Jordan?</i> <i>It's hot here in the summer.</i></p>	<p>Functions: Making comparisons; talking about the weather and geographical features; talking about locations in Jordan and elsewhere in the region; expressing likes</p> <p>Skills activities: Listening: listening to a picture story about Jordan and other countries in the region Speaking: comparing the weather in different cities, comparing geographical features in Jordan, talking about your favourite place in Jordan Reading: reading a picture story about Jordan and other countries in the region; reading about two cities, one in Jordan and one in Kuwait, determining whether sentences are true or false Writing: writing a letter; writing about two towns or cities to make comparisons</p>	average, capital city, Centigrade, coast, coral reef, degrees, fascinating, gazelle, Kuwait, lizard, millimetre, rainfall, sand, sand dune, sandstorm, Saudi Arabia, sometimes, temperature,	Pronunciation: Identifying word stress with focus on words with stress on the third syllable
Unit 5 We're going to the bird park	<p>The present continuous for future arrangements: <i>What are you doing at the weekend, Samira?</i> <i>Kareem and I are visiting our grandparents.</i> <i>We are going to the bird park.</i></p> <p>Making suggestions and making arrangements: <i>Would you like to come?</i> <i>Yes, please. / I'm sorry, I can't.</i> <i>Are you free on Friday afternoon?</i> <i>Yes, I am. / No, I'm not.</i></p>	<p>Functions: Talking about plans already made for the future; talking about leisure activities; making suggestions; inviting others; accepting and declining invitations</p> <p>Skills activities: Listening: listening to a picture story about plans for the weekend Speaking: asking and answering questions about two children's planned activities for the weekend; planning a dialogue to invite friends to a location; making a dialogue Reading: reading a picture story about plans for the weekend; reading a letter about a trip to a bird park; identifying true or false sentences about a text Writing: writing a dialogue to present to the class</p>	amazed, bench, bird park, butterfly park, cage, duck (n), free, geese, invite (v), lovely, meet friends, monkey, peacock, pigeon, sailing, shade (n), turkey,	Pronunciation: Identifying the stress in compound words where the stress falls on the first word; ordering words in a sentence; recognise the correct stress of syllables in multi-syllable words

Unit	Structures	Functions and Skills activities	Vocabulary	Pronunciation / Song
Unit 6 I've visited the stadium	<p>The present perfect introduction: <i>I've watched sports on television.</i> <i>I haven't been to a sports stadium.</i> <i>Have you ever watched a race?</i> <i>Yes, I have. / No, I haven't.</i></p> <p>Ordinal numbers: <i>He is first in the race.</i></p>	<p>Functions: Talking about past experiences; talking about locations in Jordan; talking about activities; ordering; demonstrating appreciation of a song; expressing likes and dislikes</p> <p>Skills activities: Listening: listening to a picture story about a sports event; listening and ticking activities that Kareem has done; listening to a song Speaking: talking about the activities that you have and haven't done; identifying the order in which runners finish a race using ordinal numbers; singing along with a song Reading: reading a picture story about a sports event; reading an information leaflet about the Dead Sea Marathon; answering questions about the text Writing: writing a short speech to present to the class; using the correct ordinal number in sentences</p>	complete, cross-country, running, fifth, first, fourth, hiking, jogging, marathon, numbers in the thousands, prize (n), Qatar, race (n), rally (n), runner, second, sixth, snorkelling, sports stadium, take part, third,	<p>Pronunciation: Identifying the stress in compound words where the stress falls on the second word</p> <p>Song: <i>I haven't travelled on a train</i></p>
Unit 7 It is important to help	<p>The present perfect: <i>Has the doctor given you some medicine?</i> <i>Yes, she has.</i> <i>Has she seen the doctor?</i> <i>Yes, she has. / No, she hasn't.</i></p>	<p>Functions: Talking about caring for elderly people; talking about past experiences; asking and answering questions</p> <p>Skills activities: Listening: listening to a picture story about an elderly neighbour Speaking: asking and answering questions using picture prompts; identifying what you have and haven't done today from a list Reading: reading a picture story about an elderly neighbour; reading a letter from a doctor at King Abdullah University Hospital in Irbid and his daily routine; answering questions about the text Writing: using conjunctions correctly in sentences; writing an email</p>	blood test, busy, dinner, email (n), injection, neighbour (n), notes, patient (n), plaster (n), prescription, problem, recite, result (n), tablets, University, unwell, verse	<p>Pronunciation: Making pauses for full stops in sentences; recognise the correct stress of syllables in multi-syllable words</p>
Review 2	<p>Revision of: Comparisons with <i>is not as</i> (adjective) <i>as</i>: <i>Aqaba is not as hot as the desert.</i> <i>Jerash is not as big as Salt.</i></p> <p>The present continuous for future arrangements: <i>Next month, my family is taking me to Dibeen Forest.</i></p> <p>Inviting others and making arrangements: <i>Would you like to come?</i> <i>Yes, please. / I'm sorry, I can't.</i></p> <p>The present perfect: <i>I have been to many different places in Jordan.</i> <i>I haven't been to Dibeen Forest.</i></p>	<p>Functions: Making comparisons; talking about the weather and geographical features; talking about locations in Jordan; expressing likes and dislikes; talking about plans already made for the future; talking about past experiences; asking and answering questions; making suggestions; inviting others; accepting and declining invitations; distinguishing between facts and opinions</p> <p>Skills activities: Listening: listen to a homework project about places in Jordan; listening to a dialogue; listening and ticking the correct sentences Speaking: asking and answering questions; making a dialogue Reading: reading a poem; answering questions about a poem; reading about locations in Jordan; answering questions about places in Jordan Writing: writing about an interesting trip; completing and writing a dialogue</p>	Revision of vocabulary taught in units 4–7	<p>Revision of pronunciation points from units 4–7</p> <p>Project: An interesting trip</p>

Unit	Structures	Functions and Skills activities	Vocabulary	Pronunciation / Song
Unit 8 I'll tidy up	The modal verb <i>will</i> for decisions made at the moment of speaking: <i>I'll email them at their hotel.</i> <i>I'll tidy up.</i> <i>I'll put some flowers in a vase.</i>	Functions: Making offers of help; talking about tasks to do around the house; talking about locations in Jordan and elsewhere in the region; talking about leisure activities; demonstrating appreciation of a song Skills activities: Listening: listening to a picture story about preparing for a visit from family members; listening and ticking the tasks that children do to help at home; listening to a song Speaking: making offers of help using picture prompts; talking about what you do to help at home; singing along with a song Reading: reading a picture story about preparing for a visit from family members; reading about sights in Lebanon; matching photographs to the correct paragraphs Writing: writing sentences correctly; writing an email	bookshelf, bouquet, cave, cedar tree, dry the dishes, email (v), enormous, fantastic, national flag, on their way, pick up, sandwich, task, tidy up, vase, wash the car, wonderful	Pronunciation: The emphasis on adjectives in sentences Song: <i>Hurray, hurray! Our grandparents are on their way.</i>
Unit 9 We went to the airport	The past continuous and the past simple: <i>We had lunch while we were waiting for you.</i> <i>Salma woke up while the plane was landing.</i> The conjunction <i>while</i> : <i>She started to cry while we were checking in.</i>	Functions: Talking about the past; talking about airport facilities; talking about journeys Skills activities: Listening: listening to a picture story about collecting Aunt Muna and Uncle Hassan from the new building at the airport in Amman; listening and matching sentences with airport routines Speaking: describing what happens at an airport; talking about what you did in the past Reading: reading a picture story about collecting Aunt Muna and Uncle Hassan from the new building at the airport in Amman; reading a pupil's report about the new airport building; matching information about the text Writing: completing a dictation exercise; rewriting a paragraph to change the pronouns and possessive adjectives	board the plane, check in (v), collect, cry (v), customs, go through, journey (n), land (v), passport, size (n), square metre, suitcase, take off (v), teddy bear	Pronunciation: The emphasis on verbs in sentences
Unit 10 Could you fly a kite?	The modal verb <i>can</i> in the past: <i>Could you use a computer when you were young?</i> <i>Yes, I could. / No, I couldn't.</i> <i>You could fly a kite.</i> <i>Aunt Muna could sew.</i> The conjunction <i>when</i> : <i>Could you use a computer when you were ten?</i>	Functions: Expressing past ability; asking and answering questions; comparing past and present; talking about hobbies and activities; talking about traditional crafts Skills activities: Listening: listening to a picture story about what Uncle Hassan and Aunt Muna could do when they were young; listening and ticking pictures of what a mother could do when she was young Speaking: asking and answering questions about what you could and couldn't do when you were young; saying what people could do using picture prompts Reading: reading a picture story about what Uncle Hassan and Aunt Muna could do when they were young; reading about traditional crafts in Jordan; identifying crafts from a text Writing: writing a paragraph about past activities	car engine, collection, cushion, embroider (v), embroidery (n), kite, knit, mend a car/bike, puncture (n), purse, sell, sewing machine, speak English, student, tiny, weave (v), weaving (n)	Pronunciation: The emphasis on nouns in sentences

Unit	Structures	Functions and Skills activities	Vocabulary	Pronunciation / Song
Review 3	<p>Revision of The modal verb <i>will</i> for decisions made at the moment of speaking: <i>I'll email them.</i> <i>I'll tidy up.</i></p> <p>The past continuous and the past simple; The conjunction <i>while</i>: <i>Salma's father stood up while she was reading.</i></p> <p>The modal verb <i>can</i> in the past: <i>Could he speak English?</i> <i>Yes, he could./No, he couldn't.</i> <i>He could play the piano.</i></p> <p>The conjunction <i>when</i>: <i>Could you use a computer when you were young?.</i></p>	<p>Functions: Expressing past ability; talking about hobbies and activities; comparing past and present; making offers or help; talking about tasks to do around the house; talking about airport facilities; talking about journeys</p> <p>Skills activities: Listening: listening to a homework project about Kareem's father; listening to a conversation; choosing the correct picture to match aural information Speaking: asking and answering questions; retelling a story; reading a story aloud Reading: reading a picture story of a homework project about Kareem's father; reading a story about a plane journey; matching sentences Writing: writing a story; making a mind map</p>	Revision of vocabulary taught in units 8–10	<p>Revision of pronunciation points from units 8–10</p> <p>Project: Write a story</p>
Unit 11 It's from the past	<p><i>What is it made of?</i> <i>It's made of (clay/glass/metal).</i></p>	<p>Functions: Talking about a visit to a museum; talking about objects from the past; asking and answering questions</p> <p>Skills activities: Listening: listening to a picture story about museum artefacts; listening and identifying what objects are made of Speaking: asking and answering questions about what objects are made of Reading: reading a picture story about museum artefacts; reading a website entry about a museum in Amman; completing sentences with the missing words Writing: completing a dictation exercise; writing sentences to describe pictures</p>	bottle, clay, coach (n), curator, era, glass, guidebook, jug, knife, metal, million, object (n), plastic, pot, spoon, stone, striped, technology	Pronunciation: Identifying how pauses are used in sentences with commas
Unit 12 Let's do an experiment	<p>The zero conditional: <i>What happens if we put (an orange) in water?</i> <i>It sinks/floats.</i> <i>If I put (an orange) in water, it floats.</i></p>	<p>Functions: Talking about science; conducting an experiment; expressing conditions; asking and answering questions</p> <p>Skills activities: Listening: listening to a picture story about a science experiment; listening to a description of an experiment and ordering pictures Speaking: describing pictures; asking and answering questions about what happens to items in water Reading: reading a picture story about a science experiment; reading about a different science experiment; reading about an experiment and ordering pictures Writing: completing a paragraph about a science experiment; completing a dictation exercise; completing sentences with the missing words</p>	<p>competition, enjoyable, experiment (n), float (v), gently, heat (v), hot air balloon, inflate, ink, normal, observe, peel (n, v), purple, quietly, ring (n), rise (v), sink (v), slowly,</p>	Pronunciation: The emphasis on adverbs in sentences

Unit	Structures	Functions and Skills activities	Vocabulary	Pronunciation / Song
Unit 13 I want to be a programmer	<p><i>What do you want to be when you're older?</i> <i>I want to be (an accountant).</i></p> <p>The present perfect with <i>for</i>: <i>I've been a (computer programmer) for three years.</i></p> <p>The conjunction <i>because</i>: <i>I want to be (an accountant) because (I like working with numbers).</i></p>	<p>Functions: talking about future jobs and careers; expressing aspirations; talking about the past; demonstrating appreciation of a song</p> <p>Skills activities: Listening: listening to a picture story about the jobs that children want to do in the future; listening to a song Speaking: saying what children want to do when they are older and why; singing a song Reading: reading a picture story about the jobs that children want to do in the future; reading a letter about a young inventor Writing: writing a paragraph with a suitable structure</p>	accountant, be born, computer programmer, dream (n), enough, enter (a competition), interested, invention, inventor, job, librarian, machine, money, organise, perfect (adj), programme, protect, put up (your hand), talk (n), tour guide	Pronunciation: Falling intonation in sentences Song: <i>I want to be a dentist.</i>
Unit 14 Will they become extinct?	<p>The modal verb <i>will</i> for future prediction with <i>there</i>: <i>Will there be enough water in the future?</i> <i>Yes, there will.</i> <i>Will there be hotels here?</i> <i>No, there won't.</i></p> <p>Short questions and answers with the modal verb <i>will</i>: <i>Will more sand cats live here?</i> <i>Yes, they will.</i> <i>Will sand cats become extinct?</i> <i>No, they won't.</i></p>	<p>Functions: Making predictions for the future; talking about wildlife and conservation; talking about nature reserves in Jordan</p> <p>Skills activities: Listening: listening to a picture story about a visit to Dhana Nature Reserve Speaking: making sentences about predictions for the future using picture prompts Reading: reading a picture story about Dhana Nature Reserve; reading a letter about a visit to the nature reserve; matching pictures to the correct paragraphs; reading a poem about conservation and answering questions Writing: complete and write a dialogue; write a description with two or three paragraphs</p>	amazing, balcony, drop (v), endangered, extinct, outside, recycle, repair sand cat, soap, spectacular, trust (v), usually, waste (v)	Pronunciation: Intonation in short questions and answers
Review 4	<p>Revision of <i>What is it made of?</i> <i>It's made of clay/glass/metal.</i></p> <p>The zero conditional: <i>If you put wood in water, it floats.</i></p> <p>The present perfect with <i>for</i>: <i>How long have you worked at the nature reserve?</i> <i>I've worked here for three years.</i></p> <p>The modal verb <i>will</i> for future prediction: <i>Will people in Dhana build a small museum?</i> <i>Yes, they will.</i></p>	<p>Functions: talking about a visit to a museum; asking and answering questions; expressing conditions; making predictions for the future; talking about objects from the past; talking about future jobs and careers; talking about wildlife and conservation; talking about science; conducting an experiment</p> <p>Skills activities: Listening: listening to a homework project about a museum Speaking: asking and answering questions about jobs and about a nature reserve; describing pictures Reading: reading a poem aloud; finding rhyming words Writing: writing content for a poster; writing sentences in a dictation exercise; write a paragraph about a nature reserve; complete a dialogue; writing a mind map</p>	Revision of vocabulary taught in units 11–14	Revision of pronunciation points in units 11–14 Project: Make a poster: Protecting our world

Introduction

Action Pack 6 (New Edition) is the sixth level of a twelve-level course for young Jordanian learners of English. It aims to introduce English gradually and efficiently through fun activities, games and songs. These activities not only enable pupils to understand and communicate in English, but also promote a positive attitude towards language learning.

Action pack 6 (New Edition) focuses on ensuring a steady transition from the primary level to the secondary level. It does this in various ways including the introduction of the Eclectic approach, higher level vocabulary including more diverse subjects and broader register, a stronger emphasis on productive skills, an approach which is more global in nature encouraging pupils to consider more of the world, advanced dictionary work, and finally a more in-depth task at the structure and language used in diverse types of writing.

Learning economy

In modern societies, knowledge can be considered the most important resource of all. The term 'learning economy' has been coined to identify this idea, according to which all members of society are encouraged to engage in lifelong learning, which ensures both their adaptability to societal change and their future employability. As technological developments gather pace in the contemporary world, human beings can no longer depend on the skills they acquire at school to see them through their working lives. There is therefore an ever more urgent need for pupils to 'learn how to learn', to enable themselves to continually adapt to the changing world around them.

Action Pack 6 (New Edition) builds on the foundation for this process of lifelong learning. Pupils are expected to try out tasks that will become relevant and meaningful in their future lives. Throughout the course, pupils learn about the culture of Jordan and use their English to talk about it.

Components

The course consists of five components:

1 Pupil's Book

The Pupil's Book consists of fourteen units and four Review units. The Review units offer opportunities for pupils to recycle new language. Each unit consists of six lessons. This level focuses on a group of central characters: brother and sister Kareem and Samira, and their family and friends. New language is presented in the context of themes that will be familiar to the age group: places in Jordan and Jordanian culture and crafts, describing events and leisure activities, weather, health, household tasks, travel, wildlife, science experiments and future careers. Structures from previous levels of the course are looked at in more detail and taught through inference and real life scenarios. Grammar is not to be taught directly. Pupils learn the present continuous for future plans, *will* for decisions made at the moment of speaking and for future predictions, and the zero conditional. This is all in a Jordanian context, making the topics in *Action Pack 6 (New Edition)* relevant to the pupils' situation and learning experiences. Pupils should not write in the pupil's Book but instead use it as a basis for group and class communicative work.

2 Activity Book

The Activity Book is also made up of fourteen units and four review units. The activities correspond to the material first met in the Pupil's Book. The Activity Book practises and develops the material presented in the Pupil's Book. Non-listening Activity Book exercises may be set as homework and checked as a class in the following lesson.

3 Teacher's Book

The Teacher's Book, after the table of Contents, presents Scope and Sequence which is divided into 5 columns: Unit, Structures, Functions and Skills activities, Vocabulary and Pronunciation/ song. The Skills activities refer to the exercises found in both the Pupil's Book and the Activity Book which are also reflected in the outcomes of the lesson boxes in the lesson plans. It is recommended to use the Scope and Sequence as a guide for a clear plan for successful teaching. After the introduction there are lesson plans with detailed guidance on how to teach all the activities in both the Pupil's Book and the Activity Book, along with suggestions for further activities. Answer keys are provided for activities where necessary. It is strongly recommended that you follow instructions as closely as possible to ensure an efficient use of the materials. There are also audioscripts for all the recorded material.

Each lesson begins with a list of outcomes that reflect the General Guidelines and General and Specific Outcomes for the English Language Curriculum - Ministry of Education. The outcomes highlight the key language to be achieved, functions, any new vocabulary featured in the lesson and the lesson topic. Any additional materials and resources that may need to be prepared beforehand are also listed, including flashcards and wallcharts that may be made use of during the lesson. The back of the Teacher's Book also includes example sketches that can help you draw pictures to help reinforce vocabulary. (page 159)

Step-by-step teaching notes on how to best use the material then follow. Lessons typically begin with a warmer, usually revising language from the previous lesson. Techniques on how to present new vocabulary and language are included when appropriate. There is also usually a 'Further practice' activity and an 'End the lesson' activity, usually a fun task that ends the lesson.

Some of the Pupil's Book lessons also have extra work in the form of photocopiable worksheets, which are also found at the back of the Teacher's Book. (pages 160-169)

The pupils by this stage are at pre-intermediate level and have mastered some key expressions and structures in English. The aim is to develop a learner-centred approach, relating what the pupils learn to their own situation, so grammar is taught inductively. Do not present rules. At this level, pupils should increasingly be able to speak and write freely about their personal situations. The Teacher's Book introduces some teaching strategies (pages 152-153) that guide the instructions to be more successful. There is reference to the Pupil's Book activities that implement these strategies and also in the instructions in the corresponding exercises. Take time to familiarise yourself with new techniques that add fun and benefit to the learning process. Parallel to these, the Teacher's Book also provides assessment strategies that suit Grade 6 pupils (pages 154-158).

More features that this Teacher's Book includes are tests for all four skills (listening, speaking, reading and writing), vocabulary activities, grammar games and letter formation guidelines (pages 170-186).

4 Audio Material

The audio includes all the recorded material and songs. The material is spoken by native English speakers and is carefully graded to be appropriate to younger learners. Full audioscripts of all the recorded material are provided in the Teacher's Book, including those for the listening tests at the end of the Teacher's Book.

5 Flashcards and Wallcharts

Pupils are more likely to remember language when it is presented visually through colourful pictures. To aid learning, there are flashcards and wallcharts which accompany the course.

Always try to use flashcards and wallcharts to present new key language in the course. Flashcards necessary for specific lessons are always indicated in the lesson boxes. Remember, too, that the flashcards can be used as often as you feel it would be useful, for example for revision in later lessons, or as prompts in particular exercises. They can also be used in fun activities such as memory games.

Wallcharts for particular lessons are also listed in the lesson boxes. Each wallchart covers a particular topic, for example, the world, sports and activities, the airport, etc. In conjunction with the flashcards, they can be used to present or reinforce new language, as well as for revision, and for specific games and activities. However, because there is more than one word on the wallcharts, they can best be used to check understanding. Say a word on the wallchart and ask pupils to point to the relevant picture, or point to a picture on the wallchart and ask pupils to name the object.

Specific tasks and activities give further ideas on how to fully exploit the flashcards and wallcharts within lessons.

Preparing for the lessons

Each unit covers six lessons.

Lesson 1 often consists of a short story, presented around story frames. The language is presented by native English speakers on the audio and in the text boxes on the page. Pupils listen to the story and follow the text in the text boxes as they listen. In order to aid understanding, flashcards and wallcharts can also be used. In addition, using real objects (realia) whenever possible can help bring the situation to life. Pupils can also be asked to use dictionaries to check the meanings of some new words.

Lesson 2 develops the Pupil's Book first exercise, often giving pupils the opportunity to roleplay, acting out the scene in small groups, and practise pronunciation. The purpose of the Pupil's Book is to engender learning by way of the eclectic approach. Pupils should not write in the Pupil's Book. Pupils also complete the corresponding exercise in the Activity Book.

Lessons 3–6 allow pupils to practise the language presented in the first lessons in a variety of ways. They will have to listen, speak, read and write using the structures and vocabulary learnt. Typical exercises are 'Look and say', 'Ask and answer', 'Read and match' and 'Listen and answer'.

Lessons 3 and 4 practise the new vocabulary and structures the pupils learnt in Lessons 1 and 2. Lesson 3 is often a listening exercise and Lesson 4 is commonly a freer exercise where pupils speak about their personal situations. Lesson 5 is a reading exercise and pupils can be introduced to new vocabulary here. There are a variety of activities to help pupils develop their reading skills. Finally, Lesson 6 contains a pronunciation exercise where stress, emphasis and intonation are focused on. There are also some freer speaking activities in this lesson, and sometimes a song for pupils to sing along to.

Pupils also complete corresponding exercises in the Activity Book.

Review units cover four lessons. Each Review unit ends with a project, which takes up lesson 6. Details on how to use the projects are suggested below and in the Teacher's Book lesson notes. There is also some extra material included on project worksheets. These can be found at the end of the Teacher's Book.

As a general rule, any vocabulary which has occurred in previous grades has not been included since there has already been reference to it and pupils should, by now, be familiar with it. Some exceptions to this include spoon, glass and Jordan, which are deemed an essential element of a vocabulary set (e.g. within Unit 11, spoon and glass occur in the context of new vocabulary elements metal and clay, and it makes sense to group them as a lexical set).

New vocabulary is introduced when it occurs for the first time in the vocabulary section of the lesson boxes; if it occurs after that within later lessons it is not repeated in the vocabulary box. In Review units, the vocabulary follows the same principle (it is added to the vocabulary box the first time that it occurs as a revision of previous vocabulary, and is omitted after the first occurrence).

Activities and procedures: Pupil's Book

The following are sample instructions.

Listen and read

This activity opens every unit, and is based around a story. It introduces the new vocabulary and language structures to be covered in the unit. Before pupils listen and read, prepare them thoroughly for what they will hear. Ask pupils what they can see in the pictures and pre-teach any new vocabulary, using the flashcards and wall charts wherever possible. Pupils then listen to the story and follow the text in the text boxes.

Play the recording more than once, if necessary, and ask the class simple comprehension questions. Encourage pupils to ask their own questions as well. As with all tasks, listening should be fun and interactive. As for the language structures, pupils are not expected to learn the rules of grammar and the sentence structures directly. At this level, pupils are expected to receive enough language input that enables them to use the language without needing to learn the grammar rules.

Listen and answer/Listen, ask and answer

Pupils hear a dialogue or a short passage and answer the comprehension questions given in the Pupil's Book. Sometimes they are encouraged to ask the questions, too.

Listen and match

Pupils hear a short passage and match elements of it with the correct picture. You can begin by asking them to say what they can see in each picture. **Listen and say**

In this activity, pupils listen to words and sentences and repeat them with correct stress and intonation. Play the audio more than once if necessary.

Listen, choose and say/Listen, complete and say

In this activity, pupils listen to the information they hear on the audio and point to the correct picture in the Pupil's Book exercise, or they add some missing information. First, ask pupils what they can see in the pictures and prepare them for what they are going to hear in order to elicit relevant vocabulary. Then play the audio. Ask pupils to say and compare their answers before playing the audio again for a second time and, if necessary, a third time. Check pupils' answers as a class. You can ask pupils to repeat the sentences on the audio to check their pronunciation.

Ask and answer

Two pupils read the example conversation aloud. The pupils work in pairs to practise asking and answering the questions using the given prompts. This encourages pupils to provide answers about their own lives and use the learnt language in situations relating to themselves.

Look and say

Pupils look at pictures or tables and create sentences using newly learnt structures and vocabulary.

Match and say

Pupils match pairs of pictures and then make sentences using the word or picture prompts.

Sing

There are various songs throughout the course, each incorporating vocabulary and grammatical structures studied during the lessons. Using the Eclectic Approach, you can introduce the pupils to the song with audio, reading, singing and physical exercises. Since the pupils are exposed to language in a variety of ways, they will have a more accessible reference to this language in future. Similarly, a pupil learning a foreign language learns faster and more efficiently as he or she responds physically to the teacher's verbal input – in this case, a song. Through singing, pupils enjoy themselves and will quickly learn not only the tunes, but also the rhythms and patterns of English.

Before playing each song, look at the accompanying pictures and encourage the pupils to describe what they can see. Then, play the song for pupils to listen to. Play it again, a verse at a time. Encourage pupils to join in. Play it again all the way through and this time pupils should begin to join in with confidence.

Talk about you

Pupils work in pairs to talk about themselves, using learnt language. As the course progresses, pupils can be encouraged to give more and more information about their personal situations.

Read and answer/Read, match and answer

Pupils read a short passage and ask and answer the comprehension questions given in the Pupil's Book. You can also use these passages as pronunciation practice by asking pupils to read them aloud. In some cases, pupils are asked to match the text to pictures before answering the questions.

Read and match

Pupils read a short passage and match elements of it with the correct picture. You can begin by asking them to say what they can see in each picture.

Read and complete

In these activities, pupils first read a passage and the incomplete sentences aloud. Then, they complete the sentences with the correct words or phrases.

Read and say

Pupils read the incomplete sentences and complete them using information that is correct for them.

Read, choose and say

Pupils choose the correct alternative of two words or phrases in a sentence. Then they say the completed sentences aloud.

Read and say right or wrong

Pupils read a short text. They then read the sentences about the text and decide if the information is right or wrong. They should try to correct the wrong information.

Projects

Each Review unit ends with a project. The projects relate to the themes of their preceding units. The four projects in Grade 6 are:

- *My town – writing factual information and opinions about their own town;*
- *An interesting trip – writing about a trip they have been on with school, family or friends;*
- *Write a story – planning and writing a story about a journey;*
- *Protecting our world – writing about ways of protecting our environment.*

In each project, pupils ask and answer questions to focus their ideas of what they will write about. They are encouraged to plan their ideas using a mind map or a graphic organiser with different headings. Before they write their project, they look at an example project in the Pupil's Book. The final element consists of the pupils presenting their projects to their partner and/or asking and answering questions about it. Encourage pupils to display their projects to the class at the end.

Activities and procedures: Activity Book

There are a number of different activity types in the Activity Book, most of which are self-explanatory from the simple rubrics. These are the most common ones:

Circle and match/ Read and circle

Pupils circle the correct alternative of two words in a sentence (e.g. a true/false option) and in some exercises may then match it to the correct picture.

Listen, write and say

Pupils listen and write the words or sentences they hear with correct spelling and punctuation. Then they say the sentences as a class and individually.

Read and complete/Look and complete

In this activity, pupils write a word or words to complete a sentence, using either word prompts (the words to use in the exercise are provided in a box below the rubric) or picture prompts.

Complete and say

Pupils read incomplete questions or sentences and use pictures or word prompts to write complete questions or statements. They may then go on to answer the questions or say the sentences.

Complete and answer

Pupils read the incomplete questions or sentences and use pictures or word prompts to write complete questions or statements. They then answer the questions or say the sentences.

Complete and match

Pupils read incomplete sentences and use word prompts to complete them. Then they match the completed sentences to pictures.

Listen and repeat/Listen and repeat, then point and say

Pupils hear the words on a recording and repeat what they hear to improve their pronunciation. They may then point to a picture that corresponds to what they have heard.

Listen and write

Pupils listen to a recording and then complete sentences using the information they heard.

Look, listen and say Yes or No

Pupils listen to a recording and then complete sentences or answer *Yes/No* questions using word or picture prompts.

Look, read and match/Look and write

Pupils use picture clues to correctly match two sentence halves or to write sentences, or they answer questions using word prompts.

Look, read and complete

Pupils use information in tables to complete sentences.

Order and complete/Order and match

Pupils read jumbled sentences and put them in the correct order, or they put individual words and phrases in the correct order to make full sentences, with correct punctuation, and may then go on to match these to pictures.

Read and answer/Read and match the questions and answers/Read and choose

Pupils read a short text and answer comprehension questions

about it. They then select a picture that matches the text or match questions with answers or sentences with pictures.

Complete

Pupils complete a paragraph, a letter, a dialogue and a learning log.

Write

Pupils write paragraphs using word and picture prompts.

Read and find the mistakes

Pupils read a short text and the statements that follow. They find and correct the mistakes in the statements.

Read and order/Read and order the pictures

Pupils read sentences and put them in the correct order, or they number pictures using information in a text.

Read and say/Read and write

Pupils read and say the answers to questions or they write them using word prompts.

Write

Pupils write either complete sentences using word and picture prompts or paragraphs.

Write and answer

Pupils complete questions using word prompts and then write their own answers. In other exercises they write answers to comprehension questions based on a text.

Write sentences

Pupils write complete sentences either in answer to questions about a text, completing a conversation, or using particular words.

Write about you

Throughout the course, pupils will be asked to talk and write about themselves, or their friends. This gives them the opportunity to use the language they are learning in a truly meaningful way. If you wish, you can do these exercises orally with the class before they attempt to write. This will help weaker pupils to carry out the task.

How to use *Action Pack (New Edition)*

The course uses the Eclectic Approach. As the word itself means, it uses a range of techniques and/or activities from different approaches in the EFL classroom. The teacher decides what methodology to use depending on the aim of the curriculum, the objectives of the lesson and the learners' needs and learning styles. A lesson following the Eclectic Approach combines and practices various principles such as the Total Physical Response (TPR), the Direct Method, the Natural Approach, the Audiolingual Method, the Communicative Approach, the Situational Approach, the Task Based Approach, etc. For example, the EFL teacher may decide to start with the inductive technique in presenting a linguistic item, then move to audiolingual practice and end with a task based activity. Another lesson for the teaching of vocabulary may start with an inductive activity through a reading task and proceed to a formal lexical activity in which pupils look up the meaning of words in a dictionary.

Outcomes

Besides the integration of language skills, the outcomes of *Action Pack 6 (New Edition)* – found in the General Guidelines and General and Specific Outcomes for the English Language Curriculum – reflect a broader kind of cross-curricular integration, in which the themes encompass various curricular

areas. Examples of interdisciplinary teaching in *Action Pack 6 (New Edition)* include the following: talking about measurements and distances (Pupil's Book, Unit 2 – Mathematics); comparing weather and features of Jordan and other countries (Pupil's Book, Unit 4 – Geography); talking about daily life in past generations and traditional crafts (Pupil's Book, Unit 10 – History); talking about doing science experiments (Pupil's Book, Unit 12 – Science); talking about wildlife and conservation (Pupil's Book, Unit 14 – Science).

Through using the Eclectic Approach and the lesson teaching plans, the course not only teaches English, but also shows pupils that language learning can be fun. As children of this age group have great enthusiasm but a limited attention span, activities are of a varied pace and duration, requiring short spells of concentration followed by fun and lively tasks. At the end of this grade, pupils will be able to:

Listening

- recognise the correct stress of syllables in multi-syllable words
- recognise the effect of pauses on understanding when listening
- follow oral instructions
- respond to questions before, during and after listening
- listen to and participate in simple classroom conversations
- make simple inferences when listening
- show understanding of main ideas from a simple oral presentation
- show appreciation of listening to songs and rhymes in English
- use teacher introduction and other clues to understand new words when listening
- ask questions after listening to gain understanding of new or unfamiliar words
- use context to understand new words when listening
- use prior knowledge and experience to listen when participating in simple conversations

Speaking

- speak with pauses for clarity and emphasis
- use correct intonation for questions and statements
- use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations
- discuss simple reading materials to compare own ideas with those of peers
- prepare and read aloud a short dramatic passage with accuracy, comprehension and expression
- with a partner, prepare and present a simple dialogue to the class
- give feedback about aspects of a peer's speech

Reading

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- use English print or electronic dictionaries and glossaries to help understand unfamiliar words in simple reading materials
- distinguish fact from opinion in simple reading materials
- identify cause and effect in simple and literary reading materials
- draw conclusions from simple reading materials
- explain an author's point of view in a simple text
- create a mind map/a chart of the main idea and the supporting details in simple reading materials
- retell what happens in a simple story

- read aloud short poems
- develop opinions based on information from two simple written sources
- explain the motive of a character in a simple story

Writing

- locate and use English reference materials found in the classroom and school library
- use table of contents and keyword search to locate specific information in print or electronic sources
- write meaningful sentences and paragraphs using given frameworks
- write a simple information paragraph or four or five sentences
- write a simple story of short paragraphs following a guided composition process
- write a simple letter or email to a friend
- write entries in a learning log
- write a simple short speech of four or five sentences to present to the class
- write paragraphs using proper organisation
- rewrite a paragraph in a simple narrative as required
- use and spell correctly learnt vocabulary
- vary sentence structure by using simple and compound sentences correctly
- write a dictated paragraph using correct punctuation marks
- check sources for accuracy of information
- correct punctuation with the assistance of peers and teachers

More about the Course

Revision

There are regular specific revision units, but revision is also ongoing throughout the course. Each lesson begins with a task that recycles language from a previous lesson. It also ends with a task to consolidate what the pupils have learnt. However, the specific revision units (Reviews) recycle language from the previous units in a new context. In this way, language is constantly recycled and revised, but in a new, motivating and fun way.

You can also use the Review units to monitor your pupils' progress. Make a note of any areas of weakness, and try to allocate time to go back over the problem areas in a later lesson.

Tests

At the back of the Teacher's Book you will find a series of tests. These are designed to test the key skills of Listening, Speaking, Reading and Writing. The tests check pupils' knowledge of all the language from the course. You can use these to check pupils' understanding at the end of the course. See also *Assessment* below.

Assessment

As the new curriculum in Jordan is founded on new concepts in the field of teaching and learning, so is the assessment of learning. Teachers need to develop assessment strategies whose main focus is improvement of learning.

Assessment is the process of gathering information, over time and from a variety of sources – assignments, demonstrations, projects, performances, and tests. Teachers and pupils gather information about what pupils know (knowledge and understanding), what pupils can do (skills) and what pupils believe (values and attitudes).

Note that pupils at this level should not be assessed for proficiency in grammar but in usage of the language. Good assessment has the following qualities:

- it follows a systematic, planned process over time;
- it gathers helpful information about pupil learning in a fair way;
- it is concerned both with how the pupil learns and with the

- result of the learning;
- it shows progress towards outcomes, including knowledge and skills of the subject;
- it motivates pupils to learn better; and
- it guides the teacher to judge the effectiveness of his/her teaching, to adapt the instruction and to plan the next steps

Assessment may be conducted in a number of ways:

- performance-based (demonstration, presentation)
- pencil and paper (essay, quiz, test, exam)

Refer to pages 154 to 158 to read and learn about assessment strategies.

Pronunciation

At this level, the course focuses on different aspects of pronunciation, including syllables and syllable stress in words, stress in compound words, pauses and sentence punctuation, emphasising adjectives, verbs, nouns and adverbs in sentences, and rising and falling intonation. These concepts are then reinforced with exercises in the Activity Book.

Writing

The Activity Book has carefully guided activities that extend pupils' writing ability in English. At this level, pupils are beginning to write paragraphs. In the Activity Book the difficulty of the activities increases as the course progresses, so that in the latter half of the book pupils are writing different types of paragraphs without prompts.

Most of the writing tasks can be done individually, but pupils can also check their answers with their peers and give advice if necessary. Go round and check that pupils are writing well. Give them plenty of help if necessary. Make sure that they are also sitting comfortably, with the book in the correct position: right-handed pupils tend to slope their paper slightly to the left while left-handed pupils slope their paper slightly to the right. Never encourage left-handed pupils to write with their right hand.

As pupils begin to research for written tasks, it is important to teach them at this early stage about research skills and the dangers of plagiarism. The act of interpreting and paraphrasing pre-existing material is a key skill that will serve the pupils for life, especially when it comes to higher education.

When conducting research, you could provide a checklist for pupils to follow such as:

1. **Define** the task
2. **Locate** the resources you need to answer your research questions. Make sure the sources are legitimate.
3. **Select from those resources the relevant information**, making clear and concise notes in your own words.
4. **Organise** the information into a logical sequence.
5. **Present** the information, in your own words.
6. **Evaluate** your work to see how well you did.

Classroom management

Throughout the course there are various activities that require pupils to work in pairs or small groups. Such activities are potentially motivating and useful. They offer pupils the opportunity to communicate in English in class time with the EFL teacher's guidance. They also have the advantage of allowing more pupils to participate in the use of English in contrast to a teacher-oriented EFL class. (see pages 152–153 for help)

With a large class of enthusiastic pupils, it is very important to keep order, especially when pupils are being encouraged to play games and complete active tasks. Always ensure that noise is at an acceptable level: creative noise is fine, but disruptive noise should be discouraged. Agree on a simple code beforehand: for example, tell pupils that if you put your finger to your lips or your hands over your ears, then the noise level is too high.

Good luck, happy teaching and enjoy the course!

Lesson 1

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • follow oral instructions • respond to questions before, during and after listening • use teacher introduction and other clues to understand new words when listening • use context to understand new words when listening • use context and direct instruction to understand the meaning of new and unfamiliar words • scan simple written materials to preview them for general content before starting to read
Structures	<p>Imperative verbs for giving instructions: Use an encyclopaedia. Look at the index. Find the number of the page. Now check your partner's work, please.</p> <p>Functional language for the classroom: How do you spell 'buildings'? Can you repeat that, please? The structure <i>there is/are</i>: There is a lot of information in an encyclopaedia. There are some Roman buildings there.</p>
Functions	<p>Talking about places in Jordan Finding information Giving and following instructions Asking and answering questions</p>
Vocabulary	<p>check, dictionary, encyclopaedia, find (v), hope (v), index (n), information, look up, mark (v), partner, repeat, spell (v), work (n)</p>
Topic	<p>Writing about beautiful places in Jordan</p>
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 4, Exercise 1, Listen and read ■ Audio: Pupil's Book, Unit 1, Exercise 1 ■ Flashcards: dictionary, encyclopaedia, index

Revision

- Welcome the pupils back to school. If necessary, introduce yourself to the pupils, saying *I'm Mr/Mrs/Miss ...*
- If there are any new pupils in the class, introduce them, and let the class greet them, saying *Welcome to the class, ...*

Presentation

- Write these words on the board: *check, dictionary, encyclopaedia, index, look up*. Say the words, and ask pupils to repeat after you. Then, gesture towards the words again and say *What do you think we are going to learn about in this lesson?* Elicit pupils' suggestions, and confirm the answer, saying *Yes, we're going to learn about finding out information*. Ask *How can we find out information?* Check pupils' understanding of *find* and elicit their suggestions.
- Show the class the flashcard for *encyclopaedia*. Say *This is an encyclopaedia*. Ask pupils to repeat the word *encyclopaedia*. If the students have difficulty with this word, practise the pronunciation several times. Ask them what they can find in an encyclopaedia. Accept all reasonable answers.
- Present the word *information*. Explain that *information* means details about a place, situation or person. Ask the students where they can find out information. Elicit that they can use books (such as an encyclopaedia), they can ask people, or they can search on the internet.
- Show the class the flashcard for *dictionary*. Say *This is a*

dictionary. Ask pupils to repeat the word *dictionary*. Ask them what they can use a dictionary to do. Elicit that you can find out the meaning of a word and check the spelling. Ask pupils if they have used a dictionary in English before.

- Show the class the flashcard for *index*. Say *This is an index*. Explain that an *index* is an alphabetical list of information included in a book. This can include such things as people, places, events and subjects. The list includes both general and specific information, and includes page numbers, so that you can easily find the information that you are looking for. Ask them where they can find an index in a book. Elicit that an index is usually found at the back of a book. Clarify that there is usually another list at the beginning of books, which is called a *Table of Contents*. Explain that a *Table of Contents* is a different kind of list, found at the beginning of a book. This list is much shorter, and lists all the parts of the book in the order in which they appear. The *Table of Contents* shows how the book is divided, for example, into chapters. Again, page numbers are included, so that you can find the section that you want easily. To check understanding, give students two pieces of information and ask them to say whether they would be found in an *index* or a *Table of Contents*. For example, "Amman and the North of Jordan" and "Azraq Wetland Reserve" (*Table of Contents; Index*) or "The Royal Tombs, Petra" and "Petra" (*Index; Table of Contents*).
- Present the verb *look up*. Say *I want to find out what a word means. I look it up in the dictionary*. If you have a dictionary available, demonstrate this by looking up a word that is familiar to the students, such as *classroom*. Ask pupils to repeat *look up*.
- Say *There are beautiful places to visit in Jordan*. Ask pupils to repeat *place*. Tell the pupils some of the places that you have visited and ask them to name some of the places that they have been to.
- Repeat a place name that one of the pupils has suggested and say *How do you spell ...?* Help the pupil to reply, spelling out the name. Ask pupils to repeat the question *How do you spell ...?* Ensure pupils understand the meaning of *spell*.
- Tell the class they are going to listen and read about Kareem and Ali and their new teacher, and that they will be using the new words about finding out information.
- Ask pupils to take out their books.

Pupil's Book, Page 4, Exercise 1


- Say *Open your books at page 4*. Demonstrate opening your book and show the correct page.
- Ask the pupils to look at the pictures, and name any characters they know (Ali and Kareem). Say *Who's this?* and point to the teacher. Say *This is the new teacher. His name is Mr Yousuf*. Ask pupils to repeat the name.
- Ask the pupils to say where Ali and Kareem are (at school). Encourage them to name any objects they can see in the pictures. Ask pupils to suggest what is happening in the pictures.
- Say *Now we're going to listen to the story*. Ask them to listen to the recording and follow the words as they listen. Play the recording the first time. Check that pupils understand the word *hope*.
- Play the recording again. Pause after each sentence for the individual pupils to repeat.
- Ask pupils some questions: *Who is Mr Yousuf? (The new teacher.) Which book does Kareem use first? (The encyclopaedia.) How does Kareem find the number of the page? (He uses the index.) What place is Kareem writing about? (Umm Qais.) What does Kareem ask Ali? (How do you spell 'buildings?') How does Ali check the spelling? (He looks up the word in the dictionary.) How does Kareem ask to hear the word again? (He asks if Ali can repeat it.) What does Mr Yousuf tell Kareem and Ali to do? (Check their partner's work.) Is Kareem happy with Ali's work? (Yes, he is.) What can Mr Yousuf do with Kareem and Ali's work? (He can mark it.)* Check pupils' understanding of *partner repeat, mark* and *work*.

- Put pupils in groups of three. In their groups, ask them to choose who will be Mr Yousuf, Kareem and Ali. Play the recording and ask the pupils to read aloud with their character.
- Ask pupils to practise the dialogue in their groups. Go round the class to help with pronunciation as necessary.

Unit 1
1 Use a dictionary


1 Listen and read

1



Mr Yousuf: Good morning, everyone. My name's Mr Yousuf and I'm your new teacher. I hope you all enjoyed the summer holiday. Did you visit some beautiful places in Jordan? Today, you are going to write about them.

2




Kareem: How can we find information about the places?
Mr Yousuf: Use an encyclopaedia. There is a lot of information in an encyclopaedia.
Kareem: It's a big book. Where do I look?
Mr Yousuf: Look at the index. Find the number of the page there.

3



Kareem: I'm writing about Umm Qais. There are some Roman buildings there. How do you spell 'buildings'?
Ali: I can look up the word in the dictionary. Here it is. B-u-i-l-d-i-n-g-s.
Kareem: Can you repeat that, please?
Ali: B-u-i-l-d-i-n-g-s.

4



Mr Yousuf: Now check your partner's work, please.
Kareem: Your work is very good, Ali.
Ali: Your work is very good, too!
Mr Yousuf: Good. Now I can mark your work!

Audioscript

- Mr Yousuf:** Good morning, everyone. My name's Mr Yousuf and I'm your new teacher. I hope you all enjoyed the summer holiday. Did you visit some beautiful places in Jordan? Today you are going to write about them.
- Kareem:** How can we find information about the places?
Mr Yousuf: Use an encyclopaedia. There is a lot of information in an encyclopaedia.
Kareem: It's a big book. Where do I look?
Mr Yousuf: Look at the index. Find the number of the page there.
- Kareem:** I'm writing about Umm Qais. There are some Roman buildings there. How do you spell 'buildings'?
Ali: I can look up the word in the dictionary. Here it is. B-u-i-l-d-i-n-g-s.
Kareem: Can you repeat that, please?
Ali: B-u-i-l-d-i-n-g-s.
- Mr Yousuf:** Now check your partner's work, please.
Kareem: Your work is very good, Ali.
Ali: Your work is very good, too!
Mr Yousuf: Good. Now I can mark your work!

Further practice

- In pairs, pupils ask each other *What's your name?* and then *How do you spell that?* They can also ask *Can you repeat that, please?* Go round the class making sure that they are asking and answering correctly, and saying *Thank you* for the information.
- End the lesson**
- Praise the pupils for their good work. Say *Goodbye*, and encourage them to say *Goodbye (name)*.

Lesson 2

Outcomes

It is expected that pupils will:

- follow oral instructions
- recognise the correct stress of syllables in multi-syllable words
- use and spell correctly learned vocabulary
- draw conclusions from simple reading materials
- use correct intonation for questions and statements

Structures

Imperative verbs for giving instructions:

Use an encyclopaedia.

Look at the index.

Find the number of the page.

Now check your partner's work, please.

Functional language for the classroom:

How do you spell 'classroom'?

Can you repeat that, please?

The structure there is/are:

There is a lot of information in an encyclopaedia.

There are some Roman buildings there.

Functions

Giving and following instructions

Talking about places in Jordan

Finding information

Vocabulary

check, dictionary, encyclopaedia, index, information, look up, mark (v), partner, place (n), repeat, spell, word, work (n)

Topic

Writing about beautiful places in Jordan

Resources

- Pupil's Book, page 4, Exercise 1, Listen and read
- Activity Book, page 4, Exercise 1, Look and complete
- Activity Book, page 4, Exercise 2, Read and write K (Kareem) or Y (Mr Yousuf)
- Audio: Pupil's Book, Unit 1, Exercise 1
- Flashcards: *dictionary, encyclopaedia, index*

Revision

- Review the words *dictionary, encyclopaedia and index* using the flashcards. Hold up each flashcard and elicit the word. Elicit sentences containing each word.
- Write these phrases on the board: *check your partner's work, use an encyclopaedia, look up the word in the dictionary, mark your work, look at the index.* Point to each phrase and read it aloud. Ask pupils to repeat after you.
- Invite a pupil to the front of the class and ask them to choose which of the actions comes first and write the number 1 next to it. Choose different pupils to order the actions in the same way. If they have problems, ask the class to help them. If pupils disagree about the order ask them to give reasons for their answers. (Suggested answers: 1 use an encyclopaedia, 2 look at the index, 3 look up the word in the dictionary, 4 check your partner's work, 5 mark your work.)

Pupil's Book, Page 4, Exercise 1

- Ask pupils to open their books at page 4 and look at Exercise 1. Ask them to say what they remember about the story.
- Write these words on the board, without marking the stress: holiday, beautiful, information, encyclopaedia, buildings, repeat. Play the recording and ask pupils to listen for the words that are on the board.
- Point to each word and ask an individual to read it aloud. Ask the class to say which syllable is stressed. Explain that a part is a word or part of a word which makes one single 'beat' (demonstrate by clapping), and that stress is when you pronounce a word or a part of a word so it sounds louder or stronger. Mark the stress on the correct syllable of each word. (**h**oliday, **be**autiful, **in**formation, **en**cylop**a**edia, **b**uildings, **re**peat)
- Put the class into groups of three. Ask them to choose roles and to practise the dialogue.

Activity Book, Page 4, Exercise 1

- Ask pupils to open their Activity Book at page 4 and look at Exercise 1.
- Point to the box of instruction words and the incomplete sentences below. Explain that pupils should choose the correct word to complete each sentence.
- Pupils can work in pairs to complete the exercise. Go round helping if necessary as they work. Ask them to practise reading the completed instructions out loud.
- Check answers as a class, choosing pairs to read each sentence.

Answers

1. Use 2. Look up 3. Find 4. Check 5. Mark

Activity Book, Page 4, Exercise 2

- Explain that pupils have to read each line of dialogue and decide who is speaking. They write K for Kareem and Y for Mr Yousuf.
- Pupils can work in pairs to complete the exercise. Ask them to practise reading the sentences. Remind them to use correct intonation.
- Choose pairs to read each line of dialogue and say who is speaking each time. Compare answers with the rest of the class.

Answers

1. K 2. K 3. Y 4. K 5. Y 6. K 7. K 8. Y

Classroom Assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding by following oral instructions			
demonstrate understanding by saying what each action is for			
use reading strategies to understand simple reading material			
pronounce English words and sentences precisely and correctly			
use and spell correctly learnt vocabulary			

End the lesson

- Ask the pupils to look at the story in the Pupil's Book at page 4 and to think of a true or false statement to make about it, for example *Mr Yousuf is Kareem's new teacher* (true). or *Kareem looks up a word in the dictionary* (false).
- Pupils take turns to say their statement to the class. Other pupils say whether it is true or false. Ask for a volunteer to correct each false statement.

Lesson 3

Outcomes

It is expected that pupils will:

- follow oral instructions
- ask questions after listening to gain understanding of new words
- use context to understand new words when listening
- use and spell correctly learnt vocabulary
- use context and direct instruction to understand the meaning of new and unfamiliar words

Structures

Imperative verbs for giving instructions:

Use an encyclopaedia.

Look at the index.

Find the number of the page.

Now **check** your partner's work, please.

Functional language for the classroom:

How do you spell 'buildings'?

Can you repeat that, please?

The structure *there is/are*:

There is a lot of information in an encyclopaedia.

There are some Roman buildings there.

Functions

Giving and following instructions

Identifying pictures

Topic

Writing about beautiful places in Jordan

Resources

- Pupil's Book, page 5, Exercise 2, Listen, match and say
- Activity Book, page 5, Exercise 3, Complete and match
- Audio: Pupil's Book, Unit 1, Exercise 2

Revision

- Write *There is ...* on one side of the board, and *There are ...* on the other. Underline *is* and *are*. Point to each phrase and make a sentence for each one, e.g. *There is an encyclopaedia in Kareem's classroom.* and *There are Roman buildings in Umm Qais.*
- Elicit sentences from the pupils starting with *There is ...* and *There are ...*

Pupil's Book, Page 5, Exercise 2

- Ask pupils to open their books at page 5, Exercise 2 and look at the pictures. Elicit suggestions for what is happening in each picture. Choose a pupil to read the first speech bubble (*Use an encyclopaedia*). Ask pupils to point to the correct picture in their books, and choose another pupil to read the second speech bubble to confirm the answer (*It's picture b*).
- Tell pupils that you are going to play five instructions, and they need to listen and write the correct number for each one.
- Play the first instruction, and pause the recording to check that pupils match to the correct picture (picture b) and write number 1 in the box next to the picture.
- Play the recording, pausing after each instruction for pupils to write the number in the correct box.
- Play the recording right through for them to check their answers.
- When they have finished, ask pupils to work in pairs. One pupil chooses an instruction, e.g. *Mark your work* and the other pupil says *It's picture a*. Ask them to take turns to say the instruction and give the answer.
- Check answers as a class. Choose pairs to say the instruction and answer for each picture. This is an example of pair work (see page 153).

2 Listen, match and say

3 Ask and answer

Which word means 'a big town'?

It's 'city'! It's picture a.

5

Audioscript

1. Use an encyclopaedia.
2. Find the page in the index.
3. Look up the word in the dictionary.
4. Check your partner's work.
5. Mark your work.

Answers

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

Activity Book, Page 5, Exercise 3

- Ask pupils to look at the pictures in their Activity Book, and elicit suggestions for what is happening in each picture.
- Choose a pupil to read the nouns in the word box. Explain that they need to choose the correct word to complete each instruction. Then they will match the instruction with the correct picture. Choose a pupil to read the first instruction, which has been completed as an example. Then ask the class to point to the correct picture in their books.
- Pupils can work in pairs to complete each sentence and match it with the correct picture.
- In their pairs, ask pupils to take turns to read each instruction and say which picture it matches, e.g. *Use an encyclopaedia. It's picture c.*
- Check answers as a class, choosing pairs to read each instruction and say which picture is correct.

Answers

1. encyclopaedia – c
2. dictionary – a
3. work – d
4. index – b

End the lesson

- Invite a pupil to come to the front of the class. Tell them to think of one of the words they have learnt about finding information, without saying it. They say how many letters the word has, and write the correct number of blank spaces on the board. If necessary, help them with this. For example, if they have chosen *dictionary*, they write ten spaces: _____.
- Choose individuals to suggest a letter of the alphabet. The pupil at the front says *No* if the letter is not in the word. If it is in the word, the pupil writes it in the correct space.
- When pupils think they have guessed the word, they should put up their hands. When several pupils have their hands up, the pupil at the front chooses one of them to guess the word. If their guess is correct, the pupil at the front asks them *How do you spell (the word)?* If they spell it correctly, the pupil at the front completes the word on the board. The pupil who guessed correctly then comes to the front to think of a new word.

Lesson 4

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> follow oral instructions with a partner, prepare and present a simple dialogue to the class speak with pauses for clarity and emphasis use correct intonation for questions and statements use and spell correctly learnt vocabulary use English dictionaries to help understand unfamiliar words
Structures	Functional language for the classroom: <i>Which word means 'a big town'?</i> <i>It's 'city'.</i>
Functions	Giving and following instructions Asking and answering questions
Topic	Writing about beautiful places in Jordan
Resources	<ul style="list-style-type: none"> Pupil's Book, page 5, Exercise 3, Ask and answer Activity Book, page 5, Exercise 4, Listen and complete English or bilingual dictionaries

Revision

- Ask pupils to suggest some English words they know with five letters or more. Ask them to spell the word. Write each word on the board as they spell it. If they have difficulties, ask the class to help them, using a dictionary if necessary.

Pupil's Book, Page 5, Exercise 3

- Ask pupils to open their books at page 5.
- Tell the class they are going to help each other check the meaning of words using a dictionary. Ask them to look at the speech bubbles and invite two pupils to read them out.
- Ask the pupils to look at the list and find *city* and its definition. Check they remember the meaning of *noun* (thing) invite two or three more examples. Ask them to match *city* with the correct picture.
- Choose two pupils to ask and answer about one of the other words in the list. Model *which word means...?* if necessary and check that the answer is given correctly and fully.
- The pupils work in pairs to ask and answer the questions for each word. Go round and listen.
- Check answers with the class, choosing a pair to demonstrate the dialogue for each word. Ask the pupils to point to the correct picture each time.

Answers

a sweet food - cake - picture B; in a careful way - carefully - picture D; a big town - city - picture A; to make food hot and ready - cook - picture C; not hot or warm - cold - picture E

Further practice

- Ask the pupils to look again at the list of words and ask (e.g.) *which word comes before 'carefully'?* *Which word comes after 'cook'?* Ask why the words are in that order (they are alphabetical). You could write another list of five nouns on the board for the pupils to put in alphabetical order, or put them in pairs to create their own lists.
- You could also practise asking and answering about spellings. Model (e.g.) *How do you spell 'city'?* and encourage the class to chorus C-I-T-Y. Repeat with the other words, or put stronger pupils in pairs to continue.

Activity Book, Page 5, Exercise 4

- Ask pupils to open their Activity Book at page 5.
- Allow time for the pupils to study the table. Ask them to suggest a sentence with the word *headache* in it, and check that they agree with the correct definition after looking them up in the dictionary.
- Read out the first word in the box (*heavy*) and ask the pupils to match it with the correct definition (*difficult to carry, weighing a lot*). Invite pupils to do together a sentence with the word in it.
- Pupils complete the exercise alone or in pairs. Go around and offer help where needed.
- Check the answers with the whole class, and ask for sentences for sentences containing each word.
- Finally, point out or elicit that the words appear in the table in alphabetical order.

Answers

headache a pain in the head;
healthy well, not ill;
hear to take in sound through your ears;
heavy difficult to carry, weighing a lot;
helpful happy to help other people

End the lesson

- Say *Well done, class!* Tell them that they should remember to ask for help with spelling difficult words in future lessons.

Lesson 5

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> use context and direct instruction to understand the meaning of new and unfamiliar words scan simple written materials to preview them for general content before starting to read skim simple written materials for the main ideas use knowledge of verb tenses to understand when things happen draw conclusions from simple reading materials discuss simple reading materials to compare own ideas with those of peers pronounce English words and sentences precisely and correctly listen to and participate in simple classroom conversations
Structures	The structures <i>there is/are</i> and <i>there was/were</i> : There are some Roman buildings there. There were Roman roads.
Functions	Talking about places in Jordan Expressing pride in Jordan and the country's heritage Asking and answering questions
Vocabulary	<i>most, Western</i>
Topic	Writing about beautiful places in Jordan
Resources	<ul style="list-style-type: none"> Pupil's Book, page 6, Exercise 4, Read and answer Pupil's Book, page 6, Exercise 5, Read again and complete Activity Book, page 6, Exercise 5, Read and circle Activity Book, page 6, Exercise 6, Read and circle Yes or No

Revision

- Ask pupils to look at the story on page 4 of their books again. Ask them *What is Kareem writing about?* Elicit that he's writing about Umm Qais. Ask if any of your pupils have been to Umm Qais, or know anything about the place. Elicit sentences with *There is ...* or *There are ...*.

Presentation

- Review the word *lake*. Draw a lake on the right of the board, with hills or mountains behind it. Gesture to the lake and say *This is a lake*. Ask pupils to repeat the word after you.
- Invite individual pupils to come to the front and draw something on or around the lake and make a sentence with *There is ...* or *There are ...*, e.g. *There is a boat on the lake. There are some fish in the lake.*
- Present *There was/were ...* Write *Today* under the drawing of the lake. Copy the drawing of the lake on the left of the board, but without any additions. Write *Yesterday* under this drawing. Invite pupils to the front of the class to draw different items on or around the lake.
- Make a sentence about each picture, e.g. *Yesterday, there was a tiger next to the lake. Today, there is a boat on the lake.* Emphasise *was* and *is*, and write these words under each picture. Do the same with the plural forms, *were* and *are*.
- Invite pupils to make sentences for each picture using *There is/are ...* or *There was/were*.
- Present *Western*. Ask pupils to recall *west*. Ask them if they can guess what *Western* means. Elicit that it is a way of describing something that is located in the west of a particular area.
- Ask pupils where they find it more useful to study: the classroom, the library or somewhere else. Explain that *most* is used to describe something that is the best option.

Pupil's Book, Page 6, Exercise 4

- Ask *What are we going to read about?* Pupils look at the picture and read the question in Exercise 4. Ask the pupils what Kareem is doing (writing about Umm Qais / looking up Umm Qais in an encyclopaedia).
- Ask pupils if they remember what *look up* means. Ask *What kind of information do you think we might look up?* Elicit *words in a dictionary*. Explain that earlier, *look up* was used to describe finding a word in a dictionary, but it can also be used to find out larger amounts of information. In order to find out about a particular topic or subject, or to answer a difficult question, we have to *look it up*. Ask students what they think are important skills for looking things up. Elicit *Being able to find reliable information; being able to write about a topic or question in your own words*. Explain that when writing up what we have found out, it is very important to use your own words and ideas. Although we may be inspired by other people's ideas, it is important that we don't copy them. Explain that if we use or copy someone else's work or ideas and pretend that they are our own, it is *plagiarism*, and there are rules against this.
- Tell the pupils to read the text quietly by themselves to find answers to the question. They can ask you to help them if they do not understand any words.
- Ask the question *What can you see in Umm Qais?* and elicit answers. Try to encourage pupils to use *There is ...* and *There are ...* (*Roman buildings, a theatre, a big hill, a lake*).
- Ask *Can you see walls in Umm Qais?* If pupils say *Yes*, read the sentence *There were walls around Umm Qais in the past*, emphasising *were* and *in the past*. Elicit the answer that the walls are not there today, so we cannot see them. Do the same for *Roman roads*.
- Read the whole text while pupils listen, then ask pupils to read a sentence each. Check their pronunciation and

model the words if necessary. Point out the longer words that have their stress on the first part: *kilometre, interesting, theatre, beautiful*.

- N.B. Lake Tiberias is pronounced /leɪk taɪbɪərijəs/

4 Read and answer

What does Kareem find out about Umm Qais in the encyclopaedia?

Umm Qais: A beautiful place in Jordan by Kareem

Umm Qais is in the north of Jordan. It is about 110 kilometres from Amman, and it is near Irbid. In the past its name was Jadara.

There are a lot of Roman buildings in Umm Qais. They are very interesting. This is a photo of the Western Theatre. I think that this is the most beautiful building.

There is a big hill in Umm Qais. You can see Lake Tiberias from the top of the hill. It is very beautiful.


There were walls around Umm Qais in the past. There were also Roman roads. It is a very interesting place.

I want to visit Umm Qais with my family.

5 Read again and complete

• see • buildings • his • walls • 110 • favourite • hill • north • roads

- Umm Qais is in the _____ of Jordan.
- It is _____ kilometres from Amman.
- Kareem thinks that the Roman _____ are interesting.
- Kareem's _____ building is The Western Theatre.
- There is a big _____ in Umm Qais.
- From the top of the hill, you can _____ Lake Tiberias.
- In the past, there were Roman _____ and _____ in Umm Qais.
- Kareem wants to visit Umm Qais with _____ family.



Umm Qais is in the north of Jordan.

6

Pupil's Book, Page 6, Exercise 5

- Ask pupils to look at the exercise. Point to the sentences 1 to 8, and explain that there are words missing from the sentences. Point to the red words. Explain that these are the missing words.
- Pupils work in pairs to read each sentence and complete each sentence with one of the words. Make sure they are looking at the reading passage in Exercise 4 to check the correct information.
- Check answers as a class. Invite a pair to read each completed sentence. Ask the rest of the class to help them if necessary.

Answers

1. north 2. 110 3. buildings 4. favourite
5. hill 6. see 7. walls, roads 8. his

Activity Book, Page 6, Exercise 5

- Ask pupils to look at the photo, and ask if anyone knows which place this is. Elicit that it is Aqaba. Ask pupils who the letter is from (Fatima), and who she is sending it to (Nadia). Ask *When did Fatima go to Aqaba?* Elicit *In the summer*.
- Pupils can work in pairs to read each sentence together, and circle the correct words.
- Check answers as a class. Ask individuals to read each sentence aloud, including the correct words.

Answers

1. went
2. travelled
3. stayed
4. interesting
5. swim
6. had

Activity Book, Page 6, Exercise 6

- Explain to the pupils that they need to decide whether the sentences that refer to the previous exercise are correct. Read the first statement and elicit *No*. Show pupils that they need to circle *No*.
- Pupils can work individually or in pairs to complete the task. This exercise uses critical thinking skills (see page 153).
- Check answers as a class. Invite pupils to read each sentence aloud and the answer. If the answer is *No*, ask them to make a correct sentence.

Answers

1. No. She went with her family.
2. Yes.
3. Yes.
4. No. There is a castle in Ayla.
5. No. They spent a day on the beach.
6. Yes.

End the lesson

- Ask pupils questions about their holidays, e.g. *Did you go on holiday in the summer? What places did you visit? What did you see? Did you travel by car? Did you have a wonderful time?* Elicit pupils' answers.

Lesson 6

Outcomes

It is expected that pupils will:

- recognise the correct stress of syllables in multi-syllable words
- respond to questions before, during and after listening
- pronounce English words precisely and correctly
- use and spell correctly learnt numbers
- take part in simple prepared presentations to the class
- write a simple information paragraph of four or five sentences

Structures

The verb *there is/are*:
There are some Roman buildings there.

Functions

Talking about places in Jordan
Recognising numbers
Expressing pride in Jordan and the country's heritage
Asking and answering questions

Vocabulary

hundred numbers between 100 and 999

Topic

Writing about beautiful places in Jordan

Resources

- Pupil's Book, page 7, Exercise 6, Listen and say
- Pupil's Book, page 7, Exercise 7, Look and say
- Pupil's Book, page 7, Exercise 8, Look up and talk about a place in Jordan
- Activity Book, page 7, Exercise 7, Write, listen and check
- Activity Book, page 7, Exercise 8, Look and write
- Activity Book, page 7, Exercise 9, Write
- Activity Book, page 72, Handwriting Practice
- A map of Jordan and information about places in Jordan
- Audio: Pupil's Book, Unit 1, Exercise 6
- Audio: Activity Book, Unit 1, Exercise 7

Revision

- Write some numbers between 1 and 99 on the board, in random order, e.g. 32, 78, 16, 93, 44, 80, 3, 72. Invite two pupils to come to the board. Say one of the numbers and see which pupil can find it and point to it first. Ask, e.g. *How do you spell (the number)?* One pupil writes the number in words. The other pupil reads out the spelling when they have finished writing. If they have difficulties, other pupils can help by making suggestions.

Pupil's Book, Page 7, Exercise 6

- Ask pupils to open their books at page 7 and look at the pictures. Elicit the words for each picture.
- Remind pupils of the meaning of *syllable* by saying some English words and clapping your hands for the number of syllables in each word. Explain, as before, that a syllable is a part of a word which is a single beat. Elicit the number each time, e.g. *check* (one syllable), *repeat* (two syllables), *beautiful* (three syllables), *kilometre* (four syllables). If pupils find this easy, try saying the words and getting the pupils to clap the syllables.
- Explain that pupils are going to listen to some words, repeat them and say how many syllables there are in the word.
- Play the recording once while pupils listen to the words.
- Play the recording again. Ask pupils to repeat each word.
- Ask pupils to read each word and count the number of syllables in each by clapping the rhythm.

6 Listen and say



school



bedroom

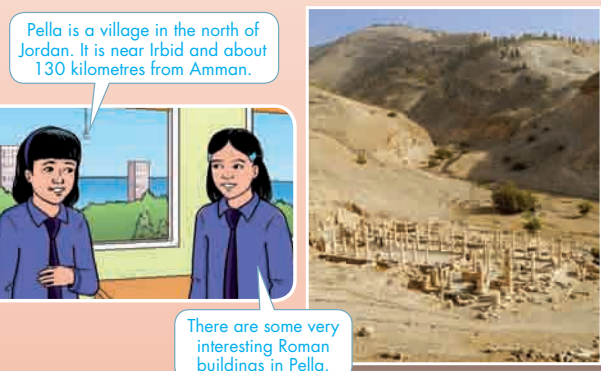


basketball

7 Look and say



8 Look up and talk about a place in Jordan



Audioscript

school bedroom basketball

Presentation

- Write the number 100 on the board. Say *One hundred*.
- Present numbers between 100 and 999. Write these

numbers on the board: 97, 98, 99, _____, _____. Ask the class to read the numbers you have written out loud. Then ask Which number comes next? Choose a pupil to come to the front of the class and write the next two numbers in the sequence (100; 101).

- Read the numbers, saying one hundred, one hundred and one. Get individual pupils to repeat after you. Write some more numbers containing hundred, e.g. 409, 680, 822. Read the numbers and ask pupils to repeat.
- Invite pupils to the board to write some more numbers between 100 and 999. Ask them to say the number that they have written and get the whole class to repeat after them.

Pupil's Book, Page 7, Exercise 7

- Ask pupils to look at the numbers in the exercise. Tell them they should point to each number and say it.
- Pupils can work in pairs to point to each number and say it. Go round helping them with pronunciation.
- Check answers as a class. Invite pairs to say each number aloud. Then ask the whole class to read the numbers together, as you point to each one.

Pupil's Book, Page 7, Exercise 8

- Ask pupils to look at the photo and elicit the name of the place (Pella). Choose a pair of pupils to read the sentences in the speech bubbles.
- Tell pupils that they are going to talk about a place in Jordan that they will look up in an encyclopaedia. Put them in pairs and ask them to choose a place they have been to or know about. Ask them if they know how to use an encyclopaedia, and remind them about using the index in an encyclopaedia to find a place of which they know the name. Tell them to write some things they find as notes.
- Explain that each pair needs to say three or four sentences about the place they have chosen. If you have a map or written materials on different places, tell them to use these to help them find interesting facts about the place. This is an example of experiential learning (see page 152).
- Pupils work in pairs to prepare some sentences about the place they have chosen. Go round helping them as needed.
- Invite pairs to come to the front of the class and talk about the place they have chosen. Encourage the rest of the class to clap when they have finished speaking.

Activity Book, Page 7, Exercise 7

- Ask pupils to open their Activity Books at page 7.
- Explain to pupils that they need to read each word aloud, and write the number of syllables next to it.
- Pupils can work in pairs or individually to complete the task.
- Play the recording once. Pupils listen to each word and check their answers.
- Play the recording again. Pause after each word for the class to repeat, and check their answers together.

Audioscript

football museum spell seventy
building lake work repeat holiday

Answers

football 2, museum 3, spell 1, seventy 3, building 2, lake 1, work 1, repeat 2, holiday 3

Activity Book, Page 7, Exercise 8

- Ask a pupil to read the first number out loud. Explain that the number is written in words, and point to the example answer, which shows the number in figures. Explain that

they need to write the numbers that are provided in words as figures, and the numbers in figures as words.

- Pupils can work in pairs to complete the task. If they need help with spelling, encourage them to ask each other, or you, *How do you spell ...?*

Answers

- 265
- four hundred and thirty
- 532
- seven hundred and twenty-nine
- 152
- six hundred and ninety-two
- 326
- four hundred and seventeen

Activity Book, Page 7, Exercise 9

- Ask pupils to look back at Exercise 8 on page 7 of their Pupil's Book. Ask two pupils to read the two speech bubbles.
- Write the first sentence frame from the Activity Book exercise on the board: _____ is a _____ in the _____ of Jordan. Say the first sentence from the speech bubble again (*Pella is a village in the north of Jordan.*) As you say it, run your finger along the sentence frame on the board. Elicit suggestions for different ways of completing the sentence, using other places in Jordan.
- Do the same procedure with the sentence beginnings *It is _____ and _____.* *There are _____.*
- Write the last sentence beginning on the board: *I like it because _____.* Elicit possible ways of completing the sentence.
- Explain that pupils now have to complete the sentences with their own ideas, using a place of their choice. Let them work individually, and encourage them to ask for help if necessary.
- Invite pupils to read out what they have written to the class. Encourage the class to praise each other's work.

Answers

Pupils' own answers.

Classroom Assessment

With reference to Unit 1:

Scoring criteria	Good	Fair	Poor
use context to understand new words when listening			
recognise the correct stress of syllables in multi-syllable words			
use simple sentences to talk with a partner about familiar and unfamiliar situations			
demonstrate understanding of simple informational materials			
use knowledge of verb tenses to understand when things happen			
write a simple information paragraph of four or five sentences			

End the lesson

- Write five numbers between 100 and 999 on cards. Give each card to a pupil and ask the pupils to come to the front of the class and hold up their cards. Ask the pupils to read out the numbers as a class.
- Ask the class to give the pupils instructions to stand in order, starting with the smallest number on the left up to the largest number on the right. Then tell them to start with the largest number instead.
- Guide the pupils to practise handwriting the two sentences in the Activity Book on page 72.
- Praise pupils for their good work in the unit.

Lesson 1

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- use teacher introduction and other clues to acquire understanding of numbers
- use context to understand new words when listening
- make simple inferences when listening
- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read

Structures

Questions with *how* plus adjective:

How long is Abdoun Bridge?

How tall are the skyscrapers?

How old is The Roman Theatre?

Use of adjectives:

It's 425 metres **long**.

They're 85 metres **tall**.

It's about 1,900 years **old**.

Functions

Asking and answering questions
Asking for information
Using large numbers
Talking about locations in Jordan

Vocabulary

choose, extremely, impressive, kilometre, modern, numbers between 1,000 and 2,000, old, really, taking, thousand, well-known

Topic

Landmarks in Jordan and information about them

Resources

- Pupil's Book, page 8, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 2, Exercise 1
- Wallchart: *In the town*

- Revise *metre* and present *kilometre*. Write the two words on the board, say them and ask the pupils to repeat. Hold up a metre rule and say *How long is this?* Answer your own question, saying *It's one metre long*. Say the question and answer again, pausing for the pupils to repeat.
- On the board, write $1,000 \text{ metres} = 1 \text{ kilometre}$. Explain to pupils that one thousand metres are equal to one kilometre. Write $2,000 \text{ metres} = \underline{\hspace{2cm}}$ on the board, and ask for a volunteer to complete the sentence (2 kilometres).
- Ask pupils to take out their books.

Pupil's Book, Page 8, Exercise 1

- Say *Open your books at page 8*. Check that pupils have opened their books at the correct page. Ask pupils to look at the pictures and say who is in the story (Samira, Kareem and their parents).
- Say *Samira is doing a project. What do you think her project is about?* Elicit the pupils' guesses, but don't give the correct answer for the moment.
- Now ask the pupils to listen to the recording to check whether they were right. They read the words as they listen.
- Ask the question *What is Samira's project about?* again and elicit the answer. (*It's about places in Amman.*)
- Ask questions to check pupils' understanding: *Why do they go out?* (*To choose places for Samira's project.*) *To find information about places in Amman.*) *Where do they go first?* (*To Abdoun Bridge.*) *What does Samira and Kareem's dad think of the bridge?* (*He thinks it's impressive.*) *How long is Abdoun Bridge?* (*425 metres.*) *What do they see next?* (*Some skyscrapers.*) *What does Kareem say about the skyscrapers?* (*They're really tall.*) *Is The Roman Theatre modern?* (*No, it's extremely old.*) *Have many people heard of it?* (*Yes, it's very well-known.*) *What does Samira thank her parents for?* (*For taking her and Kareem around the city.*) Ensure that pupils understand all the vocabulary listed.
- Use the wallchart to check pupils' understanding of places in a town.

Revision

- Write several numbers between 100 and 999 on the board. Point to a number and ask an individual to say the number. If they say the number correctly, ask the class to repeat. If not, ask another pupil to help them. Model correct pronunciation as necessary.


Presentation

- Present numbers between 1,000 and 2,000. Write these numbers on the board: 997, 998, 999, _____, _____. Ask the class to read the numbers you have written out loud. Then ask *Which number comes next?* Choose a pupil to come to the front of the class and write the next two numbers in the sequence (1,000; 1,001). If the pupil does not write a comma after the first number 1, write this for them.
- Read the numbers, saying *One thousand, one thousand and one*. Spell out *thousand* on the board so that pupils understand the written form of the number. Get individual pupils to repeat after you. Write some more numbers beginning with one thousand, e.g. 1,763, 1,925, 1,300. Read the numbers and ask pupils to repeat.
- Invite pupils to the board to write some more numbers between 1,000 and 2,000. Ask them to say the number they have written and ask individual pupils to repeat.

2

How long is the bridge?


1 Listen and read



Mum: What do you have to do for your project this week, Samira?

Samira: We have to find information about places in Amman.


Dad: Let's go this morning to choose places for your project.



Dad: Abdoun Bridge is an impressive bridge.

Samira: Yes, it's very modern. How long is Abdoun Bridge?

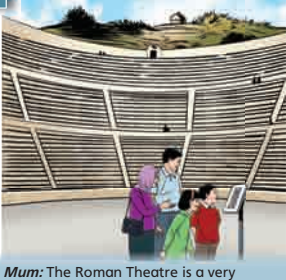
Kareem: It's 425 metres long.



Samira: Look! I can see the skyscrapers. How tall are they?

Dad: They're 85 metres tall.

Kareem: That's really tall.



Mum: The Roman Theatre is a very well-known building in Jordan.

Kareem: How old is The Roman Theatre?

Mum: It's about 1,900 years old!

Samira: That's extremely old! Thank you for taking us around the city, Mum and Dad!

Audioscript

1.

Mum: What do you have to do for your project this week, Samira?

Samira: We have to find information about places in Amman.

Dad: Let's go this morning to choose places for your project.
2.

Dad: Abdoun Bridge is an impressive bridge.

Samira: Yes, it's very modern. How long is Abdoun Bridge?

Kareem: It's 425 metres long.
3.

Samira: Look! I can see the skyscrapers. How tall are they?

Dad: They're 85 metres tall.

Kareem: That's really tall.
4.

Mum: The Roman Theatre is a very well-known building in Jordan.

Kareem: How old is The Roman Theatre?

Mum: It's about 1,900 years old!

Samira: That's extremely old! Thank you for taking us around the city, Mum and Dad!

End the lesson

- Say some numbers between 1,000 and 2,000, at random. Ask pupils to say the number that comes next.
- Praise pupils for their good work in the lesson. *Say Well done today, class!*

Lesson 2

Outcomes

It is expected that pupils will:

- follow oral instructions to order numbers
- respond to questions before, during and after listening
- recognise the correct stress of syllables in multi-syllable words
- draw conclusions from simple reading materials
- pronounce multi-syllable words correctly
- use correct intonation for questions and answers
- write sentences to answer questions

Structures

Questions with *how* plus adjective:

- How** long is that bridge?
How tall are the towers?
How old is the Roman city?
How deep is the lake?
How wide is the river?
- Use of adjectives:
 It's 115 metres **deep**.
 They're 200 metres **tall**.
 It's about 2,000 years **old**.
 It's 162 metres **wide**.
 It's 355 metres **long**.

Vocabulary

deep, wide

Functions

Asking and answering questions
 Asking for information
 Using large numbers
 Talking about locations in Jordan

Topic

Landmarks in Jordan and information about them

Resources

- Pupil's Book, page 8, Exercise 1, Listen and read
- Activity Book, page 8, Exercise 1, Look and choose
- Activity Book, page 8, Exercise 2, Read and answer
- Audio: Pupil's Book, Unit 2, Exercise 1

Revision

- Write these numbers on the board, in random order: 1,356, 136, 1,536, 163, 1,066, 156. Point to each number and encourage pupils to read them out.
- Draw six blank spaces in a row along the bottom of the board. Invite a pupil to the front of the class and ask them to choose which is the smallest number and write it in the first space. Ask them to say the number. If they are correct, let them choose another pupil to come to the front and write the second smallest number. Continue until all the numbers are written in the correct order. (136, 156, 163, 1,066, 1,356, 1,536).

Presentation

- Write these adjectives (describing words) on the left-hand side of the board: *long, old, tall, deep, wide*. Elicit the words and check pupils understanding.
- On the right-hand side of the board, draw a theatre, a bridge, a lake, a river and a skyscraper. Elicit the words. Say *Let's make questions*. Write the sentence frame: *How ____ is the ____?* Point to the skyscraper, and make the question *How tall is the skyscraper?*
- Invite individuals to suggest other questions, using the words and the sentence frame on the board, e.g. *How old is the theatre? How long is the bridge? How deep is the lake?*
- Say *Abdoun Bridge is the most interesting bridge in Jordan. The Roman Theatre is very beautiful*. Get pupils to make simple sentences of their own, if they can.

Pupil's Book, Page 8, Exercise 1

- Ask pupils to open the Pupil's Book at page 8. Ask them to say any details they can remember from the story.
- Write the following multi-syllable words on the board, without marking the stress: *information, project, impressive, skyscrapers, around*. Play the recording and ask pupils to listen for the words that are on the board.
- Ask individual pupils to read the words. Remind them about the importance of stressing the right syllable.
- Check answers with the class and place the stress marks as necessary. (*information, project, impressive, skyscrapers, around)*
- Put the class into groups of four. Ask them to choose roles and to practise reading the story. Monitor as they are reading, checking their pronunciation.

Activity Book, Page 8, Exercise 1

- Ask pupils to open their Activity Book at page 8. Ask pupils to look at the pictures in Exercise 1 and say what they can see.
- Point to the first dialogue. Ask two pupils to read the dialogue out loud. Explain that after pupils have read each dialogue, they should choose the correct picture to go with it.
- Pupils work in pairs to read the dialogues and write the correct answers. Monitor as they work.
- Check answers as a class, choosing pairs to read each dialogue and say the correct answer.

Answers

1. b 2. c 3. a

Activity Book, Page 8, Exercise 2

- Ask pupils to look at Exercise 2. Point to the sentences in the box and say *These are answers*. Ask the class to find all the numbers in the box and read them together. Choose a pupil to read the sentences in the box out loud.
- Invite different pupils to read the five questions. Explain that they need to match each question with one of the answers in the box.
- Pupils work in pairs to complete the exercise.
- Choose pairs to read each question and answer out loud for the class to compare answers.

Answers

1. It's about 2,000 years old.
2. It's 115 metres deep.
3. It's 355 metres long.
4. They're 200 metres tall.
5. It's 162 metres wide.

Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding by following oral instructions			
demonstrate understanding by ordering numbers from smallest to largest			
use reading strategies to understand simple reading material			
pronounce English words and sentences precisely and correctly			
use correct intonation for questions and answers			
use and spell correctly learnt vocabulary			

End the lesson

- Ask the pupils to look at the story in the Pupil's Book. Ask for volunteers to make a statement about one of the places in the story, e.g. *It's very modern*. The rest of the class says the name of the place (*Abdoun Bridge*).

Lesson 3

Outcomes

It is expected that pupils will:

- make simple inferences when listening
- use context to understand new words when listening
- respond to questions before, during and after listening
- show understanding of main ideas from a simple oral presentation
- discuss simple reading materials to compare own ideas with those of peers
- use and spell correctly learnt vocabulary
- use context and direct instruction to understand the meaning of new and unfamiliar words

Structures

Questions with *how* plus adjective:

How long is The River Jordan?

How tall is Raghadan Flagpole?

How old is Umayyad Palace?

How deep is Al-rakim cave?

Use of adjectives:

*It's about 65 kilometres **long**.*

*It's about 127 metres **tall**.*

*It's about 1,300 years **old**.*

*It's about 9 metres **deep**.*

Vocabulary

flagpole, palace

Functions

Asking and answering questions

Asking for information

Using large numbers

Talking about locations in Jordan

Topic

Landmarks in Jordan and information about them

Resources

- Pupil's Book, page 9, Exercise 2, Listen and choose
- Pupil's Book, page 9, Exercise 3, Listen again and choose
- Activity Book, page 9, Exercise 3, Write
- Audio: Pupil's Book, Unit 2, Exercise 2
- Audio: Pupil's Book, Unit 2, Exercise 3
- Photocopiable Extra Practice Worksheet 1, page 164
- Flashcards: *flagpole, palace*

Revision

- Write these words on the board: *old, deep, long, tall, wide*. Ask pupils to make a question about one feature where they live, and write the question in their notebooks, e.g. *How old is ____? How wide is ____?*
- Ask several pupils to read out the questions they have written. See if they, or any of the other pupils, can answer the questions.
- Use the flashcards to present *flagpole* and *palace*. Check pupils' pronunciation.

Pupil's Book, Page 9, Exercise 2

- Ask pupils to open their books at page 9 and look at Exercise 2. Tell pupils they are going to listen to dialogues about different places. Ask a pupil to read the question and the six possible answers in the book.
- Play the recording right through while pupils listen. Ask how many places the speakers talked about (Four).
- Play the recording, pausing after each question and answer for pupils to tick the places mentioned.
- Play the recording right through for them to check their answers.


2 Listen and choose

What are the sentences about?

<input type="checkbox"/> a flagpole	<input type="checkbox"/> a river	<input type="checkbox"/> a cave
<input type="checkbox"/> a palace	<input type="checkbox"/> a theatre	<input type="checkbox"/> a bridge

3 Listen again and choose

a




1 Raghadan flagpole is

135 metres tall

127 metres tall

b




2 Umayyad Palace is

about 1,300 years old

1,500 years old

c




3 The River Jordan is

151 kilometres long

251 kilometres long

d



4 Al-rakim Cave is


about 9 metres deep

12 metres deep

4 Ask and answer

- tall
- old
- long
- deep

How tall is Raghadan Flagpole?



9

Audioscript

- Boy 1: How tall is Raghadan Flagpole?

Boy 2: It's 127 metres tall.
- Girl 1: How old is Umayyad Palace?

Girl 2: It's about 1,300 years old.
- Boy 1: How long is The River Jordan?

Boy 2: It's 251 kilometres long.
- Girl 1: How deep is Al-rakim cave?

Girl 2: It's about 9 metres deep.

Answers

These items should be ticked: a flagpole, a palace, a river, a cave.

Pupil's Book, Page 9, Exercise 3

- Ask pupils to open their books and look at the pictures in Exercise 3. Ask pupils to read the sentence beginnings under each picture, and the two possible answers.
- Tell pupils that you are going to play the recording from Exercise 2 again, and that they need to listen and tick the correct answer.
- Play the first question and answer, and pause the recording for pupils to choose and tick the correct sentence ending. Let pupils check their answers in pairs.
- Play the recording again and check answers as a class.

Answers

- 127 metres tall
- about 1,300 years old
- 251 kilometres long
- about 9 metres deep

Further practice: Photocopiable Extra Practice Worksheet 1

- For further practice of numbers to 2,000, make a copy of the photocopiable worksheet 1 on page 164, for each pupil. Explain to pupils that they should read the numbers in the first column with the numbers in words in the second column.
- Pupils complete the first task individually then compare their answers with a partner.
- Ask pupils to work in their pairs to circle the correct numbers in each sentence. Then encourage them to read the sentences together.

Activity Book, Page 9, Exercise 3

- Ask pupils to look Exercise 3 on page 9 of their Activity Book. Elicit the names of the five places named in the sentences (*Zarqa River, Aqaba Flagpole, Karak Castle, King Hussein Bridge, Lake Tiberias*).
- Choose a pupil to read the adjectives (describing words) in the word box. Explain that they need to choose the correct word to complete each sentence. They should use each word only once. Choose a pupil to read the first sentence which has been completed as an example.
- Pupils can work individually or in pairs to complete each sentence.
- Check answers as a class.

Answers

- long
- tall
- old
- wide
- deep

End the lesson

- Remind pupils of the questions they wrote down at the beginning of the lesson. Ask them to take their questions home and see if they can find out the answers if they haven't been answered already. They may also like to try to find out the information to answer some of the other pupils' questions.

Lesson 4

Outcomes

It is expected that pupils will:

- listen to and participate in simple classroom conversations
- use prior knowledge and experience to listen when participating in simple conversations
- use simple sentences to talk with a partner about places in Jordan
- use correct intonation for questions and statements
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

Structures

Questions with *how* plus adjective:

How tall is Aqaba Flagpole?

How old is Amra Castle?

How wide is The River Jordan?

How deep is Lake Tiberias?

How long is Abdoun Bridge?

Use of adjectives:

It's 130 metres **tall**.

It's about 1,300 years **old**.

It's about 100 metres **wide**.

It's 43 metres **deep**.

Functions

Asking and answering questions
Asking for information
Using large numbers
Talking about locations in Jordan

Topic

Landmarks in Jordan and information about them

Resources

- Pupil's Book, page 9, Exercise 4, Ask and answer
- Activity Book, page 9, Exercise 4, Read and complete

Revision

- Ask pupils to read out the questions they wrote in the last lesson. Elicit the answers, based on information that pupils have researched.

Pupil's Book, Page 9, Exercise 4

- Ask pupils to look back at the pictures in Exercise 3. Elicit a sentence about each place, e.g. *Raghadan flagpole is 127 metres tall*.
- Ask pupils to look at Exercise 4. Ask a pupil to read the four adjectives (describing words) listed on the left. Explain that they are going to ask and answer questions in pairs, using the four describing words. Choose a pair to read the example dialogue.
- Pupils work in pairs to ask and answer questions. Make sure they take turns to ask and answer.
- When they have asked and answered questions about the places in Exercise 3, encourage them to ask each other questions about different places they know.
- Invite pairs to say their questions and answers to the class.

Activity Book, Page 9, Exercise 4

- Ask pupils to open their Activity Book and look at the pictures in Exercise 4. Elicit the names of the five places shown in the pictures (Aqaba flagpole, Amra Castle, The River Jordan, Lake Tiberias, Abdoun Bridge).
- Explain that pupils should read the incomplete questions and the answers. Ask a pupil to read out the first completed example.

- Pupils work individually to complete the task, then check their answers in pairs.
- Check answers as a class.

Answers

1. How tall is
2. How old is
3. How wide is
4. How deep is
5. How long is

End the lesson

- Ask pupils to make sentences expressing opinions about some of the places they learnt about in this unit, e.g. *Umayyad Palace is very beautiful. Abdoun Bridge is wonderful.*

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- distinguish fact from opinion in simple reading materials
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use and spell correctly learnt vocabulary
- reading an encyclopaedia entry
- use English dictionaries to help understand unfamiliar words in simple reading materials

Structures

Questions with *how* plus adjective:

How wide is the castle?

How high is the hill?

How old is Karak Castle?

How far is Karak Castle from Amman?

Use of adjectives:

It is 220 metres **wide**.

It is more than 800 years **old**.

Functions

Asking and answering questions
Asking for information
Using large numbers
Talking about locations in Jordan
Distinguishing between facts and opinions

Vocabulary

far from, inside, marvellous, underground (adj)

Topic

Landmarks in Jordan and information about them

Resources

- Pupil's Book, page 10, Exercise 5, Read and answer
- Pupil's Book, page 10, Exercise 6, Read again and answer
- Activity Book, page 10, Exercise 5, Read and circle
- Activity Book, page 10, Exercise 6, Read and answer

Revision

- Ask pupils to get into pairs and discuss the landmarks from last lesson e.g. *Aqaba Flagpole is 130 metres tall*.

Presentation

- Revise *view, tunnel, valley* and *tower*. Write the four words on one side of the board. Say each word and ask pupils to repeat it.
- Draw a picture of two hills with a valley in the middle. Draw a tower on top of one of the hills, and a stick person on top of the other. Draw a tunnel going into the side of one of the hills. Elicit the words by pointing to your drawing and asking pupils to choose one of the words from the board. For *view*, point to the person on the hill and say *What can the man see? (From the top of the hill, the man can see the view.)*
- Invite individual pupils to make sentences using the words on the board.
- To demonstrate *far from*. Say the name of a pupil at the back of the room. Say e.g. *Salwa is far from me*. Then ask *How far is Salwa from me?* Accept all reasonable answers.

Pupil's Book, Page 10, Exercise 5

- Ask pupils to open their books on page 10 and look at the photograph on the web page. Ask them to describe what they can see.
- Ask a pupil to read the question at the top. Ask pupils to read the paragraphs quietly to themselves and decide on possible answers to the question. Encourage them to use dictionaries if they do not understand the meaning of any of the words.
- Check that pupils understand the meaning of *inside, underground* and *marvellous*.
- Choose pupils to each read a paragraph out loud.
- Pupils work in pairs, taking turns to make sentences that answer the question, e.g. *You can see the castle on top of the hill. You can see The Dead Sea from the castle. You can see many rooms and long tunnels inside the castle.*


5 Read and answer
What can you see at the castle?

Karak Castle

Karak Castle is in the city of Karak, 140 kilometres south of Amman. The castle is more than 800 years old. It is at the top of a hill. It is 900 metres high. There are marvellous views of the Dead Sea from here.

Karak Castle is very big. It is 220 metres wide. Inside the castle, there are many rooms and long tunnels. They are very dark. Some of the castle is underground.


There's a museum in the castle. It has some interesting information about the castle's history.



6 Read again and answer

1 Where is Karak Castle?
2 How far is Karak Castle from Amman?
3 How old is Karak Castle?
4 How high is the hill?
5 How wide is the castle?
6 Why do you think that the tunnels are very dark?
7 What can you find in the museum?
8 Do you like Karak Castle? Why? Why not?

Where is Karak Castle?



It's in the city of Karak.

10

Pupil's Book, Page 10, Exercise 6

- Make sure that pupils have their books open at the right page. Explain that they are going to ask and answer questions about the reading text in Exercise 5. Choose a pair to read out the example dialogue.
- Pupils work in pairs to ask and answer the questions. Go round and monitor. Make sure they are taking turns to ask and answer. Help with pronunciation and intonation as needed.

Answers

1. It's in the city of Karak.
2. It's 140 kilometres from Amman.
3. It's more than 800 years old.
4. The hill is 900 metres high.
5. The castle is 220 metres wide.
6. Because they are under the ground.
7. You can find interesting information about the castle's history.
8. Pupils' own answers.

Further practice

- Ask pupils some more questions, for example:
 - *Have you visited Karak Castle?*
 - *Can you describe the tunnels at the castle?*
 - *What colour is the castle? What do you think it is made of?*
 - *Why do you think some of the castle is under the ground?*

Activity Book, Page 10, Exercise 5

- Ask pupils to open their Activity Book on page 10, and look at Exercise 5. Point to the picture and say *This is the castle at Ajloun*. Explain that they are going to read about the castle, and circle the correct word in the sentences below the text.
- Pupils can work in pairs to read the text together and choose the correct answers. Go round and monitor.
- Check answers as a class. Choose pairs to read each correct sentence.

Answers

1. kilometres
2. hill
3. sixteen
4. bridge
5. museum
6. The Jordan Valley

Activity Book, Page 10, Exercise 6

- Invite pupils to read out the questions about Ajloun Castle. Explain that they need to look back at the text in Exercise 5 to find the answers. Question 5 is an example of critical thinking question (see page 153).
- Pupils work individually to write their answers. Encourage them to answer in complete sentences. When they have finished writing, ask them to compare their answers in pairs.
- Check answers as a class.

Answers

1. It's in the city of Ajloun.
2. Ajloun Castle is about 830 years old.
3. In the past there were four towers.
4. The water around the castle was about fifteen metres deep.
5. Pupils' own answers.

End the lesson

- Elicit true and false statements about Ajloun Castle. Encourage the class to call out *True* or *False* after each statement, and to correct the false statements.

Lesson 6

Outcomes

It is expected that pupils will:

- recognise the correct stress of syllables in multi-syllable words
- use simple sentences to talk with a partner or a small group about familiar situations
- present a simple prepared speech of four or five sentences to the class
- show appreciation of listening to songs and rhymes in English
- write meaningful sentences using jumbled sentences
- write a simple information paragraph of four or five sentences
- write a paragraph using relevant vocabulary
- use English dictionaries to help understand unfamiliar words in simple reading materials
- correct punctuation with the assistance of peers and teachers

Structures

Questions with *how* plus adjective:
How old is the castle?
How high is that tower?
 Use of adjectives:
It's about two hundred years old.
It's 70 metres tall.

Functions

Asking and answering questions
 Asking for information
 Using large numbers
 Talking about locations in Jordan
 Demonstrating appreciation of a song

Vocabulary

mosque, statue

Topic

Landmarks in Jordan and information about them

Resources

- Pupil's Book, page 11, Exercise 7, Listen and say
- Pupil's Book, page 11, Exercise 8, Talk about you
- Pupil's Book, page 11, Exercise 9, Sing
- Activity Book, page 11, Exercise 7, Listen and circle
- Activity Book, page 11, Exercise 8, Read and order. Listen and check
- Activity Book, page 11, Exercise 9, Write about your town
- Activity Book, page 72, Handwriting Practice
- Audio: Pupil's Book, Unit 2, Exercise 7
- Audio: Pupil's Book, Unit 2, Exercise 9
- Audio: Activity Book, Unit 2, Exercise 7
- Audio: Activity Book, Unit 2, Exercise 8
- Flashcards: *mosque, statue*

Revision

- Say some words from the unit, e.g. *kilometre, inside, palace, wide, interesting*. Ask individual pupils to repeat them and say how many syllables each word has.

Presentation

- Introduce the words *mosque* and *statue* using the flashcards. Write *mosque* on the board, hold up the flashcard *statue* and ask if it refers to the word on the board. Elicit *No, that is a statue*. Repeat for *mosque*. Then hold up the flashcards and ask pupils to say which word they refer to.

Pupil's Book, Page 11, Exercise 7

- Ask pupils to open their books on page 11 and look at the pictures. Play the recording, pausing after the first word. Pupils repeat the word as a class. Point to the word under the picture and show how the stress is shown in red, with a circle over the stressed syllable and how every syllable is shown in different colours. Invite individuals to repeat the word with the correct stress and number of syllables.
- Play the other two words, asking pupils to repeat individually each time.

Audioscript

castle skyscraper January

Pupil's Book, Page 11, Exercise 8

- Ask pupils to look at the picture. Explain that they are going to talk about interesting places in their own town or city.
- Invite a pair of pupils to read the example speeches in the speech bubbles.
- Point to the list of words on the left of the exercise. Explain that these are words that they can use to help prepare their speech. Invite a pupil to read the words out loud. Help with the meaning of any of the words, or ask pupils to look in their dictionaries.
- Pupils can work in pairs or individually to prepare a short speech of four or five sentences about places in their town. Go round helping with facts and ideas. Encourage them to write notes to help them remember what to say.
- Invite pupils to come to the front of the class and give their talks about interesting places. Encourage the class to say *Well done* and clap when they have finished.

Answers

Pupils' own answers.

7 Listen and say



castle



skyscraper



January

8 Talk about you

- castle • tower
- mosque • bridge
- museum • library
- park • statue
- hill • hotel
- skyscraper



There's an interesting castle in my city. It's about two hundred years old.



There's a big tower near my town. It's seventy metres tall.

9 Sing

Today we're in the city.
 We're travelling around town.
 We see the streets and buildings.
 We're looking up and down.

How old is the castle?
 How wide is the wall?
 How high is that modern tower?
 It's very, very tall!

The buildings are important.
 We see the old and new.
 We learn about our history,
 And see our future, too.





Pupil's Book, Page 11, Exercise 9

- Ask pupils to look at the pictures and describe the places they see. Are they old or modern?
- Now ask pupils to listen and read the words. Play the recording. Check that pupils are following the words as they listen.
- Play the song again and encourage pupils to join in.
- Divide the class into three groups and encourage each group to practise and sing one verse each. When they have practised, ask each group to sing its verse to the class.

Audioscript

Today we're in the city.
We're travelling around town.
We see the streets and buildings.
We're looking up and down.

How old is the castle?
How wide is the wall?
How high is that modern tower?
It's very, very tall!

The buildings are important.
We see the old and new.
We learn about our history,
And see our future, too.

Activity Book, Page 11, Exercise 7

- Explain to pupils that they are going to listen to the word and circle the part of the word that is stressed. Demonstrate stress by saying the first word (market) and ask pupils where the stress is. Demonstrate again by clapping on the first syllable.
- Play the first word, and ask pupils to repeat it. Check that they are circling the first part of the word.
- Play the rest of the recording, stopping after each word to give pupils time to circle the correct part of the word. They work individually to complete the task.
- Check answers as a class. Ask what they notice about the stress on all the words (*The stress is always on the first part of the word.*)
- Ask students to say a few sentences with the words in.

Audioscript

market statue airport tower tunnel
postcard flagpole metre palace

Answers

market, statue, airport, tower, tunnel, postcard, flagpole,
metre, palace

Further practice

- Pupils say each word in Exercise 7. Make sure they pronounce the words correctly.

Activity Book, Page 11, Exercise 8

- Get pupils to look at the pictures and think about what they will be writing about. Explain that pupils have to put the words in the correct order to make sentences. Point to the first example sentence. Read the jumbled words and ask a pupil to read the example sentence. Explain that some of the sentences are questions and some are statements. Remind them of punctuation for questions. (Note that 1, 3 and 5 can be a statement or a question.)

- Pupils work individually to write the sentences. Go round monitoring, and check that they are using correct punctuation.
- Play the recording so that pupils can check the sentences they have written.

Audioscript and answers

1. The tower is 900 years old. / Is the tower 900 years old?
2. How far is the airport?
3. The tunnel is 104 metres long. / Is the tunnel 104 metres long?
4. How old is the palace?
5. The river is 189 metres wide. / Is the river 189 metres wide?
6. That isn't an old building.

Activity Book, Page 11, Exercise 9

- Explain to the pupils that they are going to write a few sentences about places in their town. Tell them that they can use the ideas from their short speeches to the class, if they wish.
- Write *in my city there is a big clock it is in the centre of the city on the board*. Ask pupils if this is correct they should notice there is no punctuation. After they can work in pairs to correct the sentence, putting in letters, commas and full stops. It should read *in my city, there is a big clock. It is in the centre of the city.*
- Invite a pupil to read the words from the box. Tell them that they can use some or all of the words in their writing.
- Pupils work individually to complete the task. Go round helping, reminding them to write full sentences with correct punctuation.
- Invite pupils to read out what they have written to the class. Encourage the class to praise each other's work.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 2, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
use context to understand new words when listening to a song			
recognise the correct stress of syllables in multi-syllable words			
show appreciation of listening to songs and rhymes in English			
present a simple prepared speech of four or five sentences to the class			
write a simple information paragraph about places in their town of four or five sentences			
correct punctuation with the assistance of peers and teachers			

End the lesson

- Guide the pupils to practise handwriting the two sentences in the Activity Book on page 72.
- Praise the pupils for their hard work in the unit. Encourage them to clap each other and say *Well done!*

Lesson 1

Outcomes

It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- make simple inferences when listening
- use English print or electronic dictionaries and glossaries to help understand unfamiliar words in simple reading materials

Structures

The verb *would like*:

I'd like to listen to some stories.

Would you like to buy that book?

Yes, I would./No, I wouldn't.

The structure *I'd prefer to...*:

I'd prefer to go to the face-painting stall.

The phrase *In my opinion*:

In my opinion, this is the most interesting event in Jordan.

Functions

Expressing wishes
Asking and answering questions
Expressing opinion

Vocabulary

book fair, charity, event, face-painting, international, Jordanian, opinion, prefer, stall (n), storyteller, writer

Topic

Visiting Amman International Book Fair

Resources

- Pupil's Book, page 12, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 2, Exercise 9
- Audio: Pupil's Book, Unit 3, Exercise 1
- Flashcard: *storyteller*
- Wallchart: *The world*
- Several story books

- On the board, write *Would you like to ____?* Explain that it is a way of asking someone what they want to do. Suggest some different endings to the question, e.g. *go shopping, buy a book, go ice-skating*. Write the possible answers on the board: *Yes, I would.* and *No, I wouldn't.*
- Under the answers, write *I'd prefer to ____*. Draw an arrow from *No, I wouldn't* to *I'd prefer to*. Explain that this is how you say what you want to do instead. Say, for example, *I'd prefer to go to the park*.
- Present *storyteller* and *Jordanian* using the flashcard and the wallchart. Point to each and say the word. Ask individual pupils to repeat it after you or in rows.
- Write the other new words on the board: *book fair, charity, event, face-painting, international, opinion, stall, writer*. Say each word and ask individual pupils to repeat it.
- Explain that the phrase *In my opinion* is used to express what you think about something.
- Give pupils five minutes to look in their English dictionaries and find the meaning of as many of the words as they can.
- Say sentences about each of the new words and elicit them: *someone who writes books (a writer); with lots of different countries (international); something you think is true (an opinion); you can buy or learn about books here (a book fair); you do this for fun (face-painting); you can buy things here (a stall); there are lots of interesting things to do here (an event); it helps people in need (charity)*.
- As an extension, ask pupils *Why would you like to read this book?* Model *I'd like to read it because (I'm interested in charity work)*.
- Ask pupils to suggest sentences using some of the new words. Accept any reasonable answers. Tell the class that they are going to hear about a visit to an interesting event.

Pupil's Book, Page 12, Exercise 1

- Ask pupils to open their books at page 12 and look at the first picture. Ask *What are the family doing?* Elicit suggestions.
- Now ask the pupils to listen to the recording to find out if they were right. They should read along as they listen.
- Ask the question again, and elicit the answer (*They are visiting Amman International Book Fair.*)
- Ask pupils to close their books, and check what they can remember. Read some sentence beginnings from the story in random order, and say who is speaking. See if pupils can complete the sentences. For example, *Samira says: I'd prefer to go to the ... (face-painting stall). Dad says: This is the most interesting event in ... (Jordan). Kareem says: I loved looking at all of the ... (books). Mum says: Let's listen to the storyteller and then go to the ... (face-painting stall). Kareem says: Look, there are some books by Jordanian ... (writers).*

Revision

- Point to the song on page 11 and elicit any of the words that pupils can remember. Play the song and encourage pupils to sing along, following the words in their books.

Presentation

- Present *Would you like ...?* Pick up two books, one fiction and one non-fiction. Hold up one of the books and ask *Would you like to read this book?* Encourage individual pupils to repeat the question after you.
- Look at the book and shake your head. Say *No, I wouldn't* and get some pupils repeat after you. Put the book down.
- Hold up the other book and ask the question again. Smile and say *Yes, I would* and get the pupils to repeat. Mime reading the book.
- Hold up a different book. Ask a pupil *Would you like to read this book?* Let them answer *Yes, I would* or *No, I wouldn't*.

1 Listen and read



Dad: This is Amman International Book Fair! There are books by writers from lots of different countries. In my opinion, this is the most interesting event in Jordan.

Kareem: Look, there are some books by Jordanian writers! Let's go there first. I'd like to buy a book by a Jordanian writer.



Samira: Look at these books, Mum! I'd like to buy this book about charity work. It looks very interesting.

Mum: Yes, let's buy this book for you. Kareem, would you like to buy that book for your cousin, Salma?

Kareem: Yes, I would. She would love this book!



Dad: What would you like to do now, children?

Kareem: I'd like to listen to some stories.

Samira: I'd prefer to go to the face-painting stall!

Mum: OK. Let's listen to the storyteller and then go to the face-painting stall.



Dad: What did you enjoy most today, children?

Kareem: I loved looking at all of the books. There are so many books by Jordanian writers!

Samira: I liked the books, too, but I also liked the storyteller and the stories. It was a great day!

12

Audioscript

- Dad:** This is Amman International Book Fair! There are books by writers from lots of different countries. In my opinion, this is the most interesting event in Jordan.

Kareem: Look, there are some books by Jordanian writers! Let's go there first. I'd like to buy a book by a Jordanian writer.
- Samira:** Look at these books, Mum! I'd like to buy this book about charity work. It looks very interesting.

Mum: Yes, let's buy this book for you. Kareem, would you like to buy that book for your cousin, Salma?

Kareem: Yes, I would. She would love this book!
- Dad:** What would you like to do now, children?

Kareem: I'd like to listen to some stories.

Samira: I'd prefer to go to the face-painting stall!

Mum: OK. Let's listen to the storyteller and then go to the face-painting stall.
- Dad:** What did you enjoy most today, children?

Kareem: I loved looking at all of the books. There are so many books by Jordanian writers!

Samira: I liked the books, too, but I also liked the storyteller and the stories. It was a great day!

End the lesson

- Ask pupils to imagine they are at the Book Fair. Ask questions, e.g. *Would you like to buy a book? Would you like to go to the face-painting stall? Would you like to see the storyteller?* Encourage pupils to answer *Yes, I would* or *No, I wouldn't*.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- listen to and participate in simple classroom conversations
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen
- use correct intonation for questions and answers
- use and spell correctly learnt vocabulary

Structures

The verb *would like*:

I'd like to listen to some stories.

Would you like to buy that book?

Yes, I would./No, I wouldn't.

The structure *I'd prefer to...*:

I'd prefer to go to the face-painting stall.

The phrase *In my opinion*:

In my opinion, this is the most interesting event in Jordan.

Functions

- Expressing wishes
- Asking and answering questions
- Expressing opinion

Topic

Visiting Amman International Book Fair

Resources

- Pupil's Book, page 12, Exercise 1, Listen and read
- Activity Book, page 12, Exercise 1, Read and circle
- Activity Book, page 12, Exercise 2, Read and complete
- Audio: Pupil's Book, Unit 3, Exercise 1

Revision

- Hold up your book at page 12. Point to the third picture, and say *Dad asks 'What would you like to do now, children?'* On the board, write *What would you like to do now?*
- See if any pupils can remember how Kareem and Samira answered the question. Confirm the answers: *I'd like to listen to some stories. I'd prefer to go to the face-painting stall.* On the board, write *I'd like to ____.* and *I'd prefer to ____.* Elicit ideas for different ways of completing the two answers.

Pupil's Book, Page 12, Exercise 1

- Ask pupils to open their books on page 12. Tell them they are going to listen to the story again. Ask them to listen for the other question that Dad asks the children. Play the recording right through while the pupils listen and read.
- Elicit the question that Dad asks at the end of the story (*What did you enjoy most today, children?*) Say the question again, and ask individual pupils to repeat. Check pronunciation and intonation. Ask pupils to say how Kareem and Samira answered. (*Kareem loved looking at the books. Samira liked the books, the storyteller and the stories.*)
- Put the class into groups of four. Ask them to choose roles and to practise reading the story. Monitor as they are reading.

Further practice

- Tell the pupils to stay in the same groups. Explain that they should pretend to be the family at the Book Fair. Ask the pupil who is playing the part of 'Dad' to ask the others *What would you like to do now?* Encourage the other 'characters' to give different answers to the question, using *I'd like to ...* or *I'd prefer to ...* or *Let's ...*
- Ask pupils to extend their sentences using *because*. Provide an example on the board. *I'd prefer to look at non-fiction books because I want to learn how to protect the Earth.* Explain that fiction books are about imaginary people and events, and that non-fiction books are about real facts or events. Pupils work individually and then present their sentences to the class.

Activity Book, Page 12, Exercise 1

- Ask pupils to open their Activity Book on page 12. Ask them to look at the pictures in Exercise 1 and suggest what is happening in each one.
- Write *prefer*, *Let's*, *love*, *would like* on the board and use the word *go* to practise structure with the pupils. For example, *Say I'd prefer [beep] to the park*, and get pupils to fill in the gap with *to go*. Then say *Let's [beep] to the market*, and pupils say *go*. You can write these examples down if you like, for reference.
- Explain that pupils are going to read sentences about each picture and circle the correct words. Ask a pupil to read out the first two sentences as an example.
- Pupils can work in pairs to complete the task. Encourage them to circle the answers and then to read the sentences out loud in their pairs. Go round monitoring for correct pronunciation. Check answers as a class, choosing individuals to read out each sentence.

Answers

1. to go, I'd 2. Let's, I'd 3. buy, love 4. to do, I'd

Activity Book, Page 12, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Books. Point to the words in the box. Invite a pupil to read out the words.
- Explain that they should choose the correct words from the box to complete the sentences. Ask a pupil to read out the first completed example. Ask pupils to work on their own to complete the sentences. When they have finished, ask them to compare answers with a partner. Check answers as a class.

Answers

1. go 2. I'd 3. would 4. prefer 5. event

End the lesson

- Ask pupils to suggest words they can use to describe an event, e.g. *interesting*, *wonderful*, *great*, *fun*, *exciting*.

Lesson 3

Outcomes

It is expected that pupils will:

- follow oral instructions
- recognise the correct stress of syllables in multi-syllable words
- respond to questions before, during and after listening
- use context and direct instruction to understand the meaning of new words
- listen to and participate in simple classroom conversations

Structures

The verb *would like*:
I'd like to read that book.
Would you like to read that book?
Yes, I would./No, I wouldn't.
 The structure *I'd prefer to...*:
I'd prefer to read this book.

Functions

Expressing wishes
 Asking and answering questions
 Expressing opinion

Topic

Visiting Amman International Book Fair

Vocabulary

donkey, Egypt, Egyptian, Emirates, Emirate, Jordan, Lebanese, Lebanon, tale, traditional, UAE

Resources

- Pupil's Book, page 13, Exercise 2, Listen and match
- Activity Book, page 13, Exercise 3, Read, complete and match
- Audio: Pupil's Book, Unit 3, Exercise 2
- Wallchart: *The world*
- Several story books

Revision

- Ask *What is the word for someone who writes a book?* Elicit *a writer*. Give out some story books to pairs of pupils. Ask each pair to find the name of the writer on the book. Elicit the names, helping with pronunciation.

Presentation

- Hold your book up, showing the pupils the story on page 12. Point to the first picture. Ask *What does Kareem say?* On the board, write *Look, there are some books by ____ writers.* Elicit the missing word (*Jordanian*). Write it on the board and ask individual pupils to repeat it after you.
- Say *Jordanian* again. Ask how many syllables there are in the word (*four*). Get pupils to say which part of the word the stress falls on (*the second part*). Underline the stressed part of the word (*Jordanian*).
- Say *A Jordanian person comes from Jordan.* Present *Emirati, Lebanese and Egyptian*. Write the words on the board. Say them, and ask volunteer pupils to repeat after you. Ask pupils to suggest which country each of these words refers to (*the UAE, Emirates, Lebanon, Egypt*).
- Use the wallchart of *The world* to confirm pupils' answers. Point to each country. Elicit the name and the country's nationality each time.
- Say each word, elicit and underline the stressed part of the word (*Emirati, Lebanese, Egyptian*).
- Invite individual pupils to read out all three words, using the correct pronunciation and stress.

Pupil's Book, Page 13, Exercise 2

- Ask pupils to open their books. Point to the four children on the left of the exercise. Ask a pupil to read out their names. Ask another pupil to read out the titles of the books. Check that students understand *life, peace, special* and *tale*.
- Ask pupils to look at the four book covers and say what type of books they think these are. Invite a pupil to read out the words in the four labels. Talk about the pictures and present *donkey*.
- Tell pupils that they are going to match the children on the left with the books on the right. Tell the pupils just to listen the first time while you play the recording all the way through. Make sure pupils understand the meaning of the word *traditional*. Play the recording again, pausing after each speech for the pupils to match each speaker with the correct book and writer. Elicit answers as a class.

2 Listen and match

1 Sami

2 Muna

3 Ziad

4 Rola

3 Ask and answer

What would you like to read?

I'd like to read a book by Suleiman El Mashini. He's a Jordanian writer. He wrote books about our future.

My Own Special Way
Maha Al-Khayyat

The Tales of Jaha
Kamel Writan

Egypt
an Egyptian writer

Emirates
an Emirati writer

Lebanon
a Lebanese writer

Jordan
a Jordanian writer

The Life Story of a Piece of Paper
Haya Saleh

A Queen's Story
Diala Arslan

13

Audioscript and answers

- Boy: Today we're going to the Book Fair. What would you like to read, Sami?

Sami: I'd like to read a traditional book by an Egyptian writer from Egypt. It's a book of stories about a man who had a donkey.
- Girl: What would you like to buy at the Book Fair, Muna?

Muna: I'd like to read a book by a Lebanese writer from Lebanon. It's a book about bees.

Girl: I'd like to read that book, too.
- Boy: Ziad, what would you like to read?

Ziad: I'm not sure. I like the books by the Egyptian and Lebanese writers, but I'd like to read this book. It's about paper. It's by a Jordanian writer from Jordan.
- Girl: What would you like to read, Rola?

Rola: I like all of these books. But I'd prefer to read this book by an Emirati writer from the UAE. It's a book about a girl. She wants to be like her older sister.

Girl: That's a great book.

Activity Book, Page 13, Exercise 3

- Ask pupils to look at their Activity Book. Point to the map in Exercise 3, and elicit the names of the countries marked (*Jordan, Lebanon, Egypt, the UAE or Emirates*).
- Point to the pictures, and say *These are famous places in each country*.
- Explain that pupils should read the sentences and complete them, using the words in the box. Then they need to match the sentences with the pictures. Ask a pupil to read out the example answer.
- Ask pupils to work in pairs to complete each sentence, read it out together, and write the letter of the correct picture.
- Go round monitoring while they are working, making sure that both pupils are reading out the sentences correctly.
- Check answers as a class.

Answers

1. Jordanian – picture b
2. Lebanese – picture d
3. Emirati – picture c
4. Egyptian – picture a

End the lesson

- Ask pupils to name their favourite writer. Encourage them to say why they have chosen this writer. If several pupils name the same writer, you could have a vote for the class' favourite.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and statements
- listen to and participate in simple classroom conversations
- write meaningful sentences using given frameworks
- use and spell correctly learnt vocabulary
- speak with pauses for clarity and emphasis
- use simple sentences to talk about what they would like to read
- with a partner, prepare and present a simple dialogue to the class
- write sentences to complete a dialogue

Structures

The verb *would like*:

What would you **like** to read?

I'd like to read that book.

Yes, **I would**./No, **I wouldn't**.

The structure *I'd prefer to...*:

I'd prefer to read this book.

The phrase *In my opinion*:

In my opinion, this is the most interesting event in Jordan.

Functions

Expressing wishes

Asking and answering questions

Expressing opinion

Topic

Visiting the International Book Fair in Amman

Resources

- Pupil's Book, page 13, Exercise 3, Ask and answer
- Activity Book, page 13, Exercise 4, Write and say
- Audio Pupil's Book, Unit 3, Exercise 2
- Wallchart: *The world*

Revision

- Revise nationalities using the wallchart. Say the name of a country, e.g. *Lebanon*. Invite a pupil to come to the front and point to the country on the map. Then encourage them to say the nationality that goes with the country (*Lebanese*).
- Choose different pupils to do the same with the other countries and nationalities.

Pupil's Book, Page 13, Exercise 3

- Ask pupils to open their books on page 13. Point to the girls speaking in Exercise 3 and explain that they are talking about books.
- Tell pupils to look back at Exercise 2, and play the recording again while pupils listen.
- Ask a pair of pupils to read the dialogue from the speech bubbles in Exercise 3. Pupils work in pairs to ask the question and answer it with their own ideas. Go round monitoring, making sure that they take turns to ask and answer. Ask pupils to change partners and do the same again. Invite several pairs to say their dialogues for the class.
- Write *would like*, *prefer*, *Let's* on the board. Pupils make sentences using these words in pairs.

Activity Book, Page 13, Exercise 4

- Ask pupils to open their Activity Books on page 13 and look at Exercise 4. Explain that they are going to work in pairs to complete the dialogue with their own ideas.
- Ask a pupil to read out the first line of the dialogue, with the example answer. Elicit possible ways of completing the next few lines.
- Point to the two blank lines, and suggest that pupils could think of ways to give their opinion about the activities in the dialogue. Ask pupils to look back at the story on page 12 and find how the characters express their opinions, e.g. *This is the most interesting event*, *It looks very interesting*, *She would love this book*, *I loved looking at the books*, *It was a great day*.
- Elicit some more words to describe opinions, and write these on the board. Pupils work in pairs to complete the dialogue. When they have finished writing, ask them to practise saying their dialogue. Invite pairs to present their dialogues to the class. When they have finished, encourage the class to clap and say *Well done!*

Answers

Pupils' own answers.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
use and spell correctly learnt vocabulary			
use knowledge of verb tenses to understand when things happen			
respond to questions before, during and after listening			
listen to and participate in simple classroom conversations about what they would like to read			
write meaningful sentences to complete a dialogue			
with a partner, prepare and present a simple dialogue to the class			

End the lesson

- Ask *What is your favourite book?* Encourage pupils to name their favourite book and tell the class about it, saying *It's a book about ...*

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- develop opinions based on information from two simple written sources
- use English dictionaries to help understand unfamiliar words in simple reading materials
- distinguish fact from opinion in simple reading materials
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary
- write meaningful sentences using questions as prompts

Structures

The verb *would like*:
I'd like to go to the festival again.
Would you like to go there again?
Yes, I would./No, I wouldn't.
 The phrase *In my opinion*:
In my opinion, it's the best festival for children.

Functions

Expressing wishes
 Asking and answering questions
 Expressing opinion

Vocabulary

craft (n), *fact*, *festival*, *fun fair*, *global*, *jewellery*, *model (n)*, *paint (v)*, *puppet show*

Topic

Events in Jordan

Resources

- Pupil's Book, page 14, Exercise 4, Read and answer
- Pupil's Book, page 14, Exercise 5, Read again and say *opinion* or *fact*
- Activity Book, page 14, Exercise 5, Read and complete
- Activity Book, page 14, Exercise 6, Write answers
- Wallchart: *Sports and activities*
- Different handmade craft items and a puppet (optional)
- Flashcard: *festival*

Revision

- Revise vocabulary from this unit by playing a game such as Picture Fun or Picture Dictionary.

Presentation

- Present *craft and puppet*. Say *craft* and ask pupils to repeat. Explain that crafts are things that people make by hand. Show some examples of craft items, if you have brought

them to class. If not, name some craft items, e.g. *a rug, a bag, toys*. Say *puppet* and ask individual pupils to repeat. If you have brought a puppet, show it and demonstrate how it moves.

- Present *puppet show* using the wallchart. Ask volunteer pupils to repeat the words after you with correct pronunciation.
- Present *festival* using the flashcard. Explain that festivals are big events for special occasions.
- Elicit sentences using the new words.
- Explain the difference between a fact and an opinion.
- Say the following sentences about an event and ask pupils to say *Fact* or *Opinion*: *It's the best book fair!* (*Opinion*). *There are books from many different countries.* (*Fact*) *The fair lasts for ten days.* (*Fact*). *The face-painting stall is great!* (*Opinion*)

Pupil's Book, Page 14, Exercise 4

- Pupils open their books on page 14 and look at Exercise 4. Ask them what they can see in the two photographs. Elicit the names of the two festivals that are described in the texts (*The Global Village* and *The Amman Summer Festival*).
- Ask a pupil to read out the question at the top. Tell pupils that they should read the two texts to find out the answer to the question.
- Pupils read the texts quietly on their own. Encourage them to use their dictionaries to check the meaning of words as necessary.
- When they have finished reading, elicit the answer to the question. (*The Global Village Festival is the oldest.*) Ask them how they know. (*The first Global Village Festival was in 2004. The first Amman Summer Festival was in 2006.*)
- Go round the class, asking each pupil to read out one sentence of the text. Help with pronunciation and vocabulary as needed. Check that pupils understand the meaning of *global, jewellery, modal* and *paint*.
- Ask the class questions to check understanding, e.g. *Which month is The Amman Summer Festival? (It's in July.) Which festival has a fun fair? (The Global Village Festival.)*

4 Read and answer

Which festival is the oldest?

Summer Festivals in Jordan

The Global Village Festival

I love The Global Village Festival. It happens every summer in Amman and it started in 2004. I think that it's the best summer festival. There are stalls with crafts, toys, clothes and foods from many countries in the world. I like looking at the stall with jewellery, dresses and mosaics from Jordan.

There is a food market at the festival. You can try dishes from many countries in the world. I love the dates, cakes and spices. The food is delicious!

I like the fun fair at the festival, too. It is very fun!

Thousands of people visit the festival every year.

Fatima



The Amman Summer Festival

The Amman Summer Festival is in July. It's great! There are a lot of things for children to do at the festival. There are colourful puppet shows. Children can also draw, paint, listen to stories and sing. They can make models from balloons, too!

The first Amman Summer Festival was in 2006. Lots of people come to the festival with their families every year. In my opinion, it's the best festival for children.

Saleem



5 Read again and say *opinion* or *fact*

- 1 I think that it's the best summer festival.
- 2 There is a food market at the festival.
- 3 The food is delicious!
- 4 It is very fun!
- 5 Children can also draw, paint, listen to stories and sing.
- 6 In my opinion, it's the best festival for children.

I think that it's the best summer festival.



This is an opinion.

14

Pupil's Book, Page 14, Exercise 5

- Ask pupils to look at Exercise 5. Explain that the six sentences are *facts* or *opinions* from the reading text in Exercise 4.
- Invite individual pupils to read out each sentence. Elicit which festival each sentence refers to. (*Sentences 1, 2, 3 and 4 are about The Global Village Festival. Sentences 5 and 6 are about The Amman Summer Festival.*)
- Explain that pupils should work in pairs to read out each sentence and decide if it is fact or opinion. This is an example of critical thinking (see page 153). Ask a pair to read out the example dialogue in the speech bubbles.
- Pupils work in pairs to complete the task. Go round and monitor. Check answers as a class.

Answers

1. Opinion
2. Fact
3. Opinion
4. Opinion
5. Fact
6. Opinion

Further practice

- Ask pairs to look again at the texts and find two more facts about each of the festivals.

Activity Book, Page 14, Exercise 5

- Ask pupils to open their Activity Book on page 14 and look at the photograph in Exercise 5. Say *These are crafts*.
- Revise *mosaic, jewellery, sleeves* and *scarves*. Ask pupils to repeat each of the words after you, and elicit the meaning. If pupils are unsure, encourage them to check the meanings in their dictionaries or draw a simple picture on the board.
- Ask pupils to look at the letter and elicit who it is from (*Ibrahim*) and to (*Raed*). Explain that pupils should read the letter. When they have finished reading, they copy the underlined sentences into the correct place in the table, depending on whether they are opinion or fact. This is an example of critical thinking (see page 153).
- Let pupils work in pairs to complete the task. Check answers as a class.

Answers

Opinion:

It was great!
They were very beautiful.
In my opinion, it's the best festival in Jordan.

Fact:

All the crafts at the festival were from Jordan.
My mum bought a small mosaic for our house.
Lots of people were at the festival with their families.

Activity Book, Page 14, Exercise 6

- Explain to pupils that they are going to write answers to some questions about the letter in Exercise 5.
- Ask a pupil to read out the first question, and another pupil to read out the example answer.
- Pupils work individually to complete the task. Go round monitoring, and check their spelling and punctuation. When they have finished writing, encourage pupils to check their answers with a partner. Invite pupils to read out a question and their answer. If any pupils have a different answer, ask them to read it out too. Accept all correct answers. Question 5 is an example of a critical thinking question (see page 153).

Answers

1. He's been to Aqaba Traditional Arts Festival.
2. The crafts were from Jordan.
3. He would like to go to Aqaba Water Festival.
4. He thinks that Aqaba Traditional Arts Festival is the best.
5. Pupils' own answers.

End the lesson

- Ask pupils to pretend they are at one of the festivals described in Exercise 4 of the Pupil's Book. Invite them to say one sentence about what is happening at the festival, and one sentence giving their opinion. Give an example: *I'm at The Amman Summer Festival. Lots of children are watching a puppet show. It's very exciting!*

Lesson 6

Outcomes

It is expected that pupils will:

- recognise the correct stress of syllables in multi-syllable words
- speak with pauses for clarity and emphasis
- with a partner, prepare and present a simple dialogue to the class
- use simple sentences to talk with a partner or a small group about familiar situations
- use prior knowledge and experience to listen when participating in simple conversations
- write a simple short speech of four or five sentences to present to the class
- present a simple prepared speech of four or five sentences to the class
- give feedback about a peer's speech
- write meaningful sentences using a given framework

Structures

The verb *would like*:
I'd like to go shopping.
Would you like to go to the park?
Yes, I would./No, I wouldn't.
 The structure *I'd prefer to*:
I'd prefer to go skating.
 The phrase *In my opinion*:
In my opinion, it's the best festival in Jordan.

Functions

Expressing wishes
 Asking and answering questions
 Expressing opinion

Vocabulary

community centre, skating

Topic

Events in Jordan

Resources

- Pupil's Book, page 15, Exercise 6, Listen and say
- Pupil's Book, page 15, Exercise 7, Ask and answer
- Pupil's Book, page 15, Exercise 8, Talk about your favourite festival
- Activity Book, page 15, Exercise 7, Listen and mark the stress
- Activity Book, page 15, Exercise 8, Write about you
- Activity Book, pages 72 and 73, Handwriting Practice
- Audio: Pupil's Book, Unit 3, Exercise 6
- Audio: Activity Book, Unit 3, Exercise 7
- Flashcards: *community centre, skating*

Revision

- Say some words from the unit, e.g. *festival, storyteller, event, Jordanian, prefer, international*. Ask volunteer pupils to repeat each word and say the number of syllables.

Presentation

- Present *community centre* and *skating* using the flashcards.
- Write *community centre* on the board. Hold up the *skating* flashcard and ask *Is this right?* Elicit *No*. That is *skating*. Repeat for *community centre*.

Pupil's Book, Page 15, Exercise 6

- Ask pupils to open their books on page 15 and look at the pictures. Play the recording, pausing after the first word (*balloon*). Pupils repeat the word as a class. Point to the word and show how the stress is marked in red and with a circle over the part of the word and every part of the word is shown in different colours. Clap the stress pattern. Invite individuals to repeat the word, making sure they stress the correct syllable and the number of syllables each word has.
- Play the other two words, and get pupils to clap the stress pattern. Be sure to emphasise it at first.
- Point to the pictures at random and ask individual pupils to say the word using the correct pronunciation and stress.

Audioscript

balloon computer laboratory

6 Listen and say

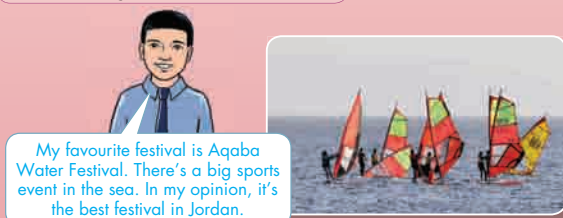


7 Ask and answer

- play football • go to the park • watch DVDs • go to the sports centre
- go to a restaurant • go shopping • go skating • go to the planetarium
- go to the theme park • go to the community centre



8 Talk about your favourite festival



Pupil's Book, Page 15, Exercise 7

- Go round the class, asking each pupil in turn to read out one of the phrases at the top of the exercise. Explain that these are all activities you can do in your free time. Encourage them beforehand to get pictures and realia to illustrate what they do in their free time. This is an example of simulation. (see page 152).
- Tell pupils that they are going to work in pairs to make a dialogue. They should discuss which activities they would like to do. Choose a pair to read out the dialogue in the speech bubbles as an example.
- Pupils work in pairs to talk about the activities. Encourage them to continue the dialogue by expressing opinions. Let them take turns to ask the question at the beginning and make a new dialogue. Tell pupils to find a different partner and do the same. Invite pairs to present their dialogues to the class.
- As an extension, get pupils to extend their dialogues, using the word *because*. Write *I'd prefer to go to the community centre because...* and elicit answers. Get pupils to think about activities that are healthy and beneficial.

Pupil's Book, Page 15, Exercise 8

- Tell pupils they are going to present a short speech to the class about their favourite festival. Point to the photograph. Say *This is Aqaba Water Festival*. Ask a pupil to read out the text in the speech bubble as an example. Elicit the names of some popular festivals and write them on the board.
- Encourage pupils to work individually to note down some ideas for their talk. Go round helping as needed.
- Then ask pupils to work with a partner. They take turns to practise their speeches. Encourage them to praise each other's work, but also to suggest improvements. This is an example of activity-based learning as well as experiential learning (see page 152).
- Invite pupils to come to the front of the class and present their speech to the class. Ask them to speak from memory, without using their notes. Make sure the class says *Well done!* when each pupil has finished.

Answers

Pupils' own answers.

Further practice

- Ask pupils what they can remember about the festivals pupils spoke about. Ask, for example, *What is Fatima's favourite festival? Why does she like it?*

Activity Book, Page 15, Exercise 7

- Explain to pupils that they are going to listen to some words. They need to decide which part of the word is stressed, and draw a dot over the top of the correct part of the word.
- Say some words from the unit (e.g. *market, festival, Jordanian*) and clap on the stressed part of the word. Get pupils to suggest words and clap stressed part of the word. Note that if the word is one syllable, the stress is on the whole word.
- Play the first word, and ask volunteer pupils to repeat it. Point to the example answer and get pupils to clap on the stressed (marked) syllable. Play the rest of the recording, stopping after each word to give pupils time to repeat the word and write the stress mark (dot) in the correct place. They work individually to complete the task, then compare their answers with a partner. Check answers as a class.

Audioscript and Answers

1. traditional
2. important
3. forest
4. valley
5. expensive
6. coral
7. dictionary
8. kilometre
9. marvellous

Activity Book, Page 15, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book. Explain that they need to complete the sentences, writing about activities they would like to do. Encourage them to look back at Exercise 7 in the Pupil's Book for names of possible activities.
- Ask pupils to work individually to complete the task. Go round and monitor. When they have finished writing, ask pupils to compare their sentences in pairs. Go round the class, asking each pupil to read out one of the sentences they have written.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 3:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
use and spell correctly learnt vocabulary			
draw conclusions from simple reading materials			
distinguish fact from opinion in simple reading materials			
gather information and ideas to talk about their favourite festival			
with a partner, prepare and present a simple dialogue about what they would like to do			
write a simple short speech of four or five sentences to present to the class			

End the lesson

- Guide the pupils to practise handwriting the two short paragraphs in the Activity Book pages 72 and 73.
- Praise the pupils for their hard work in the unit. Tell them that in the next unit, they will have the opportunity to review everything they have learnt so far.

Review 1

Lesson 1

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- ask questions after listening to gain understanding of new or unfamiliar words
- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read
- use knowledge of verb tenses to understand when things happen

Structures

Revision of:
The structures *there is/are* and *there was/were*:
There are many modern buildings in the city.
Use of adjectives:
The towers on the bridge are seventy-one metres high.

Functions

Revision of:
Talking about places in Jordan
Expressing pride in Jordan and the country's heritage
Using large numbers

Vocabulary

Revision of:
modern, old, palace

Topic

Revision

Resources

- Pupil's Book, page 16, Exercise 1, Listen and read
- Audio: Pupil's Book, Review 1, Exercise 1
- Flashcard: *palace*

Revision

- Revise *palace* using the flashcard. Ask the pupils to name palaces that they have visited or that they have read about.
- Remind pupils of the meaning of *modern* and *old*.

Pupil's Book, Page 16, Exercise 1

- Explain that this is Samira's homework project. Ask if they can remember what her project is about. (*It's about Amman.*)
- Ask pupils to predict which places Samira will talk about.
- Play the audio. The pupils listen and read, and check whether they guessed correctly.
- Elicit the places that Samira talked about (*Umayyad Palace, Abdoun Bridge, Wadi Abdoun*).
- Ask questions to check pupils' understanding: *Is Amman big or small? (It's big/the biggest city in Jordan.) Why did people travel to Amman 1,300 years ago? (To buy gold and spices.) Which bridge crosses Wadi Abdoun? (Abdoun Bridge.) How high are the towers on the bridge? (Seventy-one metres high.) Does Samira like Amman? (Yes, she does.)*

Review 1

1 Listen and read

My homework project this week is about my city.



About my city

I live in Amman. It's the biggest city in Jordan. There are lots of interesting buildings in Amman. Some of the buildings are modern and some of the buildings are very old.

Amman was a very important Islamic town 1,300 years ago. Many people travelled to Amman from other countries to buy gold and spices. Umayyad Palace is from Islamic Amman. It's a very interesting place to visit.

There are many modern buildings in the city. There are hotels and skyscrapers. They are very tall!

In this picture, you can see Abdoun Bridge. It goes across Wadi Abdoun so it's very long. It's tall, too.

The towers on the bridge are seventy-one metres high.



Umayyad Palace



Abdoun Bridge

I think that Amman is a great place to live in. There are lots of interesting things to see and do. It's a very beautiful city!

16

Audioscript

Samira: My homework project this week is about my city. I live in Amman. It's the biggest city in Jordan. There are lots of interesting buildings in Amman. Some of the buildings are modern and some of the buildings are very old. Amman was a very important Islamic town 1,300 years ago. Many people travelled to Amman from other countries to buy gold and spices. Umayyad Palace is from Islamic Amman. It's a very interesting place to visit. There are many modern buildings in the city. There are hotels and skyscrapers. They are very tall! In this picture you can see Abdoun Bridge. It goes across Wadi Abdoun so it's very long. It's tall, too. The towers on the bridge are seventy-one metres high. I think that Amman is a great place to live in. There are lots of interesting things to see and do. It's a very beautiful city!

End the lesson

- Ask pupils to make sentences about the town they live in, using Samira's project as a model.

Lesson 2

Outcomes

It is expected that pupils will:

- follow oral instructions
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- respond to questions before, during and after listening
- pronounce English words and sentences precisely and correctly
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary
- listen to and participate in simple classroom conversations

Structures

Revision of:
The structures *there is/are* and *there was/were*:
There are many modern buildings in the city.
Use of adjectives:
The castle is about 800 years old.
The phrase *In my opinion*:
In my opinion, it is the best place in Azraq.

Functions

Revision of:
Talking about places in Jordan
Expressing pride in Jordan and the country's heritage
Using large numbers
Expressing likes

Vocabulary

Revision of:
craft, deep, event, festival, inside, kilometre, opinion, prefer, well-known

Topic

Revision

Resources

- Pupil's Book, page 16, Exercise 1, Listen and read
- Activity Book, page 16, Exercise 1, Read and circle
- Activity Book, page 16, Exercise 2, Read and circle *Yes* or *No*
- Audio: Pupil's Book, Review 1, Exercise 1

Revision

- Ask pupils to tell you what they know about Amman.

Pupil's Book, Page 16, Exercise 1

- Ask pupils to open their books at page 16. Ask them to describe what is in the two pictures.
- Play the recording while pupils read.
- Ask pupils to practise reading the text to each other in pairs. Encourage them to take turns reading each paragraph. Monitor their pronunciation as they read.

Activity Book, Page 16, Exercise 1

- Ask pupils to open their Activity Book at page 16. Remind them of the meaning of *nature reserve*, asking *What can you see in a nature reserve?* (*birds, animals, trees and plants*)
- Explain that pupils are going to read the dialogue, and circle the correct words. Invite a pair of pupils to read out Abeer's first question and Haifa's reply, including the example answer.
- Pupils work in pairs to read the dialogue and circle the correct words.
- Check answers as a class, asking different pairs to read out each question and answer.

Answers

1. well-known 2. about 3. Inside 4. prefer
5. opinion 6. old 7. event 8. enjoy

Activity Book, Page 16, Exercise 2

- Ask pupils to look at the sentences in Exercise 2. Explain that they are true and false statements about the dialogue in Exercise 1. They need to read each sentence and circle *Yes* if it is true, and *No* if it is false.
- Invite a pupil to read the first sentence. Repeat *Abeer lives in Azraq*, and point to the circle around *No*. Invite pupils to look back at Exercise 1, and say how they know the sentence is not true. (*Haifa lives in Azraq. Haifa asks Abeer to come to Azraq and visit her.*)
- Pupils work individually to complete the task. When they have finished, ask them to compare answers with a partner. If they do not have the same answer, encourage them to look back at the dialogue in Exercise 1 together and find the correct answer.
- Check answers as a class. Ask different pupils to read out each sentence and say whether they have circled *Yes* or *No*. Then elicit the sentences from the dialogue that give the information.

Answers

1. No. Haifa lives in Azraq. 2. No. Azraq is east of Amman. 3. Yes 4. Yes 5. No. Azraq Festival has a craft market and even food. 6. Yes

End the lesson

- Ask pupils where they like to go on holiday. Ask them to describe the place to the class.

Lesson 3

Outcomes

It is expected that pupils will:

- listen to and participate in simple classroom conversations
- use prior knowledge and experience to listen when participating in simple conversations
- use simple sentences to talk with a partner about places in Jordan
- with a partner, prepare and present a simple dialogue to the class
- recognise the correct stress of syllables in multi-syllable words
- write a simple information paragraph of four or five sentences
- use and spell correctly learnt vocabulary

Structures

Revision of:
Questions with *how* plus adjective:
How long is Zarqa River?
How tall is Aqaba Flagpole?
Use of adjectives:
It's 65 kilometres long.
The verb *would like*:
I'd like to go to the clothes market.
Would you like to buy this book?
Yes, I would./No, I wouldn't.
The structure *I'd prefer to...*:
I'd prefer to go to the book fair.

Functions

Revision of:
Talking about places in Jordan
Expressing pride in Jordan and the country's heritage
Using large numbers
Expressing wishes
Asking and answering questions
Expressing opinions

Vocabulary

Revision of:
book fair, community centre, flagpole

Topic

Revision

Resources

- Pupil's Book, page 17, Exercise 2, Ask and answer
- Pupil's Book, page 17, Exercise 3, Look, ask and answer
- Activity Book, page 17, Exercise 3, Listen and mark the stress
- Activity Book, page 17, Exercise 4, Listen and circle
- Activity Book, page 17, Exercise 5, Look and write
- Audio: Activity Book, Review 1, Exercise 3
- Audio: Activity Book, Review 1, Exercise 4

Revision

- Ask pupils to look back at the song on page 11 of their books. Elicit the three questions that are asked in the song. (*How old is the castle? How wide is the wall? How high is that modern tower?*) Explain that in this lesson they are going to ask and answer some questions like these.
- Play the recording and encourage the pupils to sing along with the song.

Pupil's Book, Page 17, Exercise 2

- Elicit describing words from students by pointing at classroom objects and saying *What is this?* You should keep asking until students give words such as *big, blue, beautiful*, etc. Write the description on the board.
- Ask pupils to open their books on page 17 and look at the photographs. Ask pupils to read the labels to find out which place is shown in each photograph.

- Ask a pupil to read out the describing word for each photograph.
- Make sure that pupils understand *65 km, 132 m* and *1115 CE*. Invite pupils to read these out and explain what they mean (*65 kilometres, 132 metres, 1115 CE is the year*). Note that CE stands for 'Common Era'.
- Explain that they should work in pairs to ask and answer questions. Invite a pair to read out the example dialogue.
- Pupils work in pairs, taking turns to ask and answer. Go round and monitor. Make sure that they are using the information in the labels to answer. For question 3, help individual pupils with the calculation if they need it.
- Invite pairs to ask and answer one question for the class.

Answers

Suggested questions


1. How long is Zarqa River?
2. How tall is Aqaba Flagpole?
3. How old is Shoubak castle?

Suggested answers

1. It's 65 kilometres long.
2. It's 132 metres tall.
3. It's 900 years old.


2 Ask and answer

1 long



Zarqa River

2 tall



Aqaba Flagpole

3 old



Shoubak Castle

How long is Zarqa River?
It's 65 kilometres long.

What would you like to do on Saturday?
I'd like to go to the clothes market. I want to buy a new hat for my sister.
I'd prefer to go to the book fair. I love reading!

3 Look, ask and answer

- book fair
- clothes market
- summer festival
- football match
- food festival
- sports centre
- community centre

Pupil's Book, Page 17, Exercise 3

- Explain to pupils that they are going to ask and answer questions about what they would like to do at the weekend. Encourage them beforehand to get pictures or realia to illustrate. This is an example of simulation (see page 152).
- Tell pupils that they can use any of the ideas from the list on the left of the exercise. Invite a pupil to read out the list. Check understanding of the events in the list by asking questions, e.g. *What can you do at a book fair?* (*Buy books/learn about books*) *What can you do at a summer festival?* (*Watch puppet shows/have your face painted*) *What can you do at a community centre?* (*Help people*).

- Put the class into pairs and ask one pair to read out the example dialogue in the speech bubbles. Let pupils work in pairs to ask and answer, going round to monitor.
- Choose several pairs to present their dialogues to the class.

Activity Book, Page 17, Exercise 3

- Ask pupils to open their Activity Book at page 17. Go round the class, asking each pupil to read one of the words.
- Explain that pupils are going to listen to words and decide which part of the word is stressed. Explain *stress* by clapping on the first syllable of *nature*, while saying it aloud. Get students to copy you and say again that this is called *stress*. Explain that they will hear the words and they must write a dot, as in the example, over the part of the word that is stressed.
- Play the recording, pausing after each word for volunteer pupils to repeat it to themselves and write in the dot. When they have finished, ask them to compare their answers with a partner.
- Play the recording again, pausing after each word to check answers with the class.
- Finally, ask students which is the odd one out (reserve, because its stress is on the second syllable.)

Audioscript and answers

1. nature 2. thousands 3. reserve 4. desert
5. castle 6. valley

Activity Book, Page 17, Exercise 4

- Explain to pupils that they are going to listen to the words and choose the correct stress pattern for the word. Say *desert*, clearly stressing the first syllable, and write the stress pattern ●● on the board, showing that the large dot means the stressed syllable. Then say *reserve* and write ●● to illustrate a different stress pattern.
- Play the recording, stopping after each word to give pupils time to choose the correct pattern. They work individually to complete the task.
- Check answers as a class. Practise saying the words.

Audioscript

1. important 2. building

Answers

1. a 2. b

Activity Book, Page 17, Exercise 5

- Ask pupils to look at the three photographs, and elicit the places that are shown (*The Great Pyramid, Burj Al Arab* and *Aqaba flagpole*). Explain that pupils should choose one of the places and write a paragraph about it, using the information in the box.
- Before they begin writing, ask pupils to look back at Exercise 1 of the Activity Book and read through the dialogue about Azraq. Explain that they can use some of the words and phrases to help them.
- Pupils work on their own to write their paragraphs. Go round and monitor, encouraging them to vary sentence structure, check their punctuation and spelling carefully.
- Invite pupils to read out their finished paragraphs to the class.

Answers

Pupil's own answers

End the lesson

- Write these words on the board: *tall, old, cold, hot, long, deep*. Ask each pupil to think of a question starting with *How* plus one of these words. They can ask the question about any place that they know.
- Invite individual pupils to the front of the class to ask their questions, and allow the class to suggest answers.
- If there are some questions that no one knows the answer to, write them on the board and ask pupils to try to find the answers before the next lesson.

Lesson 4

Outcomes

It is expected that pupils will:

- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read
- draw conclusions from simple reading materials
- order what happens in a simple story
- prepare and read aloud with accuracy, comprehension and expression a short dramatic passage
- speak with pauses for clarity and emphasis
- correct punctuation with the assistance of peers and teachers

Structures

Revision of:
The structures *there is/are* and *there was/were*:
There were small boats on the water.

Functions

Revision of:
Talking about locations in Jordan

Topic

Revision

Resources

- Pupil's Book, page 18, Exercise 4, Read and answer
- Pupil's Book, page 18, Exercise 5, Read again and order. Tell the story
- Activity Book, page 18, Exercise 6, Read and label
- Activity Book, page 18, Exercise 7, Complete

Revision

- Ask the class if they have managed to find answers to the questions from the last lesson. If some pupils have found the correct answers, encourage the class to clap and say *Well done!*

Pupil's Book, Page 18, Exercise 4

- Ask pupils to open their books at page 18. Ask a pupil to read out the question at the top of Exercise 3. Ask pupils to look at the pictures in Exercise 4, and guess the answer to the question.
- Ask *What is the title of the story?* Elicit *A holiday surprise*. Remind pupils of the meaning of surprise, and elicit some sentences with the word *surprise*.
- Ask the pupils to read the story quietly to themselves. When they have finished, elicit the answer to the question at the top of the exercise.

- Write on the board “*What a great holiday!*” Point to the speech marks at the beginning and end of the sentence, and remind pupils that these show that someone is speaking the words. This is called *speech*. Ask who is saying these words (*Saleem*).

Answers

The family go on holiday to the desert.

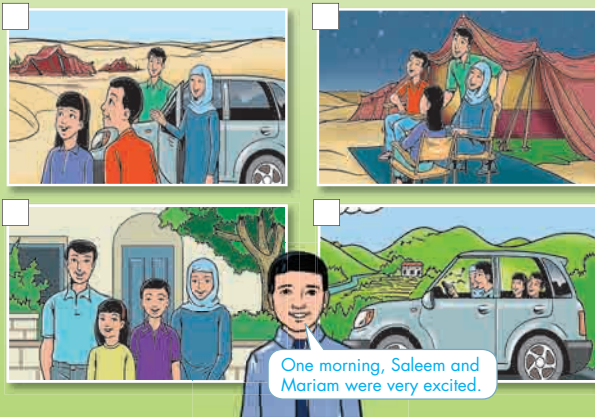
4 Read and answer

Where do the family go on holiday?

A holiday surprise

Saleem and his sister Mariam lived with their mother and father in a big city. Saleem was eleven and Mariam was nine. One morning, the children were very excited. They were ready to go on a weekend trip. Everyone got into the car. They travelled out of the city. Saleem saw trees, farms and valleys. Then they travelled down a long road. Saleem saw rocks and mountains. Finally, the car stopped. “We’re here,” said Dad. There weren’t any buildings, trees or houses. They were in the desert! “Look!” said Mariam. “I can see some tents.” “We’re sleeping in a tent in the desert!” said Saleem. “I am very excited.” That night, Saleem looked at the sky. The stars were beautiful and bright. It was quiet in the desert. “What a great holiday!” he said.

5 Read again and order. Tell the story



Pupil’s Book, Page 18, Exercise 5

- Point to the four pictures. Explain that the pictures tell the same story as in Exercise 3, but they are in the wrong order. They need to decide the correct order of the pictures, and write the numbers in the boxes.
- Ask pupils to work in pairs to read the story again, and complete the task. Check answers as a class.

Answers

The order of the pictures is: 3, 4, 1, 2

Further practice

- Invite three pupils to the front of the class to play the parts of the three characters who speak in the story: Dad, Saleem and Mariam.
- Read the narrator’s part of the story yourself, and encourage the three ‘characters’ to read their own parts. Make sure that they understand they should read the direct speech (the words inside the speech marks). Encourage pupils to speak clearly, with pauses for clarity and emphasis. Ask pupils to say *Well done!* when the story is finished.

Activity Book, Page 18, Exercise 6

- Ask pupils to open their Activity Book on page 18. Tell them that they are going to read a story that has four paragraphs.
- Explain that the first paragraph of the story is called the *introduction*. Ask the class to repeat the word, and find it in the box.
- Explain that the main part of the story has two paragraphs: the first main paragraph, and the second main paragraph. Ask pupils to find these in the box, and repeat the word *paragraph*.
- Explain that the final part of the story is called the *conclusion*. Ask the class to repeat the word, and find it in the box.
- You can draw a table on the board to illustrate the parts of the story.
- Ask pupils to work in pairs to read each paragraph of the story and label the paragraphs with the correct words from the box. Check answers as a class.

Answers

A Introduction B 1st paragraph
C 2nd paragraph D Conclusion

Activity Book, Page 18, Exercise 7

- Ask pupils to look at the table in Exercise 7. Ask a pupil to read the headings out loud. Write “*Hello*” on the board. Say *Hello!* Get pupils to repeat it. Point to the “ ” and say *Hello!* again. Tell pupils to find all the words that people in the story say. Ask pupils what *speech* means (like *say*), and say *speech* while pointing to the word *speech* in the table.
- Explain that *text* means all the words in the story that are not spoken by the characters in the story. Give some examples, e.g. *It was a long journey*.
- Tell pupils that they need to choose three examples of speech from the story, and three examples of narrative text. They should write them in the correct column in the table.
- Pupils work individually to complete the task, then check their answers in pairs. Encourage them to make sure they are punctuating the speech correctly. Choose pupils to read out some of the examples they have written.

Answers

Pupils’ own answers, using correct examples from the story.

End the lesson

- Invite some pupils to the front to read more of the examples to the class. When they have finished, encourage the other pupils to clap.

Lesson 5

Outcomes

It is expected that pupils will:

- locate and use English reference materials found in the classroom and school library
- use table of contents and keyword search to locate specific information in print or electronic sources
- create a mind map of the main idea and the supporting details in simple reading materials
- write a short simple speech to present to the class
- use and spell correctly learnt vocabulary

Structures

Revision of:
The structures *there is/are* and *there was/were*:
There are many modern buildings in the city.
Use of adjectives:
It's 200 metres deep.
It's about 1,300 years old.

Functions

Asking for information
Using large numbers
Talking about locations in Jordan
Distinguish between facts and opinions
Expressing likes

Topic

Revision

Resources

- Pupil's Book, page 19, Exercise 6, Project: My town
- Project Worksheet 1, page 160
- Activity Book, page 73, Handwriting Practice
- Leaflets and other information about the pupils' home town(s) (optional)

- Explain that when pupils have written their projects, they will have the chance to tell the class about them. Ask a pupil to read out the speech bubble as an example.
- Let pupils write their projects individually. Go round monitoring and helping.
- Invite pupils to the front of the class to tell the rest of the class about their projects. Encourage them to hold up their work and get the rest of the pupils to clap and say *Well done!*

6 **Project: My town**

1 Read, ask and answer

- Where is your town?
- Describe your town. Is it big or small?
- What is the history of your town?
- What interesting buildings are in your town?
- What do you think of your town?

2 Make a mind map

3 Write about your town and tell your class

My town: Umm al-Jimal
By Omar

I live in Umm al-Jimal. It's in the north of Jordan. It's a small town in the desert.

About 2,000 years ago, Romans lived in Umm al-Jimal. You can see Roman houses today.

I think that Umm al-Jimal is a great place to live in.

Revision

- Ask pupils to suggest words they might use to describe their favourite place. Write all good suggestions on the board, and add any others that might be useful, e.g. *interesting, exciting, great, beautiful, fun, important.*

Pupil's Book, Page 19, Exercise 6

- Ask pupils to open their books at page 19 and invite a pupil to read the heading at the top of the page. Explain that they are going to do a project about their own town. This project illustrates activity-based learning as well as experiential learning (see page 152). You can also implement the jigsaw technique (see page 153).
- Ask a pupil to read the first question in section 1. Elicit the answer (the place of their town). Write this on the board.
- Ask different pupils to read the other four questions in section 1. Explain that they are going to interview people in their town and to do some research, using books, leaflets and other printed materials, and electronic sources, if available.
- Ask pupils to look at section 2. Tell pupils that they are going to use their notes to make a mind map. Explain that this is a way of organising their ideas for their project. Give out Project worksheet 1.
- Give pupils time to write their ideas under the different headings.
- When they have finished their mind maps, ask pupils to compare them with a partner.
- Ask pupils to look at section 3. Invite one pupil to read the example project. Ask some questions about this. *Who has written this? (Omar) Which town does he write about? (Umm al-Jimal) What information does Omar give? (Where the town is, its history, what he thinks) Does Omar like his town? (Yes, he does.)*

Classroom assessment

With reference to Review 1, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
pronounce English words and sentences precisely and correctly			
recognise the correct stress of syllables in multi-syllable words			
reorder what happens in a simple story			
write a simple story of short sentences			
create a mind map of the main idea and the supporting details			
write a short simple speech about one's town to present to the class			

End the lesson

- Make true or false statements about the places pupils have written about, based on the information they told the class. Encourage the class to say *True* or *False*. Ask them to correct the false statements.
- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on page 73.

Lesson 1

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> follow oral instructions respond to questions before, during and after listening use teacher introduction and other clues to understand new words when listening use context to understand new words when listening make simple inferences when listening discuss simple reading materials to compare own ideas with those of peers
Structures	<p>Comparisons with <i>isn't as</i> (adjective) <i>as</i>: <i>Jordan isn't as big as Saudi Arabia.</i> <i>Jordan isn't as dry as Egypt.</i> Questions with <i>What</i> plus noun plus <i>like</i>: What is the weather like in Jordan? <i>It's hot here in the summer.</i></p>
Functions	<p>Making comparisons Talking about the weather and geographical features Talking about locations in Jordan and elsewhere in the region Expressing likes</p>
Vocabulary	<p><i>capital city, Centigrade, coast, coral reef, degrees, fascinating, gazelle, lizard, millimetre, sand dune, Saudi Arabia</i></p>
Topic	<p>Comparing weather and geographical features in the region</p>
Resources	<ul style="list-style-type: none"> Pupil's Book, page 20, Exercise 1, Listen and read Audio: Pupil's Book, Unit 4, Exercise 1 Flashcards: <i>coast, coral reef, gazelle, lizard, sand dune</i> Wallchart: <i>The world</i>

Revision

- Ask pupils if they have been to any events recently. Invite any pupils who have visited an event to describe it to the class. Encourage the other pupils to ask questions about the event.

Presentation

- Ask *What is the weather like in Jordan?* Encourage pupils to repeat the question after you, and elicit possible answers, e.g. *It's hot. It's sunny.*
- Present *capital city*, and *Saudi Arabia*, using the wallchart. Say the words and ask the class to repeat after you in rows in turns.
- Say *It's very hot in Saudi Arabia*. Draw a thermometer on the board (similar to the ones on page 21). Next to it, write *Summer – 43 degrees Centigrade*. Explain that we measure temperature in *degrees Centigrade*, and that 43 degrees Centigrade is extremely hot!
- Say *It's hot in Jordan, but it isn't as hot as Saudi Arabia*. Write *It isn't as hot as Saudi Arabia* on the board, and ask pupils to repeat the sentence. Check understanding by asking *Is Jordan hotter than Saudi Arabia?* Elicit the answer (*No*).

- Use the flashcards to present the new words *coast, coral reef, gazelle, lizard* and *sand dune*. Show the flashcard for each word and ask pupils to repeat the word after you.
- On the board, write *millimetre*. Say the word and ask volunteer pupils to repeat it. Explain that some countries have more rain than others, and that we measure rainfall in millimetres.
- Present *fascinating*. Write the word on the board, say it and ask the class to repeat. Explain that *fascinating* means very interesting. Tell the class that they are going to listen to Samira and Laila talking about a fascinating country. Ask them to take out their books.

Pupil's Book, Page 20, Exercise 1

- Ask pupils to open their books at page 20 and look at the pictures. Tell pupils that Samira and Laila are going to give a talk to the class. Elicit suggestions for what the two girls will talk about.
- Now ask the pupils to listen to the recording to check the answer. As they listen, they should read along.
- Ask *What is the girls' talk about?* and elicit the answer. (*It's about Jordan and other countries.*)
- To check pupils' understanding, make statements about the story and ask pupils to say whether they are true or false. For the false statements, elicit a correct answer: *There aren't any trees in Jordan.* (False. *There are forests in Jordan.*) *Jordan isn't as big as Egypt.* (True) *Jordan isn't as hot as Saudi Arabia in the summer.* (True) *Egypt is the wettest country on Earth.* (False. *Egypt is one of the driest countries on Earth.*) *Samira's favourite place is Aqaba.* (False. *Laila's favourite place is Aqaba./ Samira's favourite place is the desert.*)

1 Listen and read



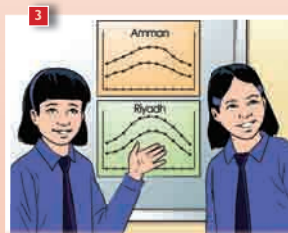
Miss Salma: This afternoon, Samira and Laila are going to talk to the class.

Samira: Jordan is a fascinating country. There are deserts and mountains. There are canyons and valleys. There are nature reserves and forests, too.



Laila: This is Jordan on the map. Jordan is bigger than Lebanon. It isn't as big as Saudi Arabia or Egypt.

Miss Salma: Well done, Laila. What is the weather like in Jordan?



Samira: It's hot here in the summer, but it isn't as hot as Saudi Arabia.

Laila: In the capital city, Riyadh, it's forty-three degrees Centigrade in the summer.

Samira: Jordan isn't as dry as Egypt. It is one of the driest countries on Earth! It has fifty millimetres of rain every year.



Miss Salma: What's your favourite place in Jordan?

Laila: My favourite place is Aqaba. It's on the coast. There's a beautiful coral reef in the sea.

Samira: My favourite place is the desert. There are sand dunes. I like the gazelles and lizards.

Miss Salma: Good. Well done!

Audioscript

1.
Miss Salma: This afternoon, Samira and Laila are going to talk to the class.
Samira: Jordan is a fascinating country. There are deserts and mountains. There are canyons and valleys. There are nature reserves and forests, too.
2.
Laila: This is Jordan on the map. Jordan is bigger than Lebanon. It isn't as big as Saudi Arabia or Egypt.
Miss Salma: Well done, Laila. What is the weather like in Jordan?
3.
Samira: It's hot here in the summer, but it isn't as hot as Saudi Arabia.
Laila: In the capital city, Riyadh, it's forty-three degrees Centigrade in the summer.
Samira: Jordan isn't as dry as Egypt. Egypt is one of the driest countries on Earth! It has fifty millimetres of rain every year.
4.
Miss Salma: What's your favourite place in Jordan?
Laila: My favourite place is Aqaba. It's on the coast. There's a beautiful coral reef in the sea.
Samira: My favourite place is the desert. There are sand dunes. I like the gazelles and lizards.
Miss Salma: Good. Well done!

End the lesson

- Ask individual pupils *What's your favourite place in Jordan?* Elicit answers, and invite pupils to say one thing they like about the place.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- listen to and participate in simple classroom conversations
- draw conclusions from simple reading materials
- distinguish fact from opinion in simple reading materials
- use correct intonation for questions and answers
- use and spell correctly learnt vocabulary

Structures

Comparisons with *isn't as* (adjective) *as*:
Jordan isn't as big as Saudi Arabia.
Jordan isn't as dry as Egypt.
Questions with *What* plus noun plus *like*:
What is the weather like in Jordan?
It's hot here in the summer.

Functions

Making comparisons
Talking about the weather and geographical features
Talking about locations in Jordan and elsewhere in the region
Expressing likes

Topic

Comparing weather and geographical features in the region

Resources

- Pupil's Book, page 20, Exercise 1, Listen and read
- Activity Book, page 19, Exercise 1, Read and match. Listen and check
- Audio: Pupil's Book, Unit 4, Exercise 1
- Audio: Activity Book, Unit 4, Exercise 1

Revision

- Write some numbers between 11 and 99 on the board, in figures. Invite individuals to the board to choose a number and say it, then to write the number in words. Encourage the rest of the class to help them with spelling.
- On the board, write *___ isn't as big as ___*. Invite pupils to complete the sentence, using names of countries, e.g. *Jordan isn't as big as Egypt*. Accept all correct suggestions.

Pupil's Book, Page 20, Exercise 1

- Ask pupils to open their books. Elicit any facts they remember from the story.
- Ask the class to listen for the two questions Miss Salma asks. Play the recording right through while pupils listen.
- Elicit the two questions: *What is the weather like in Jordan?* and *What's your favourite place in Jordan?* Say the two questions again, and ask individual pupils to repeat them after you. Check pronunciation and intonation.
- Put the class into groups of three. Ask them to choose roles and to practise reading the story. Monitor as they are reading.

Further practice

- Repeat the first question from the recording, *What is the weather like in Jordan?* Pupils answer, e.g. *It's hot in summer*.

Activity Book, Page 19, Exercise 1

- Ask pupils to open their Activity Book at page 19. Explain that in Exercise 1, they first need to read and match the questions 1–5 with the correct answers A–E.
- Do the example with the class. Ask a pupil to read out the first question, and elicit the correct answer (B).
- Pupils can work in pairs to complete the task. Encourage them to take turns reading the questions and answers. Go round monitoring for correct pronunciation.
- Play the recording, and encourage pairs to check their answers as they listen.
- Check answers as a class, choosing pairs to read each question and answer.

Audioscript

- Hani: What's the weather like in Egypt, Dad?
Dad: It's hot in the summer but it isn't as hot as Saudi Arabia.
- Hani: What's the coast like in Egypt?
Dad: It's great. There are beautiful coral reefs in the sea.
- Hani: What's Jordan like?
Dad: It's a marvellous country. There are deserts, mountains and nature reserves.
- Hani: What's your favourite city in Jordan?
Dad: It's the capital city, Amman. It's fascinating.
- Hani: What's the weather like in Jordan?
Dad: It isn't as dry as Egypt. It has about 160 millimetres of rain every year.

Answers

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

End the lesson

- Ask pupils *What's your favourite weather?* Pupils answer, e.g. *I like hot weather.*

Lesson 3

Outcomes

It is expected that pupils will:

- use correct intonation for questions and answers
- use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations
- discuss simple reading materials to compare own ideas with those of peers
- draw conclusions from simple reading materials
- distinguish fact from opinion in simple reading materials
- use English dictionaries to help understand unfamiliar words in simple reading materials
- write meaningful sentences using given frameworks to answer questions
- use and spell correctly learnt vocabulary

Structures

Questions with *What* plus noun plus *like*:
What is the weather like in Amman?
It's hot here in the summer. It's thirty-two degrees Centigrade.

Functions

Making comparisons
Talking about the weather and geographical features
Talking about locations in Jordan and elsewhere in the region

Vocabulary

average, rainfall, temperature

Topic

Comparing weather and geographical features in the region

Resources

- Pupil's Book, page 21, Exercise 2, Ask and answer
- Activity Book, page 19, Exercise 2, Look and write
- Activity Book, page 20, Exercise 3, Look and write

Revision

- Remind pupils of the difference between facts and opinions. Read sentences from the story on page 20 and ask pupils to say whether they are fact or opinion, e.g. *Jordan is bigger than Lebanon. (fact) Jordan is a fascinating country. (opinion)*

Presentation

- On the board, write *temperature, rainfall* and *average*. Say the words and ask individual pupils to repeat. Explain the meaning of each word, or ask pupils to look them up in their dictionaries. (*Temperature means how hot or cold it is. Rainfall means how much rain falls. Average means what usually happens.*)
- On the board, write 32°C. Say *Thirty-two degrees Centigrade*. Ask pupils to repeat. Point to the sign for degrees and say *This means 'degrees'*. Point to the C and say *This means Centigrade*.
- Write 200 mm on the board. Say *Two hundred millimetres*. Ask pupils to repeat. Point to the mm and say *This means 'millimetres'*.
- Write the following on the board: 14°C, 43°C, 124 mm, 900 mm. Invite individual pupils to read each correctly.

Pupil's Book, Page 21, Exercise 2

- Ask pupils to open their books at page 21 and look at Exercise 2. Elicit the names of the places shown in each picture (*Amman, Riyadh, Cairo, Beirut*).
- Point to the information about Amman. Ask a pair of pupils to read the speech bubbles.
- Say each sentence from the speech bubbles again, and ask the class to repeat after you in rows in turns.
- Ask the pupils to work in pairs. Tell them they need to look at each picture and take turns to ask the question and answer, using full sentences. Go round and check that they are reading the measurements correctly. Help with pronunciation as needed.
- Invite pairs to ask and answer each question for the class.

Questions and answers

Q: What is the weather like in Amman?

A: It's thirty-two degrees Centigrade in the summer. It's hot. It's twelve degrees Centigrade in the winter. It's cold. It has 200 millimetres of rain every year.

Q: What is the weather like in Riyadh?

A: It's forty-three degrees Centigrade in the summer. It's hot. It's fourteen degrees Centigrade in the winter. It's cold. It has 124 millimetres of rain every year.

Q: What is the weather like in Cairo?

A: It's thirty-four degrees Centigrade in the summer. It's hot. It's thirteen degrees Centigrade in the winter. It's cold. It has 50 millimetres of rain every year.

Q: What is the weather like in Beirut?

A: It's thirty-two degrees Centigrade in the summer. It's hot. It's eleven degrees Centigrade in the winter. It's cold. It has 900 millimetres of rain every year.

Activity Book, Page 19, Exercise 2

- Ask pupils to look at their Activity Book. Point to the first picture of a thermometer, and elicit the temperature (43 degrees). Say *The temperature is 43 degrees Centigrade*, and make clear that this is the exact temperature. Choose a pupil to read the example answer.
- Explain that pupils need to read the temperature on each thermometer and complete the sentences, writing the numbers in words.
- Pupils can work in pairs to complete the task.
- Check answers as a class, inviting individual pupils to write each answer on the board. If they need help with spellings, encourage the other class members to help.

Answers

1. forty-three degrees Centigrade
2. thirty-four degrees Centigrade
3. twenty-six degrees Centigrade
4. twenty-nine degrees Centigrade

Activity Book, Page 20, Exercise 3

- Ask pupils to open their Activity Book at page 20 and look at Exercise 3 in their Activity Book. Elicit the four places named in the table (*Amman, Riyadh, Cairo, Beirut*).
- Invite a pupil to read out the first question. Explain that they need to look at the information in the table and write sentences. Point to the information for Amman in the table, and ask a pupil to read out the example answer.
- Pupils work individually to write their sentences. Go round helping as needed. When they have finished writing, encourage them to compare their answers in pairs.
- Check answers as a class.

Answers

1. It's thirty-two degrees Centigrade in the summer. It has two hundred millimetres of rain every year.
2. It's fourteen degrees Centigrade in the winter. It has one hundred and twenty-four millimetres of rain every year.
3. It's thirty-four degrees Centigrade in the summer. It has fifty millimetres of rain every year.
4. It's eleven degrees Centigrade in the winter. It has nine hundred millimetres of rain every year.




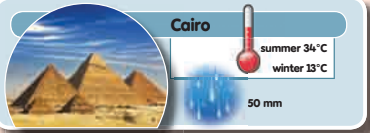
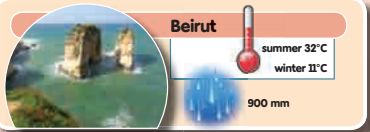
Further practice


- Ask pupils to work in pairs and ask and answer other questions about the information in the table.

End the lesson

- Ask pupils to say what the weather is like in different places they have visited.


2 Ask and answer

	 <p>What is the weather like in Amman?</p>
	
	
	



3 Look and say

- cold
- hot
- dry
- wet



21

Lesson 4

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • use context to understand the meaning of new and unfamiliar words • draw conclusions from simple reading materials • listen to and participate in simple classroom conversations • speak with pauses for clarity and emphasis • use simple sentences to talk about the weather • present a simple prepared speech to the class
Structures	Comparisons with <i>isn't as</i> (adjective) <i>as</i> : <i>Amman isn't as hot as Riyadh.</i> <i>Amman isn't as dry as Cairo.</i>
Functions	Making comparisons Talking about the weather and geographical features Talking about locations in Jordan and elsewhere in the region Expressing likes
Topic	Comparing weather in the region
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 21, Exercise 3, Look and say ■ Activity Book, page 20, Exercise 4, Read and circle

Revision

- Ask pupils to look at the information in Exercise 2 on page 21 again. Write some gapped sentences on the board, e.g. *In Riyadh, it's _____ in the summer. It has _____ of rain every year.* Invite pupils to complete the sentences with the correct information.

Pupil's Book, Page 21, Exercise 3

- Ask pupils to open their books at page 21 and look at Exercise 3. Invite a pupil to read the four adjectives (describing words) on the left.
- Tell pupils that they need to choose one of the places in Exercise 2, and make some sentences about it, using the describing words. Say one of the places, e.g. *Beirut*, and elicit some possible sentences, e.g. *Beirut is wetter than Riyadh. Beirut isn't as hot as Cairo in summer.*
- Pupils work in pairs and take it in turns to say their sentences to each other.
- Invite individuals to the front of the class. Ask the pupil to name the place they have chosen and encourage the class to ask the question, e.g. *What is the weather like in Cairo?* Then the pupil says their sentences about the place.
- When they have finished speaking, encourage the class to clap, and say *Good work!*

Activity Book, Page 20, Exercise 4

- Ask pupils to open their Activity Book at page 20. Invite a pupil to read out the first sentence in Exercise 4, with the two possible answers. Explain that they need to choose the correct answer, and circle it. They should look back at Exercise 3 to find the correct information.
- Pupils can work in pairs to read each sentence, find the information, and circle the correct word.
- Check answers as a class.

Answers

1. hot 2. cold 3. colder 4. hot 5. hotter 6. wet

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
listen to and participate in simple classroom conversations			
use simple sentences to talk with a partner or a small group about the weather, geographical features and locations			
present a simple prepared speech about a place to the class			
write meaningful sentences using given frameworks			

End the lesson

- Tell pupils that in the next lesson they are going to read about Ajloun and Kuwait City. Ask them to try to find one piece of information about one of these places before the next lesson.

Lesson 5

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • use context and direct instruction to understand the meaning of new and unfamiliar words • scan simple written materials to preview them for general content before starting to read • skim simple written materials for the main ideas • use English dictionaries to help understand unfamiliar words in simple reading materials • draw conclusions from simple reading materials • use and spell correctly learnt vocabulary • write a simple letter to a friend • correct punctuation with the assistance of peers and teachers
Structures	Comparisons with <i>isn't as</i> (adjective) <i>as</i> : <i>Amman isn't as windy as Cairo.</i> <i>The River Jordan isn't as long as The River Nile.</i>
Functions	Making comparisons Talking about the weather and geographical features Talking about locations in Jordan and elsewhere in the region Expressing likes
Vocabulary	<i>Kuwait, sand, sandstorms, sometimes</i>
Topic	Comparing weather and geographical features in the region
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 22, Exercise 4, Read and answer ■ Pupil's Book, page 22, Exercise 5, Read again and say <i>Yes</i> or <i>No</i> ■ Activity Book, page 21, Exercise 5, Read and complete ■ Activity Book, page 21, Exercise 6, Write ■ Flashcard: <i>sandstorm</i> ■ Wallchart: <i>The world</i>

Revision

- Invite pupils to tell the class any information they found out about Ajloun or Kuwait City.

Presentation

- Present *sandstorm* using the flashcard. Ask volunteer pupils to repeat the word after you with correct pronunciation. Elicit sentences using the *sandstorm*.
- Say *Sometimes there are sandstorms in Saudi Arabia*. Ask pupils whether sandstorms happen all the time in Saudi Arabia. Elicit *No, they happen sometimes*.
- Present Kuwait using the wallchart.

Pupil's Book, Page 22, Exercise 4

- Ask pupils to open their books at page 22 and look at Exercise 4. Elicit which places are shown in the photographs (*Ajloun and Kuwait City*).
- Ask a pupil to read out the question at the top of the exercise.
- Tell pupils to look at the text and find out the answer to the question. When they have had time to do this, elicit the answer (*Khaled lives in Ajloun and his cousin lives in Kuwait City*.)
- Give pupils time to read the text by themselves. Encourage them to use their dictionaries to check the meaning of any words they are not sure of.
- Choose three pupils to each read out one paragraph of the text.
- Ask the class questions to check understanding, e.g. *Is Ajloun a beautiful city? (Yes, it is.) Are there any skyscrapers in Ajloun? (No, there aren't.) Which place is on the coast? (Kuwait City.) Is Ajloun as hot as Kuwait City in the summer? (No, it isn't.)*

4 Read and answer

Where does Khaled live and where does his cousin live?

Two cities by Khaled

I live in Ajloun in Jordan. It's a beautiful city. There are hills and valleys. There's a big forest, too. There are lots of interesting trees and plants in the forest and many animals live there. Ajloun has a famous castle. It's very old. You can't see tall skyscrapers here!

My cousin, Omar, lives in Kuwait City. It's the capital city of Kuwait. It is about 1100 kilometres from Jordan. It's beautiful, but it's very different from Ajloun. Kuwait City is on the coast. It doesn't have any hills or mountains, but it has lots of tall, modern buildings.

Kuwait City is very hot in the summer. It's hotter than Ajloun. In the summer in Kuwait City, there are often sandstorms. The wind carries sand from the desert. Ajloun isn't as windy as Kuwait City, and there are no sandstorms here.



5 Read again and say Yes or No

- 1 There are hills and valleys in Ajloun.
- 2 No animals live in Ajloun.
- 3 Kuwait City is by the sea.
- 4 Kuwait City is as hot as Ajloun.
- 5 There are no sandstorms in Ajloun.



22

Pupil's Book, Page 22, Exercise 5

- Make sure that pupils have their books open at page 22. Explain that they are going to read statements about the reading text in Exercise 4. They should respond to the statements with *Yes* or *No*. Choose a pair to read out the example dialogue.
- Pupils work in pairs to read each statement and say *Yes* or *No*. Go round and monitor.
- Check answers as a class. Choose a pair to read out each statement and say *Yes* or *No*. If they are not sure of the answer, invite another pupil to read the part of the reading text that gives the correct answer.

Answers

1. Yes 2. No 3. Yes 4. No 5. Yes

Further practice

- Elicit correct sentences for the statements that were wrong in Exercise 5. (*Many animals live in Ajloun. Kuwait City is hotter than Ajloun.*)

Activity Book, Page 21, Exercise 5

- Ask pupils to open their Activity Book at page 21. Ask which city are they talking about (*Cairo*). Ask pupils to look and find out who has written the letter (*Saleem*), and who he is writing to (*Raed*).
- Ask pupils to work in pairs to read the text together.
- Invite a pupil to read the words in the word box. Explain that pupils need to choose the correct word from the box to complete each sentence below. Ask another pupil to read the completed example sentence.
- Pupils can work in pairs to read the text together and choose the correct answers.
- Check answers as a class.

Answers

1. skyscrapers 2. desert 3. hotter 4. sandstorms
5. windy

Activity Book, Page 21, Exercise 6

- Explain to pupils that they need to write a reply to Saleem's letter. They should describe a school trip. Tell them that they can describe a real school trip that they have been on, or invent the details if they wish.
- Get pupils to look at the beginning parts of the letter and ask them what is missing (*punctuation*). Tell pupils to work in pairs to replace the punctuation (there should be a comma after *Saleem*, a full stop after *your letter*, and a full stop after *again soon*.) Ask students what comes after a full stop (*a capital letter*).
- Pupils work individually to write their answers. Encourage them to write in complete sentences and think about punctuation.
- When they have finished writing, ask them to work in pairs and read each other's letters. Encourage them to help each other with punctuation.
- Invite several pupils to read out their letters to the class.

Answers

Pupils' own answers.

End the lesson

- Encourage the class to praise the good work their class has done, clapping and saying *Well done today!*

Lesson 6

Outcomes

It is expected that pupils will:

- recognise the correct stress of syllables in multi-syllable words
- speak with pauses for clarity and emphasis
- draw conclusions from simple reading materials
- use simple sentences to talk with a partner or a small group about familiar situations
- use prior knowledge and experience to listen when participating in simple conversations
- develop opinions based on information from two simple written sources
- write a simple information paragraph of four or five sentences
- write a paragraph using proper organisation
- vary sentence structure by using simple and compound sentences correctly

Structures

Comparisons with *isn't as* (adjective) as:
Jerash isn't as hot as Aqaba.
Dibeen Forest isn't as big as Ajloun Forest.
 Questions with *What* plus noun plus *like*:
What is the weather **like** today?
It's hot here in the summer.

Functions

Making comparisons
 Talking about the weather and geographical features
 Talking about locations in Jordan and elsewhere in the region
 Expressing likes

Topic

Comparing weather and geographical features in the region

Resources

- Pupil's Book, page 23, Exercise 6, Listen and say
- Pupil's Book, page 23, Exercise 7, Look and say
- Pupil's Book, page 23, Exercise 8, Ask and answer
- Activity Book, page 22, Exercise 7, Listen and mark the stress
- Activity Book, page 22, Exercise 8, Circle and say
- Activity Book, page 22, Exercise 9, Write about two towns or cities
- Activity Book, page 73, Handwriting Practice
- Audio: Pupil's Book, Unit 4, Exercise 6
- Audio: Activity Book, Unit 4, Exercise 7

Revision

- Say some words from the unit, e.g. *sandstorm, millimetre, coast, capital*. Ask pupils to clap the words and say where the stressed part of the word is.

Pupil's Book, Page 23, Exercise 6

- Hold up your book at page 23. Point to the third picture, and ask if anyone can remember the word for this. Elicit *Planetarium*.
- Play the recording. Pupils repeat the words individually, making sure to place the stress on the correct syllable where every syllable is shown in different colours in the Pupil's Book. Ask some individuals to say the words correctly.

Audioscript

afternoon television planetarium


Pupil's Book, Page 23, Exercise 7


- Ask pupils to look at the map with the symbols on it. Ask a pupil to read the three describing words on the left. Ask another pupil to read out the example in the speech bubble.
- Explain that pupils need to make sentences using the information on the map and the describing words.
- Pupils work in pairs, taking it in turns to make sentences. Encourage them to help each other if their sentences are not correct.
- Invite pairs to say two sentences to the class.


Answers

Dibeen Forest isn't as big as Ajloun Forest.
 Jabal Rum isn't as high as Jabal Umm Al Dami.
 Zarqa River isn't as long as The River Jordan.

6 Listen and say

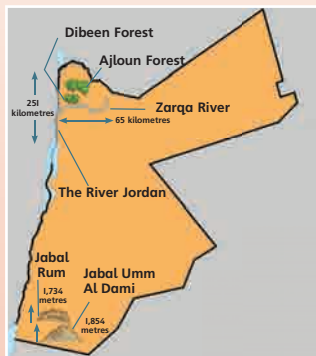

afternoon




television


planetarium

7 Look and say

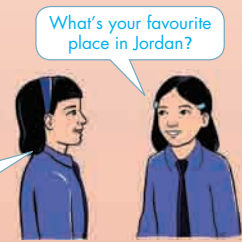
- high
- big
- long



8 Ask and answer

- valley
- hill
- mountain
- lake
- sea
- coast
- coral reef
- desert
- forest
- flowers
- trees
- waterfall



Pupil's Book, Page 23, Exercise 8

- Tell pupils they are going to choose their favourite place in Jordan and talk about it. Ask several pupils, *What is your favourite place in Jordan?* and elicit answers. This is an example of experiential learning (see page 152).
- Invite a pupil to read out the words in red. Tell the pupils they can use some of these words to describe their favourite place.
- Ask a pair to read out the question and answer in the speech bubbles.
- Ask pupils to work in pairs. They take turns to ask and answer the question. Go round to monitor. Encourage them to make three or four different sentences about the place they are describing.
- Choose some pairs to ask and answer the question for the class.

Further practice

- Ask pupils what they can remember about the places described by their classmates. Ask, for example, *What is Hisham's favourite place? What did he say about it?*

Activity Book, Page 22, Exercise 7

- Ask pupils to open their Activity Book at page 22.
- Explain to pupils that they are going to listen to some words and decide which part of the word is stressed. Remind them of this kind of exercise by clapping on the first syllable while you say *animal*.
- Play the first word, and ask pupils to repeat it (*animal*) and clap on the first syllable. Point out how to mark the stressed syllable (*ˈanimal*).
- Play the rest of the recording, stopping after each word to give pupils time to repeat the word and draw the dot over the correct part of the word. They work individually to complete the task, then compare their answers in pairs.
- Check answers as a class by saying the words aloud.

Audioscript

1 animal 2 banana 3 fascinating
4 tomato 5 alphabet 6 independence
7 international 8 celebration 9 museum

Answers

1. ˈanimal 2. banˈɑːnɑ 3. ˌfæsɪˈneɪtɪŋ
4. təˈmɑːtə 5. ˌælfəˈbet 6. ɪnˌdɪˈpendəns
7. ɪntəˈnæʃənəl 8. ˌseleɪˈbreɪʃən 9. ˌmjuːzɪəm

Further practice

- Challenge pupils to make a sentence using as many of the words from Exercise 7 as they can. Give some examples: *I bought a banana and a tomato at the market and The celebration was fascinating.* Give them five minutes to write their sentences down.
- Ask pupils to read out their sentences to the class. Make sure they are stressing the words correctly, and accept all reasonable sentences.
- Name the pupil who has used the most of the words from Exercise 7, and praise them.

Activity Book, Page 22, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book. Ask which places are shown in the photographs, and elicit the answer (*Aqaba and Jerash*).
- Explain to pupils that they need to read the paragraphs about the two places, and circle the correct words. Pupils work individually to choose and circle the words. Go round monitoring.
- Pupils work in pairs, taking it in turns to read out each paragraph.
- Compare answers as a class.

Answers

1. city 2. coral reefs 3. modern 4. degrees
5. mountains 6. summer 7. hot 8. Roman

Activity Book, Page 22, Exercise 9

- Explain to the pupils that they are going to choose two different towns or cities, and write about them. Encourage them to write two separate paragraphs, using the paragraphs in Exercise 8 as a model. Ask them to include sentences comparing the two places. You should include sentence practice by writing a model with missing punctuation on the board and having pupils replace it. Take any two sentences from the Student's Book.
- Pupils work individually to write their paragraphs. Encourage them to use simple and complex sentences and use dictionaries to check spellings as necessary.
- Invite pupils to read out the paragraphs they have written.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 4, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
use correct intonation for questions and answers in a conversation			
recognise the correct stress of syllables in multi-syllable words			
write meaningful sentences using given frameworks			
present a simple prepared speech about a place to the class			
write a simple letter to a friend			
develop opinions based on information from two simple written sources			

End the lesson

- Ask *What is the weather like today?* and elicit answers.
- Guide the pupils to practise handwriting the short paragraph in the Activity Book on page 73.

Lesson 1

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • follow oral instructions • respond to questions before, during and after listening • use teacher introduction and other clues to understand new words when listening • ask questions after listening to gain understanding of new or unfamiliar words • use context to understand new words when listening • use correct intonation for questions and answers • use context and direct instruction to understand the meaning of new and unfamiliar words • scan simple written materials to preview them for general content before starting to read
Structures	<p>The present continuous for future arrangements: <i>What are you doing at the weekend, Samira? Kareem and I are visiting our grandparents. We are going to the bird park.</i> Making suggestions and making arrangements: <i>Are you free on Friday afternoon? Yes, I am./No, I'm not.</i></p>
Functions	<p>Talking about plans already made for the future Talking about leisure activities Making suggestions Inviting others Accepting and declining invitations</p>
Vocabulary	<i>bird park, free, meet friends</i>
Topic	Weekend plans and activities
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 24, Exercise 1, Listen and read ■ Audio: Pupil's Book, Unit 5, Exercise 1 ■ Flashcard: <i>bird park</i> ■ Wallchart: <i>In the town</i>

- Ask the question again, and write *This weekend, I'm going to the bird park*. Make sure that pupils understand that this is a plan for the future. Ask *Did I go to the bird park last weekend?* (*No. I'm going to the bird park this weekend.*)
- Present *meet friends*. Encourage the class to ask you *What are you doing this weekend?* Reply *I'm meeting my friends*. Write this on the board, and ask the pupils to repeat.
- Ask pupils to suggest other plans they might have for the weekend. Make sure they use the *-ing* form. Write suggestions on the board, e.g. *I'm doing my homework. I'm going shopping*. Ask pupils to take out their books.

Pupil's Book, Page 24, Exercise 1

- Ask pupils to open their books at page 24 and say who they can see in the first picture (*Laila and Samira*).
- Ask pupils to listen to the recording and find out where Laila and Ali are planning to go on Friday afternoon.
- Play the recording right through. Pupils listen to the story and read.
- Ask *What are Laila and Ali doing on Friday afternoon?* Elicit *They're going to the bird park*.
- Ask some questions to check understanding, for example:
 - *What are Kareem and Samira doing on Saturday afternoon?* (*They're meeting their friends.*)
 - *What is Laila doing on Saturday afternoon?* (*She's doing her homework.*)
 - *Where is Samira going on Saturday morning?* (*She and Kareem are visiting their grandparents.*)
 - *Is Samira free on Friday afternoon?* (*Yes, she is.*)
 - *Do Kareem and Samira like the bird park?* (*Yes, they do.*)

Revision

- Use the *In the town* wallchart to revise *palace* and *flagpole*. Explain that they are going to learn about some other places in the town in this lesson.

Presentation

- Present *bird park* using the flashcard. Say the words and ask some pupils to repeat after you. Make sure they put the stress on the first word.
- Ask *Are you free on Friday afternoon?* Ask some pupils to repeat the question. Explain that *free* means that you are not busy. Write *invite* on the board and ask individual pupils to repeat the word. On the board, write *What are you doing this weekend?* Ask the question and get volunteer pupils to repeat it after you.
- Draw a timeline on the board, like this:



Unit
5

We're going to the bird park

1 Listen and read

1



Laila: What are you doing at the weekend, Samira?

Samira: Kareem and I are meeting our friends on Saturday afternoon. Would you and Ali like to come?

Laila: I'm sorry, Samira, I can't. I'm doing my homework on Saturday afternoon.

2



Laila: What are you doing on Saturday morning?

Samira: Kareem and I are visiting our grandparents. We are having lunch there.

3



Laila: Are you free on Friday afternoon? Ali and I are going to the bird park with Mum.

Samira: I think we're free, but I need to ask Mum and Dad. Can I tell you tomorrow?

Laila: Yes, of course. I hope that you can come.

4



Samira: Laila and Ali are going to the bird park on Friday afternoon. Can Kareem and I go with them?

Mum: Yes, you're free on Friday afternoon. You can go.

Samira: Great! I love going to the bird park.

Kareem: Me too!

Audioscript

1.
Laila: What are you doing at the weekend, Samira?
Samira: Kareem and I are meeting our friends on Saturday afternoon. Would you and Ali like to come?
Laila: I'm sorry, Samira, I can't. I'm doing my homework on Saturday afternoon.
2.
Laila: What are you doing on Saturday morning?
Samira: Kareem and I are visiting our grandparents. We are having lunch there.
3.
Laila: Are you free on Friday afternoon? Ali and I are going to the bird park with Mum.
Samira: I think we're free, but I need to ask Mum and Dad. Can I tell you tomorrow?
Laila: Yes, of course. I hope that you can come.
4.
Samira: Laila and Ali are going to the bird park on Friday afternoon. Can Kareem and I go with them?
Mum: Yes, you're free on Friday afternoon. You can go.
Samira: Great! I love going to the bird park!
Kareem: Me too!

Further practice

- Go round the class, asking pupils about next weekend using *Are you free ...?* Say, for example, *Are you free on Saturday afternoon?* Encourage pupils to reply *Yes, I am* or *No, I'm not*. If they say they are not free, encourage them to say what their plans are, e.g. *I'm going shopping*.

End the lesson

- Ask if any of the pupils have been to a bird park. If they say no, ask them what type of animal parks they have visited.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- listen to and participate in simple classroom conversations
- use correct intonation for questions and answers
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use knowledge of verb tenses to understand when things happen
- use and spell correctly learnt vocabulary

Structures

The present continuous for future arrangements:
*What **are you doing** at the weekend, Samira?*
*Kareem and I **are visiting** our grandparents.*
*We **are going** to the bird park.*
Making suggestions and making arrangements:
Would you like to come?
Yes, please./I'm sorry, I can't.
Are you free on Friday afternoon?
Yes, I am./No, I'm not.

Functions

Talking about plans already made for the future
Talking about leisure activities
Making suggestions
Inviting others
Accepting and declining invitations

Topic

Weekend plans and activities

Resources

- Pupil's Book, page 24, Exercise 1, Listen and read
- Activity Book, page 23, Exercise 1, Read and complete
- Activity Book, page 23, Exercise 2, Read and write
- Audio: Pupil's Book, Unit 5, Exercise 1

Revision

- Ask pupils *What are you doing after school today?* Encourage them to answer using verbs in the present continuous but do not mention the tense, e.g. *I'm doing my homework. I'm meeting my friends.*

Pupil's Book, Page 24, Exercise 1

- Ask pupils to open their books. Ask them to tell you what they remember about the story.
- Play the recording. Encourage pupils to follow in their books.
- Ask *Who is speaking in the story?* Elicit *Laila, Samira, Mum and Kareem*. Put the class into groups of four. Ask them to choose roles and to practise the dialogue. Then ask them to change roles within their group and practise the dialogue again. Monitor as they are working and note any mistakes in intonation and pronunciation. Go over the mistakes as a class.

Activity Book, Page 23, Exercise 1

- Ask pupils to open their Activity Book at page 23 and look at Exercise 1. Ask who is speaking in the dialogue (*Fatima and Nadia*).
- Explain that they need to read the dialogue and complete the gaps, using the correct form of the words in brackets. Read the example answer.
- Pupils can work in pairs to complete the exercise. Ask them to practise reading the complete dialogue in their pairs.
- Check answers as a class, choosing pairs to read each part of the dialogue.

Answers

1. are/doing 2. 'm going 3. 're having
4. 'm helping 5. are/doing 6. 're taking

Activity Book, Page 23, Exercise 2

- Ask a pupil to read out the words in the box. Tell pupils that they need to choose the correct word to complete each sentence, and write it in the correct form.
- Ask a pupil to read out the first completed sentence as an example.
- Pupils work individually to complete the exercise. When they have finished, ask them to compare their answers with a partner.
- Check answers as a class, asking individual pupils to read out the complete sentences.

Answers

1. is visiting 2. is playing 3. are watching
4. am meeting 5. are going

Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening to a story			
use context to understand new words when listening			
use correct intonation for questions and answers			
draw conclusions from simple reading materials—a story			
use knowledge of verb tenses to understand when things happen			

End the lesson

- Ask pupils to close their books. Read out sentences from the story on page 24, and ask who is speaking. Say, for example *Kareem and I are visiting our grandparents.* (*Samira*)

Lesson 3

Outcomes

It is expected that pupils will:

- use correct intonation for questions and answers
- use simple sentences to talk with a partner about plans already made
- listen to and participate in simple classroom conversations
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

Structures

The present continuous for future arrangements:

*What is Alia **doing** on Saturday?*

*She **is going** to a restaurant.*

*What is Suleiman **doing** on Saturday morning?*

*He **is meeting** friends.*

Functions

Talking about plans already made for the future

Talking about leisure activities

Topic

Weekend plans and activities

Resources

- Pupil's Book, page 25, Exercise 2, Ask and answer
- Activity Book, page 24, Exercise 3, Read and circle *Yes* or *No*

Revision

- Encourage the class to ask you *What are you doing this weekend?* Mime an answer, and ask pupils to guess what you are doing. For example, mime sitting down at a table and eating. Elicit *You're going to a restaurant.*
- Choose a pupil to come to the front of the class. The class asks the question and the pupil mimes an answer. The first pupil to guess correctly comes to the front to take a turn.

Pupil's Book, Page 25, Exercise 2

- Ask pupils to open their books at page 25. They look at the pictures and suggest what is happening in each one.
- Point to the two tables and ask who they give information about. Elicit *Alia* and *Suleiman*.
- Ask a pupil to read out the phrases in blue at the top of the exercise. Explain that they are going to use the phrases and the information in the tables to ask and answer questions.
- Ask a pair to read the example dialogue.
- Pupils work in pairs, taking turns to ask and answer questions. Go round monitoring and helping with vocabulary, pronunciation and intonation.
- Invite pairs to ask and answer two questions for the class.

Answers

Pupils' own answers.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and answers
- use simple sentences to talk with a partner about plans already made
- with a partner, prepare and present a simple dialogue to the class
- use English dictionaries to help understand unfamiliar words in simple reading materials
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks
- use English dictionaries to check spelling

Structures

The present continuous for future arrangements:
*What **are you doing** on Saturday morning?*
*Kareem and I **are visiting** our grandparents.*
*We **are going** to the bird park.*

Functions

Talking about plans already made for the future
 Talking about leisure activities
 Making suggestions
 Inviting others
 Accepting and declining invitations

Topic

Weekend plans and activities

Resources

- Pupil's Book, page 25, Exercise 3, Talk about you
- Activity Book, page 24, Exercise 4, Write sentences
- English dictionaries

2 Ask and answer

- meet friends
- plant seeds in the garden
- go skating
- go to a restaurant
- watch a football match

Alia	Saturday	Suleiman	Saturday
Morning		Morning	
Lunchtime		Lunchtime	
Afternoon		Afternoon	

What is Alia doing on Saturday morning?



She's planting seeds in the garden.



3 Talk about you

- go to the park
- help my mother and father
- write a story
- play football
- tidy my bedroom
- visit my grandparents
- plant flowers and trees
- go to the mosque
- go for a walk with my family
- look after my baby brother/sister

What are you doing on Saturday morning?



I'm going to the park.

Activity Book, Page 24, Exercise 3

- Ask pupils to open their Activity Book at page 24 and look at the table in Exercise 3. Ask a pupil to read out the two names in the headings, and the times of day shown on the left of the table.
- Explain to pupils that they need to read each question and answer, and decide if the answer is correct, using the information in the table. If it is correct, they circle *Yes*. If not, they circle *No*.
- Ask a pair of pupils to read the first question and answer. Ask the class to find the correct information in the table (*He's playing tennis.*) Point to the circle round *No*.
- Pupils work in pairs to read the questions and answers and decide on the answers.
- When they have finished, ask them to compare their answers with another pair. If they have got different answers, encourage them to look at the table again to find the correct answer.
- Check answers as a class.

Answers

1. No. He's playing tennis with Omar.
2. Yes.
3. No. He's having breakfast with his parents.
4. Yes.
5. No. He's going swimming with his friends.
6. No. She's going skating with Alia.

End the lesson

- Ask the pupils to look again at the Activity Book exercise. For the sentences where they circled *No*, tell them to ask the question again and give the correct answer. For example, for number 1, they ask *What is Ziad doing on Friday afternoon?* and answer *He's playing tennis.*

Revision

- Ask pupils what their favourite weekend activities are. Help them with any unfamiliar vocabulary and write this on the board.

Pupil's Book, Page 25, Exercise 3

- Ask pupils to open their books at page 25 and look at Exercise 3. Explain that they are going to talk about their own plans for the weekend. Ask pupils in turn to read the phrases in blue on the left of the exercise. Ask pupils which of these is their favourite activity.
- Ask a pair of pupils to read the example dialogue.
- Pupils work in pairs to take turns asking each other about what they are doing at different times of the weekend. Explain that they can talk about the activities listed in the exercise, or their own plans if they are different.
- Go round to monitor as they are talking, and help with vocabulary, pronunciation and intonation. If time permits, ask pupils to work with a different partner to ask and answer the questions. Invite several pairs to say two questions and answers for the class.

Activity Book, Page 24, Exercise 4

- Ask pupils to open their Activity Book and look at Exercise 4. Explain that they must complete the sentences, writing what they and their family and friends are doing at the weekend. Ask them to make true sentences if possible.
- Ask a pupil to read out *At the weekend* and the completed first sentence as an example. Read out the other sentence beginnings. Remind pupils that they will need to change the verb (doing word) to have the right ending for the person who is doing it. Give them some examples of this. (*I'm doing my homework. Mum is going shopping. My friends are going to a café.*)

- Pupils should work individually to complete their sentences. Encourage them to use dictionaries if they need to check spellings. When they have finished, ask pupils to share their answers with a partner. Invite pupils to read out some of their sentences to the class.

Answers

Pupils' own answers.

End the lesson

- Write on the board the different activities that pupils are doing at the weekend. Ask pupils to put up their hands if they are doing each activity. Count the number of hands and ask *Which is our favourite activity?*

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen
- distinguish fact from opinion in simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- write meaningful sentences using given frameworks
- use and spell correctly learnt vocabulary
- correct punctuation with the assistance of peers and teachers
- identify true or false sentences about a text

Structures

The present continuous for future arrangements:
*Next weekend, we **are going to** the theme park.*

Functions

Talking about plans already made for the future
Talking about leisure activities
Making suggestions
Inviting others
Accepting and declining invitations

Vocabulary

amazed, bench, butterfly park, cage, duck (n), goose, invite (v), lovely, monkey, peacock, pigeon, shade (n), turkey

Topic

Weekend plans and activities

Resources

- Pupil's Book, page 26, Exercise 4, Read and answer
- Pupil's Book, page 26, Exercise 5, Read again and say *Yes or No*
- Activity Book, page 25, Exercise 5, Read and circle
- Activity Book, page 25, Exercise 6, Read and answer
- Flashcard: *peacock*
- Pictures of a pigeon, a duck, some geese, a monkey, a turkey

Revision

- Ask pupils to name as many weekend activities as they can remember from the last lesson. List their ideas on the board.

Presentation

- Present *peacock* using the flashcard, and *pigeon* using pictures. Ask volunteer pupils to repeat the words after you.
- Explain *leave*. Say *I leave home at half past seven in the morning. What time do you leave home?* Elicit answers.
- Present the vocabulary using the flashcards and pictures. Write the words on the board, say each one and ask some pupils to repeat. Use a picture or a simple drawing where necessary.
- To check understanding, elicit sentences using each of the new words.

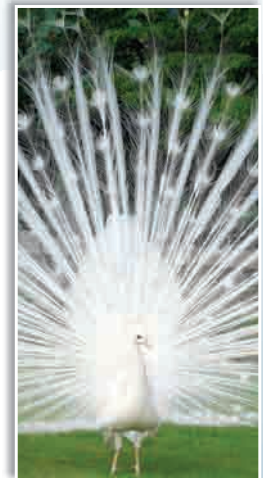
Pupil's Book, Page 26, Exercise 4

- Ask pupils to open their books at page 26 and look at the picture in Exercise 4. Elicit their ideas for where they might be talking about.
- Ask pupils some questions about the text. A theme park is like an adventure playground. Say *Is this a letter or an email? (A letter) Who has written it? (Kareem and Samira) Who are they writing to? (Grandma)*
- Ask a pupil to read out the question at the top of the exercise. Tell pupils they need to read through the letter and find the answer to the question.
- Pupils read the text quietly on their own.
- Elicit the answer to the question (*They saw ducks, geese, peacocks, turkeys, chickens, pigeons and a monkey.*)
- Go round the class, asking each pupil in turn to read out one sentence of the letter.

4 Read and answer

What did the children see in the bird park?

Dear Grandma,
Ali and Laila invited us to the bird park here in Amman on Friday. We had a great time. I liked the ducks and the geese. Samira loved the peacocks! It was a hot day, but there is a lot of shade in the park. We had a picnic in the park under the trees. We sat on a bench next to the peacock cage! After lunch, we saw the turkeys, chickens and pigeons. We were also amazed to see a monkey there! We had a lovely time.
Next weekend, we are going to the theme park with Ali and Laila. We're leaving at half past ten. The theme park opens at eleven o'clock. Dad is taking us. We are all very excited!
I hope that you and Grandpa are well. We hope to see you soon.
Love,
Kareem and Samira



5 Read again and say Yes or No

- 1 The children went to the butterfly park.
- 2 Samira really liked the peacocks.
- 3 The children were in the sun all day.
- 4 The children saw the turkeys, chickens and pigeons.
- 5 Kareem and Samira are going to the water park.
- 6 The children are very excited about going to the theme park.



Pupil's Book, Page 26, Exercise 5

- Explain that pupils are going to read each statement and respond with *Yes* or *No*. They need to look back at the letter in Exercise 4 to find the correct information.
- Invite a pupil to read the first sentence, and a pair of pupils to read the example dialogue in the speech bubbles.
- Pupils work in pairs, taking turns to read each sentence and say *Yes* or *No*. If they say *No*, make sure that they say a correct sentence.
- Check answers as a class. Invite a pair to read each sentence and say *Yes* or *No*, as well as the correct sentence if they said *No*. If it is wrong, they must say the correct sentence.

Answers

1. No. The children went to the bird park.
2. Yes.
3. No. There was a lot of shade in the park.
4. Yes.
5. No. They are going to the theme park.
6. Yes.

Activity Book, Page 25, Exercise 5

- Ask pupils to open their Activity Book at page 25. Ask about the format. Elicit that it is an email.
- Explain that pupils need to read the email about Abbas's day trip. Elicit the meaning of a 'trip'—a short visit to a place. Then they should read the sentences below and circle the correct word to complete each sentence. Read the first sentence as an example. Explain that if someone is preparing a picnic they are making sandwiches or putting some food in a basket to eat outside.
- Ask pupils to work in pairs to read the email and complete the task. Go round, helping as needed.
- Check answers as a class.

Answers

1. weekend
2. 10.00
3. morning
4. making
5. music

Activity Book, Page 25, Exercise 6

- Explain to the pupils that they need to read the questions and write the answers, based on information from the email in Exercise 5. Invite a pupil to read the first question and answer as an example.
- Pupils should work individually to complete the task. When they have finished writing, ask them to compare their answers with a partner. Remind them to help each other check that they have punctuated their sentences correctly.
- Check answers as a class. Invite pupils to read each sentence aloud and the answer they have written. If other pupils have written a different answer, ask them to read it out. Question 5 is an example of a critical thinking question (see page 153).

Answers

1. He is inviting Khaled and his sister Rabab.
2. They can drive to Khaled's house at about half past ten.
3. They're having chicken salad, tomatoes and olives./ They're having a picnic for lunch.
4. They're going to a festival of traditional music.
5. Pupils' own answers.

End the lesson

- Ask pupils to put up their hands if they have visited a theme park. Ask questions, e.g. *What did you do at the theme park? What time did you go there? Did you have some food there? Did you have a good time?* Elicit pupils' answers.

Lesson 6

Outcomes

It is expected that pupils will:

- pronounce compound words stressing the correct word
- listen to and participate in simple classroom conversations
- use prior knowledge and experience to listen when participating in simple conversations
- use correct intonation for questions and answers
- with a partner, prepare and present a simple dialogue to the class
- present a simple prepared speech of four or five sentences to the class
- write meaningful sentences using a given framework: jumbled sentences
- correct punctuation with the assistance of peers and teachers

Structures

The present continuous for future arrangements:

What are you doing at the weekend?

I'm visiting my grandparents.

Inviting and making arrangements:

Would you like to come?

Yes, I'd love to./I'm sorry, I can't.

Are you free on Saturday afternoon?

Yes, I am./No, I'm not.

Great! See you then.

Functions

Talking about plans already made for the future

Talking about leisure activities

Making suggestions

Inviting others

Accepting and declining invitations

Vocabulary

sailing

Topic

Weekend plans and activities

Resources

- Pupil's Book, page 27, Exercise 6, Listen and say
- Pupil's Book, page 27, Exercise 7, Listen, complete and say
- Pupil's Book, page 27, Exercise 8, Ask and answer
- Activity Book, page 26, Exercise 7, Match and say. Listen and check
- Activity Book, page 26, Exercise 8, Write and say. Listen and check
- Activity Book, page 26, Exercise 9, Write and say
- Activity Book, page 74, Handwriting Practice
- Audio: Pupil's Book, Unit 5, Exercise 6
- Audio: Pupil's Book, Unit 5, Exercise 7
- Audio: Activity Book, Unit 5, Exercise 7
- Audio: Activity Book, Unit 5, Exercise 8
- Photocopiable Extra Practice Worksheet 2, page 165

Revision

- Invite pairs of pupils to stand up and ask each other about their plans for the weekend, using *Are you free on ...?* and *What are you doing on ...?* Help with vocabulary as needed.

Presentation

- Say *what does sail mean?* Say *can you make any other words into this?* Explain to pupils what sailing is.

Pupil's Book, Page 27, Exercise 6

- On the board, write some examples of compound nouns (do not use the terminology with your pupils; you can call them two-word nouns): *theme park, capital city, skating centre*. Explain that some nouns are made up of two words that go together. Ask pupils to read the examples on the board.
- Tell pupils that they are going to listen to some compound (two-word) nouns, and decide if the first word or the second word is stressed.
- Ask pupils to open their books at page 27 and look at the pictures in Exercise 6. Play the recording, pausing after *bird park*. Pupils repeat as groups. Point to the word under the picture and show how the stress is shown on the first word. Invite individuals to repeat the words with correct stress.
- Play the recording of the two other compound nouns, asking pupils to repeat individually each time. Ask pupils what they notice about the stress pattern (*The stress is on the first word.*) Tell them that with compound nouns, the stress usually falls on the first word.
- As familiarising practice with compound nouns, see if pupils can find any examples around the classroom (e.g. *pencil sharpener, metre rule, board rubber, pencil case*). Practise clapping the stressed part of the words with the pupils (they all fall on the first part of the first word).
- Point to the pictures at random and ask pupils to say the word using the correct pronunciation, intonation and stress.

Audioscript

bird park water park sun hat

6 Listen and say



bird park



water park



sun hat

7 Listen, complete and say

- free
- Saturday
- see
- visiting

Mariam: I'm going to the community centre on 1) _____ morning. Would you like to come?

Amal: I'm sorry, I can't. I'm 2) _____ my cousin on Saturday morning.

Mariam: Are you 3) _____ on Saturday afternoon? I'm going to the sports centre. Can you come?

Amal: Yes, I'd love to.

Mariam: Great. 4) _____ you on Saturday.

8 Ask and answer

- sports centre
- community centre
- water park
- library
- park
- museum
- zoo
- bird park
- book fair

- play football
- play tennis
- go swimming
- meet friends
- visit grandparents
- do homework
- help Mum and Dad
- go shopping
- go sailing
- play handball

I'm going to the sports centre on Saturday morning. Would you like to come?



I'm sorry, I can't. I'm playing football on Saturday morning.

Pupil's Book, Page 27, Exercise 7

- On the board, write *sports centre* and *community centre*. Say the words and ask pupils to repeat them after you. Ask *What can you do in a sports centre? What can you do in a community centre?* Elicit pupils' ideas.
- Point to the two girls in the picture. Explain that they are Mariam and Amal, and pupils will hear them making plans for the weekend. Play the recording once, while pupils listen and read the dialogue in their books.
- Ask a pupil to read out the words in blue on the left of the exercise. Explain that pupils should choose the correct word to complete the gaps in the dialogue.
- Play the recording again, this time pausing after each person finishes speaking. Pupils write the correct word into each gap. Check answers as a class.
- Ask pupils to work in pairs to read the complete dialogue, taking the part of one character each. If time permits, they can change roles and read the dialogue again. Choose a few pairs to say the dialogue for the class.

Audioscript

Mariam: I'm going to the community centre on Saturday morning. Would you like to come?

Amal: I'm sorry, I can't. I'm visiting my cousin on Saturday morning.

Mariam: Are you free on Saturday afternoon? I'm going to the sports centre. Can you come?

Amal: Yes, I'd love to.

Mariam: Great. See you on Saturday.

Answers

1. Saturday 2. visiting 3. free 4. See

Pupil's Book, Page 27, Exercise 8

- Go round the class, asking each pupil in turn to read out one of the activities listed in Exercise 8.
- Explain that pupils should work in pairs to make dialogues. Encourage them beforehand to get pictures or realia to illustrate. This is an example of simulation (see page 152). The first pupil should invite his or her partner to do one of the activities listed. The partner accepts or declines the invitation. Then they change roles. Ask a pair to read out the example dialogue.
- Let pupils work in pairs to complete the task. Go round monitoring. Note any difficulties with pronunciation or intonation.
- Ask pupils to change partners and do the same again.
- Bring the class together again. If you noticed any pronunciation or intonation problems, say the words or phrases you noted and ask some pupils to repeat them after you. Invite pairs to the front to say their dialogues for the class. Encourage the class to praise good work, saying *Well done!*

Activity Book, Page 26, Exercise 7

- Ask pupils to open their Activity Book at page 26. Point to the box of words in Exercise 7 and then at the numbered words 1–8. Explain that they are going to match the words in the box with another word from the numbered list to make compound nouns. Read the example answer.
- Pupils can work in pairs to choose the correct word for each gap. If they are unsure of the answers, encourage them to use their dictionaries. They write the words then read them out together.
- Bring the class together again, and ask each pair to read out one of the nouns. Explain that they are going to listen and find out whether they are correct.
- Play the recording, pausing after each item for the pupils to repeat the words and check their answers. Play the recording again for groups of pupils to repeat the words using correct stress and pronunciation.

Audioscript and answers

- | | |
|-------------------|-------------------|
| 1. tennis racquet | 2. theme park |
| 3. nature reserve | 4. football match |
| 5. bowling alley | 6. ice-skating |
| 7. table tennis | 8. train station |

Activity Book, Page 26, Exercise 8

- Ask pupils to look at the pictures and say what is happening in each one.
- Point to the first jumbled sentence. Explain that they need to put the words in the right order to make correct sentences. Tell them to take care to punctuate their sentences correctly.
- Ask a pupil to read out the jumbled words in the first line, and the example answer.
- Pupils work in pairs to read the jumbled words and decide on the correct order. Then they write the sentences in their books. Tell pupils that they are going to listen and check their answers. Play the recording and let pupils read along with the sentences they have written. Play the recording again, pausing after each sentence for individual pupils to repeat, and to correct their sentences if necessary.

Audioscript and answers

1. They're going to the zoo on Friday.
2. I'm doing my homework after school.
3. We're going to the water park tomorrow.
4. Dad is going sailing at the weekend.
5. Mum is going to the market on Saturday.

Activity Book, Page 26, Exercise 9

- Explain that pupils are going to write a dialogue, using the words from the boxes or their own ideas. Ask a pupil to read out the words in the first box. Ask another pupil to read out the places in the second box.
- Explain that the two characters speaking are called A and B. Character A invites a friend to do something. B should refuse and give a reason. A makes another suggestion which B accepts. Point to the correct lines in the gapped dialogue as you explain this.
- Give an example of a possible first line, saying: A: *I'm going to the museum on Saturday. Would you like to come?* Invite a pupil to complete the second line, e.g. *I'm sorry, I'm going to the cinema on Saturday.* Ask pupils to work in pairs to discuss ideas for their dialogue and write it down. Pairs practise acting out their dialogue. Invite pairs to come to the front and present their dialogues to the class.

Answers

Pupils' own answers.

Further practice: Photocopiable Extra Practice Worksheet 2

- Make copies of extra practice worksheet 2, page 165, for each pupil. Explain that they should put the sentences in the correct order to make sentences. They should then complete the dialogue with their own ideas.
- Pupils work individually to complete the first dialogue and write the second one using their own ideas.
- Ask pupils to compare their answers in pairs and practise reading out the two dialogues.

Classroom assessment

With reference to Unit 5, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple sentences, instructions, conversations and presentations			
respond to questions before, during and after listening			
use correct intonation for questions and answers about activities			
with a partner, prepare and present a simple dialogue to the class			
draw conclusions from simple reading materials			
use and spell correctly learnt vocabulary			
write meaningful sentences using given frameworks			

End the lesson

- Guide pupils to practise handwriting the short paragraph in the Activity Book on page 74.
- Praise pupils for their good work in the unit. Say *Now you can make plans for your weekend. Have fun!*

Lesson 1

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> respond to questions before, during and after listening understand and use ordinal numbers use teacher introduction and other clues to understand new words when listening use context to understand new words when listening listen to and participate in simple classroom conversations. make simple inferences when listening ask questions after listening to gain understanding of new or unfamiliar words skim simple written materials for the main ideas scan simple written materials to preview them for general content before starting to read
Structures	<p>The present perfect introduction: <i>I've watched sports on television.</i> <i>I haven't been to a sports stadium.</i> Have you ever watched a race? <i>Yes, I have / No, I haven't.</i> Ordinal numbers: <i>He is first in the race.</i></p>
Functions	<p>Talking about past experiences Talking about locations in Jordan Talking about activities Ordering Expressing likes and dislikes</p>
Vocabulary	<p>ordinal numbers: <i>first, second, third, prize (n), race (n), sports stadium</i></p>
Topic	<p>An athletics event at Amman International Stadium</p>
Resources	<ul style="list-style-type: none"> Pupil's Book, page 28, Exercise 1, Listen and read Audio: Pupil's Book, Unit 6, Exercise 1 Flashcards: <i>race, first (1st), second (2nd), third (3rd), prize</i>

Revision

- Revise sports. Ask pupils to say the names of as many sports as they can, e.g. *basketball, bowling, cycling, football, handball, running, sailing, skating, swimming, table tennis, tennis, volleyball*. Write them on the board.

Presentation

- Cardinal numbers will help you teach ordinal numbers up to a point. Reviewing numbers can be a good beginning as long as it is just for the revision of the words, rather than the concept. Write the numerals 1, 2 and 3 on the board for reference later, but count with pupils up to 10. You need to show them the difference between counting numbers of things (cardinal) and representing order (ordinal). You can do this in a number of ways, including presenting a group of objects and counting them, starting from a different object each time; then placing them in a line, one behind the other and saying *first, second, third*, placing the emphasis on the order. Try the same with pupils, in the lunch line, in the breaktime line, in front of the class. Suggest the idea of a competition where the *best* person comes first, and repeat this idea when you present the flashcard for *race*.
- Present *race* using the flashcards. Say the word and ask the class to repeat it.
- Present *first, second, third* and *prize* using the flashcards. Line three pupils up one behind the other and give them the flashcards in order. Tell them they are lining up in order – first, second and third) Explain that if you win a race, you come first. Say *first*, show the flashcard and ask volunteer pupils to repeat the word. Present *second* and *third* in the same way. Explain that when you come first, you often get a *prize*. Show the flashcard and ask individual pupils to repeat the word.
- Explain that you can write these numbers in words or in figures. On the board, alter the cardinal numbers you wrote to *first = 1st, second = 2nd, third = 3rd*
- Invite three pupils to the front of the class. Ask them to line up behind each other. Point to the first pupil in the line, and elicit *first*. Do the same with the second and third pupils. Then point to the pupils in random order, eliciting *first, second* or *third*.
- On the board, write *Have you ever _____*? Explain that this is how you ask if someone has done something in his or her life. Write some past participles on the board, e.g. *watched, visited, tried, seen* (but remember not to mention any metalanguage to students unless necessary. Ask the pupils some questions using these, e.g. *Have you ever seen a famous sports person? Have you ever visited a sports stadium? Have you ever tried sailing?* Check their understanding of *sports stadium*. Ask pupils to take out their books. Tell them that they are going to hear and read about a visit to the Amman International Stadium.

Pupil's Book, Page 28, Exercise 1

- Say *Open your books at page 28*. Ask pupils to look at the pictures and say who is visiting the stadium (Samira, Kareem and their parents).
- Tell pupils they are going to listen and find out what happens when the family visit the stadium.
- Play the recording. Pupils listen and read.
- To check pupils' understanding, make some true and false statements about the story. Pupils should call out True or False, and correct the false statements. For example, *Kareem and Samira are going to watch a football match. (False. They're going to watch sports.) Samira has visited the stadium before. (False. It's her first visit.) Dad hasn't tried running before. (True) There are three prizes for the race. (True) Hisham wins the race. (False. Ali is first.)*

1 Listen and read



Dad: This is Amman International Stadium. We're going to watch the sports here today.

Samira: I'm very excited. I've watched sports on television, but I haven't been to a sports stadium.

Kareem: It's going to be great!



Kareem: Look! Ali is really fast.

Dad: Yes, he is!

Samira: Have you ever watched a race, Mum?

Mum: Yes, I have. I've visited the stadium before with Grandpa.



Kareem: Hisham and Ibrahim are very fast, too.

Dad: Yes, they are. Look! Ali is winning the race!

Samira: Dad, have you ever tried running?

Dad: No, I haven't, but it looks very interesting!



Mum: There are prizes for first, second and third places.

Dad: Ali is first.

Kareem: Hisham is second.

Samira: Ibrahim is third! What a great race!

28

Audioscript

1.

Dad: This is Amman International Stadium. We're going to watch the sports here today.

Samira: I'm very excited. I've watched sports on television, but I haven't been to a sports stadium.

Kareem: It's going to be great!

2.

Kareem: Look! Ali is really fast.

Dad: Yes, he is!

Samira: Have you ever watched a race, Mum?

Mum: Yes, I have. I've visited the stadium before with Grandpa.

3.

Kareem: Hisham and Ibrahim are very fast, too.

Dad: Yes, they are. Look! Ali is winning the race!

Samira: Dad, have you ever tried running?

Dad: No, I haven't, but it looks very interesting!

4.

Mum: There are prizes for first, second and third place.

Dad: Ali is first.

Kareem: Hisham is second.

Samira: Ibrahim is third! What a great race!

End the lesson

- Ask the pupils about the sports you wrote on the board at the beginning of the lesson. Say, for example, *Have you ever tried basketball?* If any pupils answer yes for any of the sports, ask them about it. Say *Is it fun? Did you like it?*

Lesson 2

Outcomes

It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- ask questions after listening to gain understanding of new or unfamiliar words
- draw conclusions from simple reading materials
- distinguish fact from opinion in simple reading materials
- use knowledge of verb tenses to understand when things happen
- use correct intonation for questions and answers
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

Structures

The present perfect introduction:

I've watched sports on television.

I haven't been to a sports stadium.

Have you ever watched a race?

Yes, I have / No, I haven't.

Ordinal numbers:

He is first in the race.

Functions

Talking about past experiences
Talking about locations in Jordan
Talking about activities
Ordering
Expressing likes and dislikes

Topic

An athletics event at Amman International Stadium

Resources

- Pupil's Book, page 28, Exercise 1, Listen and read
- Activity Book, page 27, Exercise 1, Read, complete and match
- Activity Book, page 28, Exercise 2, Write sentences
- Audio: Pupil's Book, Unit 6, Exercise 1

Revision

- Ask *Who won the race in the story?* Elicit *Ali*. Ask pupils to name famous sportspeople they know. Ask *What sport do they do?*
- Write the names on the board, and have a vote for the class's favourite sportsperson.

Pupil's Book, Page 28, Exercise 1

- Ask pupils to open their books at page 28. Ask them to say any facts they remember from the story.
- Tell the class they are going to listen to the story again, and listen for any *opinions* they can hear.
- Play the recording while the pupils read in the book. Elicit the sentences where the characters expressed opinions. (*I'm very excited. It's going to be great! What a great race!*) Ask groups of pupils to say these sentences after you in turns, with correct pronunciation and intonation.
- Put the class into groups of four. Ask them to choose roles and to practise reading the story. Monitor, checking their pronunciation.

Activity Book, Page 27, Exercise 1

- Ask pupils to open their Activity Book at page 27. Ask pupils to look at the gapped questions and answers in Exercise 1, and the pictures.
- Point to the first dialogue. Ask a pupil to read out the first question. Explain that they need to use the word in brackets to complete the answer. Elicit the words that are needed to complete the first answer (*haven't, have seen*). Write *haven't* on the board, and make sure that pupils know where to write the apostrophe.
- Explain that after pupils have read each dialogue, they should choose the correct picture to go with it and write the letter in the box.
- Pupils work in pairs to read the dialogues and complete the task. Monitor as they work.
- Check answers as a class, choosing pairs to read each dialogue and name the correct picture.

Answers

1. **B:** haven't, 've seen – picture e
2. **A:** tried, **B:** No, 've watched – picture c
3. have, 've played – picture a
4. **A:** swum, **B:** No, 've sailed – picture d
5. **A:** Have, won, **B:** have – picture b

Activity Book, Page 28, Exercise 2

- Ask pupils to look at Exercise 2. Ask a pupil to read out the words in the box. Tell pupils they are going to write sentences using the words, saying what they have or have not done.
- Explain to pupils that the words will change. Some will change more than others. Write the words up on the board (*won, seen, gone, watched, played, visited, tried*).
- Pupils work individually to write the sentences. When they have finished, ask them to read their sentences to a partner.
- Choose pupils to read their sentences out to the class.

Answers

Pupils' own answers.

End the lesson

- Ask pupils to make sentences about things they have not done, but they would like to do one day, starting *I haven't ...* Start by making some sentences that are true for yourself, for example *I haven't been in a helicopter. I haven't visited Amman International Stadium. I haven't watched a basketball game.*

Lesson 3

Outcomes

It is expected that pupils will:

- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- make simple inferences when listening
- use correct intonation for questions and statements
- listen to and participate in simple classroom conversations
- use simple sentences to talk with a partner about sports activities
- write meaningful sentences such as jumbled words using given frameworks
- use and spell correctly learnt vocabulary

Structures

The present perfect introduction:

Have you ever tried sailing?

Yes, **I have** / No, **I haven't**.

Kareem **has tried** snorkelling.

Functions

Talking about past experiences

Talking about activities

Expressing likes and dislikes

Vocabulary

cross-country running, hiking, jogging, snorkelling

Topic

An athletics event at Amman International Stadium

Resources

- Pupil's Book, page 29, Exercise 2, Listen and answer
- Pupil's Book, page 29, Exercise 3, Listen again and tick (✓) or cross (X)
- Activity Book, page 28, Exercise 3, Write the question. Ask and answer
- Audio: Pupil's Book, Unit 6, Exercise 2
- Audio: Pupil's Book, Unit 6, Exercise 3
- Flashcards: *cross-country running, hiking, jogging, snorkelling*

Revision

- Revise *sailing*. Say the word and ask pupils to repeat. Ask questions to check understanding *What do you need to go sailing? Where do you go sailing?*

Presentation

- Present *cross-country running, hiking, jogging* and *snorkelling* using the flashcards. Say the words and ask pupils to repeat after you. Hold the flashcards up in random order and elicit the word.

Pupil's Book, Page 29, Exercise 2

- Ask pupils to open their books at page 29. Invite a pupil to read out the question in Exercise 2. Explain that they are going to listen to Ali and Kareem talking, and find the answer to the question. Ask pupils to close their books before they listen.
- Play the recording right through while pupils listen. Elicit the sports that pupils heard, and write these on the board.
- Play the recording again to check answers. Pause after each sport is mentioned. Point to that sport on the board. If a sport is not listed, write it up.

2 Listen and answer

What sports do Ali and Kareem talk about?

3 Listen again and tick (✓) or cross (X)



4 Talk about you



29

Audioscript

Ali: Have you ever tried snorkelling, Kareem?
 Kareem: Yes, I have.
 Ali: Have you ever tried sailing?
 Kareem: No, I haven't, but I've tried hiking.
 Ali: OK ... Have you ever tried cross-country running?
 Kareem: Yes, I have. I like running.
 Ali: Have you ever tried jogging, Kareem?
 Kareem: Yes, I have.
 Ali: And have you ever tried ice-skating?
 Kareem: No, I haven't. I haven't tried ice-skating.

Answers

Ali and Kareem talk about snorkelling, sailing, hiking, cross-country running, jogging and ice-skating.

Pupil's Book, Page 29, Exercise 3

- Ask pupils to open their books and look at the pictures in Exercise 3. Elicit the names of the sports shown in each picture.
- Ask pupils if they can remember the first question Ali asked Kareem. Elicit *Have you ever tried snorkelling?* Elicit Kareem's answer (*Yes, I have.*)
- Play the first question and answer on the recording. Say *That's right. Kareem has tried snorkelling.* Explain that if Kareem has tried a sport, they need to put a tick in the box. If not, they need to put a cross. Model writing a tick and a cross on the board. Show them how to write a tick in the box next to *snorkelling*. Play the recording again. Pause after each question and answer for the pupils to find the correct sport and put a tick or a cross.
- When they have finished, encourage pupils to check their answers with a partner. Play the recording again and check answers as a class.

Answers

- a. snorkelling - ✓ b. sailing - X
 c. hiking - ✓ d. cross-country running - ✓
 e. jogging - ✓ f. ice-skating - X

Activity Book, Page 28, Exercise 3

- Ask pupils to open their Activity Book at page 28 and look at Exercise 3 in their Activity Book. Tell them to look at the pictures and elicit the names of the sports.
- Read the first set of jumbled words. Explain that they make a question. Pupils need to write the questions and write their own answer to the question. Ask a pair of pupils to read the example question and answer. Let pupils work in pairs to write their questions and answers.
- When they have finished writing, ask them to practise asking and answering in their pairs. Make sure they take turns to ask and answer. Invite some pairs to choose a question and answer and say them for the class.

Answers

1. Have you ever been sailing? Yes, I have./No, I haven't.
2. Have you ever tried ice-skating? Yes, I have./No, I haven't.
3. Have you ever watched sports? Yes, I have./No, I haven't.
4. Have you ever tried snorkelling? Yes, I have./No, I haven't.
5. Have you ever seen cross-country running? Yes, I have./No, I haven't.

End the lesson

- Ask pupils to write down three questions with *Have you ever ...?* to ask their family members. Check that they have written their questions carefully. Ask them to take their questions home and find out the answers for their family members.

Lesson 4

Outcomes

It is expected that pupils will:

- listen to and participate in simple classroom conversations
- use prior knowledge and experience to listen when participating in simple conversations
- use simple sentences to talk with a partner about familiar situations
- speak with pauses for clarity and emphasis
- use correct intonation for questions and statements
- use and spell correctly learnt vocabulary
- write compound sentences correctly
- write meaningful sentences using given frameworks

Structures

The present perfect introduction:
I've watched sports on television.
I haven't been to a sports stadium.
Have you ever watched a race?
Yes, I have. /No, I haven't.

Functions

Talking about past experiences
 Talking about activities
 Expressing likes and dislikes

Topic

An athletics event at Amman International Stadium

Resources

- Pupil's Book, page 29, Exercise 4, Talk about you
- Activity Book, page 28, Exercise 4, Read and complete

Revision

- Ask pupils to read out the questions they wrote in the last lesson, and elicit the answers some of their family members gave.

Pupil's Book, Page 29, Exercise 4

- First, ask pupils to look back at Exercise 3. Elicit the names of all the sports shown in the pictures.
- Tell pupils they are going to talk about sports they themselves have and haven't done. This is an example of experiential learning (see page 152). On the board, write *I haven't tried _____, but I've tried _____*. Using the sentence frame, say a sentence that is true for you, e.g. *I haven't tried ice-skating, but I've tried sailing*. Ask pupils to repeat the sentence after you.
- Choose two or three pupils to say sentences that are true for them, using the sentence frame.
- Pupils can work in pairs, or in groups of three or four. Ask them to take turns in saying sentences that are true for them. They should make two or three sentences each. Go round monitoring. Make sure they are taking turns, and help them with pronunciation and intonation as needed.
- Invite individuals to say their sentences for the class. Encourage them to speak with proper pauses.

Activity Book, Page 28, Exercise 4

- Ask pupils to open their Activity Book. Tell them they are going to complete sentences about activities they have and haven't done. Tell them they can choose their own sports when answering questions 2, 3 and 4.
- Ask a pupil to read out the example sentence. Pupils work individually to complete the task. Check answers as a class.

Answers

Pupils' own answers.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple sentences and conversations			
use context to understand new words when listening			
make simple inferences when listening			
pronounce English words and sentences precisely and correctly			
present a simple speech about sports			
use and spell correctly learnt vocabulary			

End the lesson

- Ask pupils to say one true sentence and one false sentence, in any order. For example, *I have tried cross-country running. I have tried snorkelling*. Ask the rest of the class to guess which sentence is true and which is false.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- understand and use ordinal numbers
- use knowledge of verb tenses to understand when things happen
- distinguish fact from opinion in simple reading materials
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use correct intonation for questions and statements
- use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations

Structures

The present perfect introduction:

Have you ever seen a car race?

Yes, I have / No, I haven't.

Ordinal numbers:

*There are prizes for **first**, **second** and **third** places.*

Functions

Talking about past experiences
Talking about locations in Jordan
Talking about activities
Ordering
Expressing likes and dislikes

Vocabulary

complete (v), *marathon*, numbers in the thousands, *Qatar*, *rally* (n), *runner*, *take part*

Topic

Sports events in Jordan

Resources

- Pupil's Book, page 30, Exercise 5, Read and answer
- Pupil's Book, page 30, Exercise 6, Read again and answer
- Pupil's Book, page 30, Exercise 7, Read and answer
- Activity Book, page 29, Exercise 5, Read and complete
- Activity Book, page 29, Exercise 6, Read and circle *Yes* or *No*
- Wallchart: *Sports and activities; The world*

Revision

- Say the beginning of a sentence with *but*, for example, *I haven't tried sailing, but ...* Invite pupils to suggest different ways of completing the sentence.
- Ask different pupils to suggest sentence beginnings for the other pupils to complete.
- You can line pupils up in the playground or the classroom, putting them into lines of three pupils, and get them to order themselves aloud. Try rearranging them and then getting them to order themselves again. They should say *I'm first, I'm second*, etc.

Presentation

- Present *marathon* and *runner*. Say *A marathon is a very long race with many runners in it*. Write the words on the board, and ask pupils to repeat them after you. Show the wallchart, and elicit names of sports and activities (*cross-country running, hiking, marathon, snorkelling, ice-skating*).
- Present *take part*. Explain that when we *take part* in an activity, we join in, or we are involved in it. Ask pupils *Would you like to take part in a marathon?* Elicit *Yes, I would* or *No, I wouldn't*.
- Present *complete*. Say *When runners have finished a race, we say that they have completed it*. Ask pupils to suggest examples of charities. Write these up on the board.
- Present *Qatar* using the wallchart. Say the word and ask the class to repeat after you.
- Introduce the word *rally* and explain to the pupils that it is a type of car race.
- Tell pupils that they are going to read about the Dead Sea Marathon. Explain that people run in the race to raise money for charities. On the board, write *7,000*. Say the number and ask the pupils to repeat. Explain that more than seven thousand people run in the Dead Sea Marathon.

Pupil's Book, Page 30, Exercise 5

- Ask pupils to open their books at page 30 and look at the photograph.
- Ask them to describe what they can see (*men running in a race*).
- Invite a pupil to read out the question at the top of the exercise. Explain that they are going to read the text to find the answer to the question. Pupils work individually to read the text quietly.
- Check the answer with the class. Ask a pupil to read out the words from the text that answer the question. (*The marathon starts in Amman.*)

5 Read and answer
Where does the marathon start?

The Dead Sea Marathon

The Dead Sea Marathon happens in April every year. The marathon starts in Amman and finishes at the Dead Sea. People from all over the world come to take part in the marathon.

There are different races. The shortest race is ten kilometres long. There is a twenty-one-kilometre race and a forty-two-kilometre race. The longest race is fifty kilometres long. There are prizes for the first, second and third places in each race.

The first marathon was in 1993. Many thousands of people have completed the marathon. There are more than 7,000 runners every year. The Dead Sea Marathon is important because the people in the races help charity.



6 Read again and answer
When is the Dead Sea Marathon?

- 1 When is the Dead Sea Marathon?
- 2 Where does the marathon finish?
- 3 How long is the longest race?
- 4 What are there prizes for?
- 5 When was the first Dead Sea Marathon?
- 6 Why is the Dead Sea Marathon important?
- 7 Would you like to run in a marathon? Why? Why not?

7 Read and answer
Why are charities important?



Pupil's Book, Page 30, Exercise 6

- Make sure that pupils have their books open at page 30. Explain that they are going to read the text about the Dead Sea Marathon in pairs. Then they will ask and answer questions about it. The last question is a critical thinking one (see page 153). Choose a pair to read out the example dialogue.
- Pupils work in pairs to read the text again and ask and answer the questions. Monitor as they work. Make sure they are taking turns to ask and answer. Check answers as a class, choosing a pair to ask and answer each question.

Answers

1. It happens in April every year.
2. It finishes at the Dead Sea.
3. The longest race is fifty kilometres long.
4. There are prizes for the first, second and third places in each race.
5. The first Dead Sea marathon was in 1993.
6. It is important because the people in the races help charity.
7. Pupils' own answers.

Pupil's Book, Page 30, Exercise 7

- Ask pupils to look at Exercise 7. Choose a pupil to read out the question in the speech bubble.
- Tell pupils to work in pairs to think of three possible answers to the question. Go round and help them as they talk.
- Make groups of four pupils by joining two sets of pairs and tell them to continue their discussion. This is an example of experiential learning and group work (see page 152).
- Bring the class together again and ask groups to tell the class their ideas. Discuss with the class which were the best answers, and write these on the board.

Activity Book, Page 29, Exercise 5

- Ask pupils to open their Activity Book at page 29 and to look at Exercise 5. Point to the picture and ask what they think is happening. Confirm the correct answer (*It's a car race*).
- Point to the words in the box, and ask a pupil to read them out. Explain that they are going to use the words to complete the gaps in the text.
- Ask pupils to work in pairs to read the text and decide which word is needed to complete each gap. Then they write the words in the correct places.
- Check answers as a class. Go round the class, asking each pupil in turn to read one sentence from the completed text.

Answers

1. seen
2. been
3. race
4. days
5. won
6. second
7. ever

Activity Book, Page 29, Exercise 6

- Explain that pupils should read the sentences. They circle *Yes* if the sentence is right, and *No* if it is wrong. Explain that they need to look back at the text about the Jordan Rally to find the correct information.
- Encourage pupils to work individually to complete the task.
- When they have finished, ask them to compare their answers in pairs. Check answers as a class. If they have circled *No*, elicit a correct statement.

Answers

1. Yes
2. No. Drivers come from all over the world.
3. Yes
4. Yes
5. No. There are prizes for the first, second and third places.
6. No. A driver from Qatar won the race in 2014.

End the lesson

- Ask pupils to think of further questions about The Dead Sea Marathon or The Jordan Rally. The rest of the class try to answer the questions from memory.

Lesson 6

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> recognise the correct stress in compound words understand and use ordinal numbers use context and direct instruction to understand the meaning of new and unfamiliar words use knowledge of verb tenses to understand when things happen show appreciation of listening to songs and rhymes in English use English dictionaries to help understand unfamiliar words write a simple short speech of four or five sentences to present to the class write paragraphs using proper organisation
Structures	<p>The present perfect introduction: <i>I've tried cross-country running.</i> <i>I haven't travelled on a plane.</i> Have you ever watched a race? <i>Yes, I have. /No, I haven't.</i></p> <p>Ordinal numbers: <i>He is first in the race.</i> <i>Alia was in fifth place.</i></p>
Functions	<p>Talking about past experiences Talking about locations in Jordan Talking about activities Ordering Expressing likes and dislikes Demonstrating appreciation of a song</p>
Vocabulary	<i>first, second, third, fourth, fifth, sixth</i>
Topic	Athletics and activities
Resources	<ul style="list-style-type: none"> Pupil's Book, page 31, Exercise 8, Listen and say Pupil's Book, page 31, Exercise 9, Look and say Pupil's Book, page 31, Exercise 10, Sing Activity Book, page 30, Exercise 7, Complete and circle. Listen and check Activity Book, page 30, Exercise 8, Look and write Activity Book, page 30, Exercise 9, Write and say Activity Book, page 74, Handwriting Practice Audio: Pupil's Book, Unit 6, Exercise 8 Audio: Pupil's Book, Unit 6, Exercise 10 Audio: Activity Book, Unit 6, Exercise 7 Flashcards: ordinal numbers <i>first–sixth</i> (1st–6th)

Revision

- Revise *first, second* and *third*. Invite three pupils to come to the front of the class. Ask them to line up behind each other, as though they are finishing a race. Ask *Who is first in the race? Who is second? Who is third?* Elicit the names. Thank the pupils and ask them to sit down.
- On the board, write *third, first, second* on the left hand side of a column. Ask pupils to read the words. On the right hand side, write *2nd, 1st, 3rd* in a column. Ask pupils to read these. Invite a pupil to the front of the class to match the words on the left with the numbers on the right.

Presentation

- Present the ordinal numbers *fourth, fifth* and *sixth* using the flashcards. Say the words and ask some pupils to repeat.
- Invite six pupils to the front of the class. Ask them to line up and give them each a flashcard to hold up, from *first* to *sixth*. Encourage the class to say the numbers in order.
- Ask the pupils to change position so that the order of the numbers is muddled. Then ask *Who is first?* Pupils respond with the name of the pupil, and ask that pupil to go to the first place again. Do the same with each number until they are in the correct order again.
- To review stress, say some words from the unit and get the pupils to clap the words back to you.
- Use a line situation. If possible use the situation at the end of break, where students line up, and say, eg., *Rakan* is first, *Anas* is second, up to *sixth*. If you can, split the class into groups of six and give them a position. They should line up in the correct order, and be able to tell you their position in the line.
- As an extension, you should talk about the difference between *first, second, third* – and *fourth, fifth, sixth* (the latter are regular, just adding -th to the end, but the former are irregular and have to be learnt). You can get students to predict ordinal numbers up to 10th (tenth), since those are regular too.

Pupil's Book, Page 31, Exercise 8

- Remind pupils that compound nouns are made up of two words that go together. Elicit some examples.
- Tell pupils that they are going to listen to some compound nouns, and decide which word is stressed.
- Ask pupils to open their books at page 31 and look at the pictures. Play the recording while pupils listen and read.
- Play the recording again, pausing after *mobile phone*. Pupils repeat. Point to the words under the picture and show how the stress is shown on the second word. Ask individuals to repeat the words, stressing the second word.
- Play the rest of the recording. Ask pupils to repeat as a class, then individually each time. Ask pupils what they notice about the stress pattern (*The stress is on the second word.*) Point to the pictures at random and ask pupils to say the word using the correct pronunciation and stress.

Audioscript

mobile phone model plane coral reef

8  **Listen and say**



mobile phone



model plane



coral reef

9 **Look and say**

- first
- second
- third
- fourth
- fifth
- sixth



Ahmed is first in the race.

10  **Sing**

I haven't travelled on a train.
 I haven't travelled on a plane.
 I haven't travelled to the mountains for hiking.

But I've snorkelled in the sea,
 With all the fish so near to me.
 I've tried cross-country running and cycling.

I've watched a marathon race.
 I've seen people run very fast.
 I've tried sailing in a boat and ice-skating!




31

Pupil's Book, Page 31, Exercise 9

- Hold up the flashcards for *first–sixth* in order. Say the word and ask pupils to repeat. Then hold up the flashcards in random order and elicit the word.
- Ask pupils to open their books. Ask a pupil to read out the words for ordinal numbers on the left of the exercise. Tell pupils to look at the picture and ask what is happening (*Six boys are running in a race.*) Read out the names of the boys.
- Explain that the pupils are going to talk about the runners in the race, using the numbers on the left. Ask a pupil to read the speech bubble as an example.
- The pupils work in pairs, taking it in turns to make a sentence about each runner. Go round and monitor, helping with pronunciation as needed. Bring the class together again, and check answers. Invite pairs to say their sentences for the class.

Audioscript and answers

Ahmed is first in the race. Mahmoud is fourth in the race.
 Rakan is second in the race. Nader is fifth in the race.
 Yousuf is third in the race. Hassan is sixth in the race.

Further practice

- Ask some questions about the race in Exercise 9, for example, *Who is winning the race? (Ahmed) Who is third in the race? (Yousuf) Who is last? (Hassan) Where is Nader? (He is fifth in the race.) Who do you think will get a prize? (Ahmed, Rakan and Yousuf)*

Pupil's Book, Page 31, Exercise 10

- Ask pupils to look at the pictures and describe what they see (*fish in the sea, children ice-skating at a skating centre*)
- Now ask pupils to listen to the song and read the words. Play the recording. Check that pupils are following the words as they listen.
- Play the song again and encourage pupils to join in.
- Divide the class into three groups and ask each group to practise and sing one verse each. When they have practised, ask each group to sing their verse to the class.

Audioscript

I haven't travelled on a train.
 I haven't travelled on a plane.
 I haven't travelled to the mountains for hiking.
 But I've snorkelled in the sea,
 With all the fish so near to me.
 I've tried cross-country running and cycling.
 I've watched a marathon race.
 I've seen people run very fast.
 I've tried sailing in a boat and ice-skating!

Activity Book, Page 30, Exercise 7

- Ask pupils to open their Activity Book at page 30. Ask a pupil to read out the words in the box. Explain that they are going to use these words to complete the compound nouns. Then they need to circle the word that is stressed. Read the example answer.
- Pupils can work in pairs to complete the task.
- Bring the class together again, and ask each pair to read out one of the nouns. Explain that they are going to listen and find out whether they are correct.
- Play the recording, pausing after each item for some pupils to repeat the words and check their answers. Play the recording again for pupils to repeat the words again using correct stress and pronunciation.

Audioscript and answers

1. model plane
2. sports centre
3. mobile phone
4. post office
5. fizzy drink
6. swimming pool
7. coral reef
8. fire station

Activity Book, Page 30, Exercise 8

- Ask a pupil to read the ordinal numbers in the box in Exercise 8.
- Explain that pupils should choose the correct word from the box to match each of numbers in the pictures. Point to the first picture and read the example answer.
- Ask pupils to work individually to complete the task. When they have finished writing, encourage them to compare their answers with a partner. Check answers as a class.

Answers

1. fourth
2. third
3. sixth
4. fifth
5. second
6. first

Activity Book, Page 30, Exercise 9

- Explain to pupils that they are going to write a few sentences about things that they have and haven't done. When they have written their sentences they will present them to the class.
- Elicit words for activities that the pupils might want to write about, and list these on the board.
- Read out the first sentence frame and give an example of how it might be completed: *I've tried cross-country running and I've watched sports.* Make sure that pupils know they should complete the sentences in a way that is true for them.
- Pupils work individually to complete the task. Encourage them to check spellings in their dictionaries. Go round monitoring. Invite pupils to make a short speech to the class about their experiences, based on what they have written. Encourage the class to clap when each pupil has finished speaking.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 6, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
make simple inferences when listening			
understand and use ordinal numbers			
use simple sentences to take part in simple exchanges about sports			
use correct intonation for questions and statements			
recognise the correct stress in compound words			
use knowledge of verb tenses to understand when things happen			
write meaningful sentences and using given frameworks			
write a simple short speech about charity and present to the class			

End the lesson

- Go round the class. Each pupil asks the pupil to their right a question with *Have you ever ...*, e.g. *Have you ever tried snorkelling?* The pupil answers, then asks the pupil to their right a new question.
- Guide pupils to practise handwriting the short paragraph in the Activity Book on page 74.

Lesson 1

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • follow oral instructions • respond to questions before, during and after listening • use teacher introduction and other clues to understand new words when listening • use context to understand new words when listening • make simple inferences when listening • use correct intonation for questions and answers
Structures	<p>The present perfect:</p> <p>Has the doctor given you some medicine? Yes, she has.</p> <p>Has she had lunch? Yes, she has./No, she hasn't.</p>
Functions	<p>Talking about caring for elderly people Talking about past experiences Asking and answering questions</p>
Vocabulary	<i>dinner, neighbour, tablets, unwell</i>
Topic	Helping an elderly neighbour; illness and health
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 31, Exercise 10, Sing ■ Pupil's Book, page 32, Exercise 1, Listen and read ■ Audio: Pupil's Book, Unit 6, Exercise 10 ■ Audio: Pupil's Book, Unit 7, Exercise 1 ■ Flashcard: <i>tablets</i>

Revision

- Point to the song on page 31. Elicit any of the words that pupils can remember.
- Ask pupils to open their books at page 31. Play the song and encourage pupils to sing along, following the words in their books.

Presentation

- Present indirectly the present perfect in the third person. Ask *Have you ever travelled on a train? Put up your hands*. Choose one of the pupils with their hand up, and say, e.g. *Khadija has travelled on a train*. Write on the board *She has travelled on a train*. Read the sentence and ask volunteer pupils to repeat it after you.
- Write the question underneath: *Has she travelled on a train?* Read the question and ask volunteer pupils to repeat it.
- Write two answers underneath. *Yes, she has* and *No, she hasn't*. Elicit the correct answer (*Yes, she has*).
- Revise *doctor, medicine, lunch* and *plate*. Write the words on the board and read them out, asking pupils to repeat after you. Ask pupils to suggest sentences that contain each word, to check their understanding.
- Present *tablets* using the flashcard. Show the card, say the word and ask some pupils to repeat it after you. Ask *Who gives us tablets?* Elicit *A doctor*. Ask *When do we take tablets?* Elicit *When we're ill*. Write *unwell* on the board. Say the word and ask pupils to repeat. Explain that *unwell* means the same as *ill*.

- Present *dinner* and *neighbour*. Write the words on the board, say them and ask some pupils to repeat after you. Say *We eat lunch in the middle of the day. We eat dinner in the evening. Sometimes when we have dinner, we invite the neighbours from the house next to us*. Ask them how often they help their neighbours.

Pupil's Book, Page 32, Exercise 1

- Ask pupils to open their books at page 32. Explain that in the story, Kareem and Samira help their neighbour, Mrs Hammad. Ask *How are Kareem and Samira helping?* Ask them to look at the pictures and elicit their ideas.
- Play the recording. Pupils listen and read to find out whether their ideas were correct.
- Ask the question again and elicit what Kareem and Samira do in the story, e.g. *Kareem and Samira go to visit Mrs Hammad. Samira asks Mrs Hammad about her medicine. Kareem puts Mrs Hammad's lunch on a plate. They are going to the market to do some shopping for Mrs Hammad*.
- Ask some comprehension questions, for example:
 - *Why is Mum going to see Mrs Hammad? (Because she's unwell.)*
 - *Is Mrs Hammad young? (No, she's an older person.)*
 - *What has the doctor given Mrs Hammad? (Some medicine.)*
 - *Has Mrs Hammad had lunch? (No, she hasn't.)*
 - *What has Mum written? (She has written a shopping list for Mrs Hammad.)*

Unit 7 It is important to help

1 Listen and read

1 

Mum: I'm going to see Mrs Hammad, our neighbour, now. She isn't well and we must look after her. Do you want to come with me?

Kareem: Yes, please. It's important to help older people when they're unwell.

Samira: That's right. I'm coming, too.

2 

Samira: Has the doctor given you some medicine, Mrs Hammad?

Mrs Hammad: Yes, she has. I've taken the medicine. I have some tablets, too.

Mum: That's good.

3 

Samira: Has Mrs Hammad had lunch?

Mum: No, she hasn't. I've cooked her some food.

Kareem: I can put it on a plate for her.

4 

Kareem: Mrs Hammad has seen the doctor.

Dad: That's good.

Samira: She has had lunch. Mum has cooked some dinner for her, too.

Kareem: Mum has written a shopping list for her. We're going to go to the market to buy her things.

Dad: You are both very kind children!

Audioscript

- 1.**
Mum: I'm going to see Mrs Hammad, our neighbour, now. She isn't well and we must look after her. Do you want to come with me?
Kareem: Yes, please. It's important to help older people when they're unwell.
Samira: That's right. I'm coming, too.
- 2.**
Samira: Has the doctor given you some medicine, Mrs Hammad?
Mrs Hammad: Yes, she has. I've taken the medicine. I have some tablets, too.
Mum: That's good.
- 3.**
Samira: Has Mrs Hammad had lunch?
Mum: No, she hasn't. I've cooked her some food.
Kareem: I can put it on a plate for her.
- 4.**
Kareem: Mrs Hammad has seen the doctor.
Dad: That's good.
Samira: She has had lunch. Mum has cooked some dinner for her, too.
Kareem: Mum has written a shopping list for her. We're going to go to the market to buy her things.
Dad: You are both very kind children!

End the lesson

- Ask pupils to imagine that Kareem and Samira go back to see Mrs Hammad in the evening. Ask them to suggest things that Mrs Hammad has and hasn't done, e.g. *She has had dinner. She has watched television. She hasn't seen the doctor again.*

Lesson 2

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> respond to questions before, during and after listening listen to and participate in simple classroom conversations use knowledge of verb tenses to understand when things happen draw conclusions from simple reading materials use correct intonation for questions and answers use and spell correctly learnt vocabulary use English dictionaries to help understand unfamiliar words in simple reading materials correct punctuation with the assistance of peers and teachers
Structures	<p>The present perfect: Has the doctor given you some medicine? <i>Yes, she has./No, she hasn't.</i> Has she had lunch? <i>Yes, she has./No, she hasn't.</i></p>
Functions	<p>Talking about caring for elderly people Talking about past experiences Asking and answering questions</p>
Topic	<p>Helping an elderly neighbour; illness and health</p>
Resources	<ul style="list-style-type: none"> Pupil's Book, page 32, Exercise 1, Listen and read Activity Book, page 31, Exercise 1, Read and circle Activity Book, page 31, Exercise 2, Match and write answers Audio: Pupil's Book, Unit 7, Exercise 1

Revision

- Write words for meals. On the board, write *breakfast, lunch, dinner*. Say each word and ask the pupils to repeat after you.
- Invite a pupil to the front of the class. Ask him or her questions, for example *Have you had breakfast today? What did you have for breakfast? Have you had lunch today? Have you had dinner?*
- Then ask the class questions about what the pupil at the front said, for example *Has Faisal had breakfast? Has he had lunch?* Elicit *Yes, he has* or *No, he hasn't*.
- Choose another pupil to come to the front and do the same.
- Pupils should be able to ask each other questions in the same way. Tell them to ask each other *Have you ...?* questions in pairs. Monitor while they are working.

Pupil's Book, Page 32, Exercise 1

- Ask pupils to open their books at page 32. Elicit any phrases or sentences they can remember from the story.
- Ask a pupil to read Mum's first speech. Play the speech to the class, pause the recording and ask pupils to repeat. Continue in this way with the rest of the story, choosing a different pupil to read each speech.
- Divide the class into groups of five. Ask them to choose roles and to practise reading the story. Then ask them to change roles and read again. Monitor as they are reading.

Further practice

- Ask pupils to close their books. Read out sentences from the story, in random order. Encourage the class to name the person who says each sentence. For example, *I've taken the medicine (Mrs Hammad). I can put it on a plate for her (Kareem). Do you want to come with me (Mum)?*

Activity Book, Page 31, Exercise 1

- Ask pupils to open their Activity Book. Explain that in Exercise 1, they are going to read a dialogue and circle the correct words. Read Nadia's first speech with the two possible answers, and point to the circle around the correct answer.
- Pupils work individually to read the dialogue quietly and circle the correct answers. Encourage them to use their dictionaries if they have forgotten the meaning of any words.
- When they have finished, ask pupils to compare answers with a partner. Then they should practise reading the dialogue in pairs. Go round monitoring their intonation and pronunciation.
- Check answers as a class.

Answers

1. I'm going 2. Has 3. has 4. Has
5. hasn't 6. has

Activity Book, Page 31, Exercise 2

- Ask pupils to look at the pictures in Exercise 2. Elicit their ideas about what is happening in each picture.
- Point to the questions. Explain that pupils need to write answers to the questions and then match them with the correct picture. Tell them that they need to find the correct answers from the dialogue in Exercise 1.
- Ask a pupil to read the first question and answer, and point to the picture that goes with it. Write the first answer on the board (*Yes, she has.*) and point to the comma after *Yes* and the full stop at the end. Write *No, she hasn't*. Point to the position of the apostrophe. Remind pupils that they should punctuate their answers correctly.

- Pupils can work in pairs to complete the task. Go round to check their spelling and punctuation. Check answers as a class.

Answers

1. Yes, she has. 2. No, she hasn't. 3. Yes, she has.
 4. No, she hasn't. 5. Yes, she has.
 Pictures: a. 4, b. 2, c. 5, d. 1, e. 3

End the lesson

- Ask pupils *Have you ever been ill? Did you have some medicine? Have you ever been in hospital?*

Lesson 3

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> use correct intonation for questions and answers use knowledge of verb tenses to understand when things happen use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations discuss simple reading materials to compare own ideas with those of peers write meaningful sentences using given frameworks use and spell correctly learnt vocabulary
Structures	<p>The present perfect: Has Mrs Hammad taken her medicine? <i>Yes, she has.</i> Has she seen the doctor? <i>Yes, she has./No, she hasn't.</i></p>
Functions	<p>Talking about caring for elderly people Talking about past experiences Asking and answering questions</p>
Vocabulary	<i>injection, plaster</i>
Topic	Helping an elderly neighbour; illness and health
Resources	<ul style="list-style-type: none"> Pupil's Book, page 33, Exercise 2, Ask and answer Activity Book, page 32, Exercise 3, Complete Flashcards: <i>injection, plaster</i>

Revision

- Say some right or wrong sentences in the present perfect about the story on page 32, but do not mention the name of the tense to the students. Pupils repeat each sentence and say *Yes* or *No*. For example, *Mrs Hammad has had dinner.* (*No*) *Samira and Kareem have been to the market.* (*No*) *The doctor has helped Mrs Hammad.* (*Yes*) *The children have been very kind.* (*Yes*)
- Invite pupils to say some more sentences with *has* or *have* about the story. The rest of the class can decide whether they are true or false.

Presentation

- Present *injection* and *plaster*, using the flashcards. Say each word and ask the pupils to repeat after you.
- Write the two new words on the board. Underneath, write these sentences, and elicit which word goes in each gap:
 - When you have a cut, you put on a _____. (plaster)*
 - You have an _____ to make you feel better. (injection)*

Pupil's Book, Page 33, Exercise 2

- Ask pupils to open their books at page 33. Ask pupils to say who they can see in the pictures (*Mrs Hammad*). Elicit their ideas about what is happening in the pictures.
- Ask pupils in turn to read the labels under each picture.
- Explain that pupils should work in pairs to ask and answer questions using the pictures and the words underneath them. Tell them that their questions should start with *Has ...* Ask a pair to read the example dialogue in the speech bubbles.
- Pupils work in pairs to ask and answer the questions. Make sure that they take turns asking and answering. Go round monitoring their pronunciation and intonation.
- Bring the class together again and invite pairs to ask and answer two questions for the class. Make sure they are using the correct form of the words each time.

Answers

- a. Q: Has Mrs Hammad seen the doctor?
 A: Yes, she has.
 b. Q: Has Mrs Hammad put on a plaster?
 A: Yes, she has.
 c. Q: Has Mrs Hammad taken her medicine?
 A: Yes, she has.
 d. Q: Has Mrs Hammad had a drink of water?
 A: Yes, she has.
 e. Q: Has Mrs Hammad cooked lunch?
 A: No, she hasn't.
 f. Q: Has Mrs Hammad had an injection?
 A: No, she hasn't.

Further practice

- Say one of the words from Exercise 2, and elicit a question that uses them. For example, say *taken* and elicit *Has Mrs Hammad taken her medicine?* Accept all reasonable suggestions.

2 Ask and answer

a. *seen the doctor* ✓
 b. *put on a plaster* ✓
 c. *taken her medicine* ✓
 d. *had a drink of water* ✓
 e. *cooked lunch* X
 f. *had an injection* X

Has Mrs Hammad seen the doctor?
 Yes, she has.

3 Look and say

- read the Quran ✓
- had a drink X
- cooked lunch X
- visited his cousins ✓
- written an email X
- given the teacher his homework ✓

Kareem has read the Quran.
 Kareem hasn't had a drink.

Activity Book, Page 32, Exercise 3

- Ask pupils to open their Activity Book at page 32 and look at Exercise 3 in their Activity Book. Say these words in random order, and let the pupils say which picture goes with each: *drink of water* (5), *injection* (3), *medicine* (6), *doctor* (1), *plaster* (2), *lunch* (4).
- Ask a pupil to read out the words in the box. Tell them that they need to use the words to complete the questions. Remind them that they will need to use the correct form. If they need help, encourage them to look back at Exercise 2 in their Pupil's Book.
- Write a tick and a cross on the board. Remind pupils that the tick means *yes* and the cross means *no*. Read out the example question and answer.
- Pupils work in pairs to complete the task.
- Check answers as a class. Ask a different pair to read out each question and answer.

Answers

1. Has, seen – Yes, she has.
2. Has, put on – No, he hasn't.
3. Has, had – Yes, he has.
4. Has, cooked – No, she hasn't.
5. Has, had – No, he hasn't.
6. Has, taken – Yes, she has.

End the lesson

- Ask the class *Have you ever had an injection? Have you seen the doctor? Have you ever taken medicine?* Ask them to put up their hands if any of these things has happened to them.

Lesson 4

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • draw conclusions from simple reading materials • listen to and participate in simple classroom conversations • use simple sentences to talk about what Kareem has and hasn't done • use and spell correctly learnt vocabulary • write meaningful sentences using given frameworks • correct punctuation with the assistance of peers and teachers
Structures	<p>The present perfect: <i>Kareem has had a drink.</i> <i>Tareq hasn't seen the doctor.</i> Has she had an injection? <i>Yes, she has./No, she hasn't.</i></p>
Vocabulary	<i>email</i> (n)
Functions	Talking about past experiences Asking and answering questions
Topic	Responsibilities; illness and health
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 33, Exercise 3, Look and say ■ Activity Book, page 32, Exercise 4, Look and write

Revision

- Ask *What can we do to help someone who is ill?* Write pupils' suggestions on the board, e.g. *visit them, do the shopping, cook lunch.*

Presentation

- Write *email* on the board. Ask pupils if they've ever sent or received an email. Ask pupils who can explain to the rest of the class what an email is.

Pupil's Book, Page 33, Exercise 3

- Ask pupils to open their books at page 33 and look at Exercise 3. Go round the class, asking each pupil in turn to read out one of the phrases in red on the left of the exercise.
- Write a tick and a cross on the board. Remind pupils that a tick means *Yes* and a cross means *No*. Explain that they are going to talk with a partner about things that Kareem has and hasn't done. They should use the information in the list. Read out the first item in the list, point to the tick, and ask a pair to read the example dialogue.
- Pupils work in pairs to take turns saying the things Kareem has done and hasn't done. Go round and monitor their pronunciation.
- When they have reached the end of the list, ask them to begin again at the top of the list, starting with the other pupil in the pair.
- Check answers as a class, inviting pairs to say two sentences each.

Answers

Kareem has read the Quran.
 Kareem hasn't had a drink.
 Kareem hasn't cooked lunch.
 Kareem has visited his cousins.
 Kareem hasn't written an email.
 Kareem has given the teacher his homework.

Activity Book, Page 32, Exercise 4

- Ask pupils to open their Activity Book at page 32. Invite a pupil to read out the list. Tell pupils that this is a list of things that Tareq has to do. Explain that they should write sentences about what Tareq has or hasn't done, based on the information in the list. Remind them to look to see if there is a tick or a cross after each item.
- Practise apostrophes here. Write *hasnt* on the board without an apostrophe ('). Ask pupils if this is ok. (*No*). Ask a pupil to come up to the board and write in the correct pronunciation mark. Repeat this with a whole sentence from the unit.
- Pupils work individually to write their sentences. When they have finished writing, ask them to compare answers with a partner. Tell pupils to help check each other's punctuation and spelling.
- Compare answers as a class.

Answers

1. Tareq hasn't seen the doctor.
2. Tareq has done his homework.
3. Tareq hasn't written an email.
4. Tareq has cooked breakfast.
5. Tareq has taken his medicine.
6. Tareq hasn't had a drink of water.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
draw conclusions from simple reading materials			
use simple sentences to talk with a partner or a small group about caring for the elderly			
use and spell correctly learnt vocabulary			
write meaningful sentences using given frameworks			
correct punctuation with the assistance of peers and teachers			

End the lesson

- Tell pupils to write a list of things they are going to do before the next lesson. They should tick each item on the list when they do it.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- use English dictionaries to help understand unfamiliar words in simple reading materials
- draw conclusions from simple reading materials
- recognise the correct stress of syllables in multi-syllable words
- discuss simple reading materials to compare own ideas with those of peers
- use correct intonation for questions and answers

Structures

The present perfect:
Has Grandpa Faisal **taken** his medicine?
 Yes, he **has**. / No, he **hasn't**.
Has he **seen** the doctor?
 Yes, he **has**. / No, he **hasn't**.

Functions

Talking about caring for elderly people
 Talking about past experiences
 Asking and answering questions

Vocabulary

blood test, busy, notes, patient, prescription, problem, result, University

Topic

Illness and health

Resources

- Pupil's Book, page 34, Exercise 4, Read and answer
- Pupil's Book, page 34, Exercise 5, Read again and answer
- Activity Book, page 33, Exercise 5, Read and circle
- Activity Book, page 33, Exercise 6, Read and circle *Yes* or *No*
- Flashcards: *patient, prescription*
- Photocopiable Extra Practice Worksheet 3, page 166

Revision

- Invite pupils who made a list of things to do to come to the front of the class. Ask them to tell the class some of the things they have done since the last lesson.

Presentation

- Tell pupils that they are going to read about a hospital doctor. Present *patient* and *prescription* using flashcards. Ask pupils to repeat the words after you with correct pronunciation. Write the words on the board, and elicit sentences using them.
- On the board, write the rest of the new vocabulary from the reading text: *blood test, busy, notes, problem, result, University*. Tell pupils that they are going to guess the meaning of the words in the text.

Pupil's Book, Page 34, Exercise 4

- Ask pupils to open their books at page 34 and look at the photograph in Exercise 4. Ask what they can see (*a big hospital*).
- Ask a pupil to read out the question at the top of the exercise.
- Tell pupils to look at the text quickly and find out the answer to the question. When they have all had time to do this, elicit the answer (*The hospital is in Irbid, in the north of Jordan.*) Ask *What kind of hospital it is* (a University hospital). Check pupils understand the meaning of *University*.
- Give pupils time to read the text by themselves. Encourage them to find the new words on the board and guess their meanings. Encourage them to check the meanings of these words and any others they are not sure of in their dictionaries.
- Tell pupils you are going to say some words from the reading text that have two syllables. Ask them to listen and say which word has the stress on a different syllable from the others. Say *busy, written, patient, morning, result, problem*. Say the words again, and elicit the answer (*'Result' has the stress on the second syllable; the other words have the stress on the first syllable.*)
- Ask the class questions to check understanding of the text and of the new words: *Has the doctor done lots of things this morning?* (*Yes, it has been a busy morning.*) *Where does the doctor write information about the patients?* (*In his notes.*) *What does the doctor check before the patients go home?* (*He checks that the patients have help when they go home.*)

4 Read and answer

Where is King Abdullah University Hospital?



A doctor's day

Dr Madi works at King Abdullah University Hospital in Irbid. It's the biggest hospital in the north of Jordan. He tells us about a busy day at the hospital.

"This morning I've talked to the night doctors and nurses about the new patients. Some of the patients arrived at night, so I haven't seen them before.

It's really important to talk to the patients, too. I've talked to five patients this morning. I've written down all of the important information about their health problems in their notes.

After I've talked to the patients, I sometimes do blood tests. The results of the tests help me to decide what medicine to give.

I've done lots of other things this morning, too! I've talked to the patients' families and I've answered their questions. Some of the patients can go home. I've checked that the patients have help when they go home. I've written prescriptions so that they can get their medicine."

5 Read again and answer

- 1 When do some of the patients arrive?
- 2 How many patients has the doctor talked to this morning?
- 3 What information has the doctor written down?
- 4 Why does the doctor sometimes do blood tests?
- 5 Why has the doctor written prescriptions?
- 6 Why is a doctor very important?

When do some of the patients arrive?



They arrive at night.

34

Pupil's Book, Page 34, Exercise 5

- Make sure that pupils have their books open at page 34. Explain that they are going to read the text in Exercise 4 again and answer some questions about it. The last question is a critical thinking one (see page 153). Invite a pair to read out the example dialogue.
- Pupils work in pairs to read the text again, taking turns to read each paragraph. Then tell them to ask and answer the questions in pairs. Go round monitoring their pronunciation and intonation.
- Check answers as a class. Choose a pair to read out each question and answer. If they are not sure of the answer, encourage them to read out the part of the reading text that gives the correct answer.

Answers

1. They arrive at night.
2. He has talked to five patients this morning.
3. He has written down all the important information about the patients' problems.
4. The results help the doctor to decide what medicine to give.
5. So that patients can get their medicine.
6. Pupils' own answers.

Further practice: Photocopiable Extra Practice Worksheet 3

- For further practice of present perfect questions and answers, make copies of the photocopiable worksheet 3 on page 166 for each pupil.
- Explain to pupils that they should look at the pictures and complete the dialogue. Remind them to use the correct form.
- On the empty lines at the bottom of the sheet, encourage them to complete the dialogue in their own way.

- Let pupils complete the worksheet individually. When they have finished, ask them to compare answers and read their dialogues in pairs.

Activity Book, Page 33, Exercise 5

- Ask pupils to open their Activity Book. Tell them to look at the picture and say what is happening. Then ask who has written the email/letter (*Ibrahim*). Who is he writing to? (*His Aunt Siham*).
- On the board, write two sentences, one under the other:
 - *Grandpa* ____ *been ill*.
 - *The doctors* ____ *been very kind*.Ask *Has or have?* Elicit which word completes each sentence (*Grandpa has been ill. The doctors have been very kind*). At the bottom of the board, write *he has* and *they have*. Tell pupils that they will need to use the correct word in Exercise 5.
- Explain that pupils can work in pairs to read the text and circle the correct words to complete each sentence. Go round and monitor while pairs read the text and complete the task. Check answers as a class.

Answers

1. have seen
2. has been
3. have been
4. has done
5. hasn't seen
6. have cooked

Activity Book, Page 33, Exercise 6

- Explain to pupils that they are going to read some sentences about the email/letter in Exercise 5 and decide if they are true or false. If they are true, they circle *Yes*. If not, they circle *No*.
- Pupils work individually to read the sentences and circle the answers. When they have finished, ask them to check their answers in pairs. If they disagree about an answer, encourage them to look back at the email/letter and find the sentence that gives the correct information. Check answers as a class. If they have circled *No*, elicit a correct statement.

Answers

1. Yes
2. No. He has had some bread and cheese.
3. No. She will give him an injection soon.
4. Yes
5. No. The doctor is visiting him after lunch.
6. No. The chef in the kitchen has cooked some lamb and rice.

End the lesson

- Invite a pupil to the front of the class, and ask them to pretend to be a hospital doctor. Tell the other pupils to ask the 'doctor' questions about what he has done today. When the pupil has answered five or six questions, invite another pupil to come to the front and play the role.

Lesson 6

Outcomes

It is expected that pupils will:

- speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- present a simple prepared speech of four or five sentences to the class
- correct punctuation with the assistance of peers and teachers
- recognise the effect of pauses on understanding when listening
- write compound sentences using given frameworks
- write an email to a friend

Structures

The present perfect:
*What **have** you **done** today?*
*I've **had** breakfast.*
*I **haven't written** a story.*
*Tareq **has had** breakfast today.*
*He **hasn't had** lunch.*

Functions

Talking about past experiences
 Asking and answering questions

Vocabulary

recite, verse

Topic

Responsibilities

Resources

- Pupil's Book, page 35, Exercise 6, Listen and say
- Pupil's Book, page 35, Exercise 7, Read, tick (✓) or cross (X) and say
- Pupil's Book, page 35, Exercise 8, Talk about your partner
- Activity Book, page 34, Exercise 7, Listen, write and say
- Activity Book, page 34, Exercise 8, Write and say. Listen and check
- Activity Book, page 34, Exercise 9, Put a tick (✓) or a cross (X). Write an email
- Activity Book, page 74, Handwriting Practice
- Audio: Pupil's Book, Unit 7, Exercise 6
- Audio: Activity Book, Unit 7, Exercise 7
- Audio: Activity Book, Unit 7, Exercise 8

Revision

- Say the question *What have you done today?* Ask individual pupils to repeat the question after you.
- Ask one pupil the same question. Encourage them to name one thing they have done today, starting *Today I've ...* When they have completed their sentence, tell them to ask another pupil the question. Continue round the class until all pupils have had a chance to ask and answer.

Pupil's Book, Page 35, Exercise 6

- Ask pupils to open their books at page 35 and look at the pictures. Ask what they can see in the pictures.
- Play the recording all the way through while the pupils listen and read. Ask *How many sentences for each picture?* Elicit *Two*. Encourage pupils to say how they know there are two sentences. (*There is a capital letter at the beginning of each sentence, and a full stop at the end.*) Ask pupils to find all the full stops and count how many there are in total (*six*).
- Play the recording again, this time pausing after the first two sentences. Encourage the pupils to repeat them. Make sure that they pause slightly in between the sentences. If necessary, say the two sentences again yourself, emphasising the pause between the sentences, and ask them to repeat.

- Play the rest of the recording, two sentences at a time, and do the same.
- Explain we can often decide where one sentence ends and a new sentence begins, because there is a pause between the sentences.

Audioscript

It's a castle. It's very old.
 There's a boat. It's blue and red.
 It was winter. It was snowing.

6 Listen and say



It's a castle.
It's very old.



There's a boat.
It's blue and red.



It was winter.
It was snowing.

7 Read, tick (✓) or cross (X) and say

<input checked="" type="checkbox"/>	had breakfast
<input checked="" type="checkbox"/>	had lunch
<input type="checkbox"/>	written a story
<input type="checkbox"/>	read an interesting book
<input type="checkbox"/>	had a Maths lesson
<input type="checkbox"/>	had an Arabic lesson
<input type="checkbox"/>	been to the science laboratory
<input type="checkbox"/>	given my teacher my homework
<input type="checkbox"/>	seen my friends
<input type="checkbox"/>	recited verses from the Quran

I've had breakfast today,
but I haven't had lunch.



8 Talk about your partner



Tareq has had breakfast today.
He hasn't had lunch.

Further practice

- Ask pupils to look back at the story on page 32. Tell them to choose one of the pictures and make two simple sentences about it, e.g. picture 1: *This is Mum. She's going to see Mrs Hammad.*
- Tell pupils to work in pairs and tell their partner their two sentences. Make sure they make a short pause in between the sentences. Go round and monitor.

Pupil's Book, Page 35, Exercise 7

- Ask pupils to look at the list of activities in Exercise 7. Go round the class, inviting pupils to each read out one item in the list. Check understanding of *recite* and *verse*.
- Explain that they are going to read each item again. They need to decide if they have done that activity today. If they have, they write a tick. If they haven't, they write a cross.
- Let pupils work individually to tick or cross the items.
- Tell pupils they are going to talk about one thing they have done today, and one thing they haven't done. Invite a pupil to read out the example sentence in the speech bubble. On the board, write the sentence framework *I've ___ today, but I haven't ___*. Point to the comma in the middle of the sentence. Explain that when they are speaking, they need to make a very short pause when they come to the comma. Give an example: *I've written a story today, (pause) but I haven't read an interesting story.*

- Pupils work in pairs, taking turns to make sentences using the framework and the information in their list. Encourage them to help each other make correct sentences.
- Invite pairs to say two sentences to the class. Check that they are pausing at the correct point in the sentence.

Answers

Pupils' own answers.

Pupil's Book, Page 35, Exercise 8

- Tell pupils they are going to exchange their lists of things they have and haven't done with a partner. Give them two minutes to read their partner's list.
- Explain that they should now talk about what their partner has and hasn't done. Ask a pupil to read out the example in the speech bubble.
- Let pupils practise saying their sentences individually. Make sure they are making two separate sentences and pausing in between.
- Invite pupils to stand up and say two sentences about their partner's list.

Answers

Pupils' own answers.

Further practice

- Ask a few pupils to say their pairs of sentences again. This time, ask the rest of the class to listen and give a single clap when the first sentence ends.

Activity Book, Page 34, Exercise 7

- Ask pupils *What is a sentence?* (answers could include a statement, a collection of words with a full stop at the end and a capital letter at the beginning). Stress that sentences always end with punctuation, and that if they might end their sentences with a question mark. Ask them when they should use a comma (if you want to take a short break in the sentence). Explain that longer breaks, such as in question 1 of this exercise (you can read it out here) need full stops.
- Explain to pupils that they are going to listen to some pairs of sentences and write them down, using the correct punctuation. Remind pupils that they will hear a short pause between sentences.
- Point to the words in the first line. Read them out with *no* pause between the sentences. Say *Is that right?* Elicit *No*. Point to the first example answer and tell the pupils to listen.
- Play the recording, pausing after each set of two sentences for pupils to write them down.
- Let pupils work individually to complete the task. When they have finished, encourage them to check answers with a partner.
- Invite pupils to the board to write a pair of sentences. Check that the rest of the class agrees with their answers.

Audioscript and answers

1. It's a bird. It's very beautiful.
2. There's a window. It's made of glass.
3. I'll help Nadia. I'll set the table.

Activity Book, Page 34, Exercise 8

- To introduce this exercise, write a comma (,) on the board. Ask pupils what it is. Ask them to find one in their Pupil's Book. Ask *Do we put a comma at the end of a sentence? (no) Where do we put a comma? (in the middle of a sentence, before 'but')*. Ask them to point to the example on page 35 of the Pupil's Book, and to read it aloud. Pupils should then look at Exercise 8 in

their Activity Book and read the example sentence. Tell them to point to the comma and say the word after it.

- Explain that they should complete each sentence using the prompts and *but*. Ask a pupil to read the prompts for question 1 and the example answer.
- Encourage pupils to work in pairs to decide on correct sentences. They should then write the sentences individually.
- Tell pupils that they are now going to listen to the correct sentences. Ask them to close their books. Play the recording all the way through while they listen. Encourage them to try to remember the sentences they wrote while they listen. Let them nod their heads if they think their sentences were correct, and shake their heads if not.
- Let pupils open their books. Play the recording again. This time pupils check their answers as they listen.

Audioscript and answers

1. They haven't eaten a biscuit, but they've drunk some milk.
2. Ghada hasn't tidied her bedroom, but she has helped her mum.
3. I haven't written an email, but I've taken some photos.
4. He hasn't been to the theme park, but he's been to the bird park.

Activity Book, Page 34, Exercise 9

- Explain to the pupils that they are going to tick and cross a list of things they have and haven't done. Then they should write an email to a friend, using the information in the list. Encourage them to use *but* in sentences, as they practised in Exercise 8.
- Point to the word *Dear* at the beginning of the email. Ask what comes after the word *Dear*, and confirm the answer (*the name of the person they are writing to*).
- Pupils work individually to tick and cross the items in the list, and to write their emails.
- Invite pupils to read out the emails they have written.

Audioscript

Pupils' own answers.

Classroom assessment

With reference to Unit 7:

Scoring criteria	Good	Fair	Poor
use knowledge of verb tenses to understand when things happen			
correct punctuation with the assistance of peers and teachers			
write meaningful sentences using given frameworks			
draw conclusions from simple reading materials			
speak with pauses for clarity and emphasis			
recognise the effect of pauses on understanding when listening			
write an email to a friend			

End the lesson

- Guide pupils to practise handwriting the short paragraph in the Activity Book on page 74.
- Praise the pupils for their hard work in the unit. Tell them that in the next unit, they will have the opportunity to review their work in Units 4 to 7.

Review 2

Lesson 1

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- use context and direct instruction to understand the meaning of new and unfamiliar words
- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read
- use knowledge of verb tenses to understand when things happen

Structures

Revision of:
Comparisons with *is not as* (adjective) *as*:
Jerash is not as big as Salt.
Aqaba is not as hot as the desert.
The present continuous for future arrangements:
Next month, my family is taking me to Dibeen Forest.
The present perfect:
I have been to many different places in Jordan.
I haven't been to Dibeen forest.

Functions

Revision of:
Making comparisons
Talking about the weather and geographical features
Talking about locations in Jordan
Expressing likes
Talking about plans already made for the future

Vocabulary

Revision of:
Centigrade, degrees, fascinating

Topic

Revision

Resources

- Pupil's Book, page 36, Exercise 1, Listen and read
- Audio: Pupil's Book, Review 2, Exercise 1

Revision

- Ask *What's the weather like today?* Elicit answers. Ask *Is it as hot as yesterday?* Encourage pupils to make sentences about the weather yesterday and today.

Pupil's Book, Page 36, Exercise 1

- Ask pupils to open their books at page 36 and look at the pictures in Exercise 1. Ask if they can recognise any of the places in the photographs.
- Explain that this is Kareem's homework project. Ask a pupil to read out the speech bubble and the title of the project. Ask pupils to predict which places Kareem will talk about.
- Ask the class *In Kareem's opinion, which is the best place to swim in Jordan?* Tell them to listen for the answer. Play the audio. The pupils listen and read.
- Ask pupils to close their books. See how many places they can remember that Kareem talked about (*Aqaba, Wadi Rum, Jerash, Salt, Petra, The Dead Sea and Dibeen Forest*). Elicit what Kareem said about the best place to swim. (*The Dead Sea is the best place to swim in Jordan.*)
- Tell pupils to open their books again. Play the recording one more time. Ask pupils to read out the text, a paragraph at a time, pausing between sentences.

- Make true and false statements about the text, and let pupils say *Yes* (if it's right) or *No* (if it's wrong) for each statement: *It's cold in Aqaba in the summer.* (*No. It's very hot.*) *Wadi Rum is in the desert.* (*Yes.*) *Jerash has just a few Roman buildings.* (*No. It has a lot of Roman buildings.*) *Kareem doesn't like Petra.* (*No. It's his favourite place in Jordan.*) *Kareem hasn't been to the Dibeen Forest.* (*Yes.*)

Review 2

1
Listen and read

My homework project this week is about the places that I have visited in Jordan.

My favourite places in Jordan

I have been to many different places in Jordan. I like the sea at Aqaba. It's a great place to go swimming! It's very hot in Aqaba in the summer, but it's not as hot as the desert! It is more than thirty-six degrees Centigrade in Wadi Rum in August.

Salt

I've also visited Jerash and Salt. Jerash is a city with a lot of Roman buildings. Many visitors go there. Jerash is big, but it is not as big as Salt. There are many hills in Salt, and also many beautiful, traditional buildings. Salt is an old city, but it isn't as old as Petra. It is fascinating and it is my favourite place in Jordan!

The Dead Sea

I've also been to The Dead Sea. In my opinion, this is the best place to swim in Jordan. It's great!

Dibeen Forest

There are some places that I haven't seen in Jordan. I haven't been to Dibeen Forest in the north of Jordan. I would like to see the birds that live there. Next month, my family is taking me to Dibeen Forest. I am very excited about our trip.

Audioscript

Kareem: My homework project this week is about the places that I have visited in Jordan. I have been to many different places in Jordan. I like the sea at Aqaba. It's a great place to go swimming! It's very hot in Aqaba in the summer, but it's not as hot as the desert! It is more than thirty-six degrees Centigrade in Wadi Rum in August. I've also visited Jerash and Salt. Jerash is a city with a lot of Roman buildings. Many visitors go there. Jerash is big, but it is not as big as Salt. There are many hills in Salt, and also many beautiful, traditional buildings. Salt is an old city, but it isn't as old as Petra. It is fascinating and it is my favourite place in Jordan! I've also been to The Dead Sea. In my opinion, this is the best place to swim in Jordan. It's great! There are some places that I haven't seen in Jordan. I haven't been to Dibeen Forest in the north of Jordan. I would like to see the birds that live there. Next month, my family is taking me to Dibeen Forest. I am very excited about our trip.

End the lesson

- Ask pupils if they have been to any of the places that Kareem talks about in his project. If they have, invite them to talk to the class about it.

Lesson 2

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • respond to questions before, during and after listening • pronounce English words and sentences precisely and correctly • draw conclusions from simple reading materials • distinguish fact from opinion in simple reading materials • use and spell correctly learnt vocabulary
Structures	<p>Revision of: Comparisons with <i>isn't as</i> (adjective) <i>as</i>: <i>Irbid isn't as big as Amman.</i> <i>Aqaba isn't as hot as the desert.</i> The present perfect: <i>I have been to many different places in Jordan.</i> <i>I haven't been to Dibeen forest.</i> The present continuous for future arrangements: <i>Next month, my family is taking me to Dibeen Forest.</i></p>
Functions	<p>Revision of: Making comparisons Talking about the weather and geographical features Talking about locations in Jordan Expressing likes Talking about plans already made for the future</p>
Vocabulary	Revision of: <i>millimetre, opinion</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 36, Exercise 1, Listen and read ■ Activity Book, page 35, Exercise 1, Read and complete ■ Activity Book, page 36, Exercise 2, Read again and complete the table ■ Activity Book, page 36, Exercise 3, Write answers ■ Audio: Pupil's Book, Review 2, Exercise 1

Revision

- Revise words for measurements. On the board, write *millimetres, metres, kilometres, degrees Centigrade*. Read the words and ask groups of pupils to repeat after you. Point to the words again. Say *Which word do you need to answer these questions?* Ask the following questions and elicit the word each time: *Is it hot in the desert in summer? (degrees Centigrade)* *How tall is the flagpole? (metres)* *How much rain does Jordan have every year? (millimetres)*

Pupil's Book, Page 36, Exercise 1

- Tell pupils to keep their books closed. Ask *What can you remember about Kareem's homework project?* Name some of the places in the project. Ask pupils to say what Kareem wrote about those places, e.g. *Aqaba (It's a great place to go swimming!), Jerash (It has lots of Roman buildings.), Petra (It is fascinating. It is Kareem's favourite place.)*
- Ask pupils to open their books at page 36. Play the recording right through, while pupils listen and read, to find out whether they remembered correctly.
- Ask pupils to work in pairs. They should take turns to make statements about the text that are incorrect. Their partner says *No* and corrects the sentence. For example, the first pupil says *The Dead Sea is the best place to swim in Jordan* and the second pupil says *No. Aqaba is the best place to swim in Jordan*. Ask several pairs to say their statements and corrections for the class.

Activity Book, Page 35, Exercise 1

- Ask pupils to open their Activity Book at page 35. Tell them to look at the two pictures in Exercise 1, and explain that they are going to read about Irbid and Jerash.
- Point to the sentences in the box and tell pupils that they should choose the correct sentence to complete each gap in the texts. Ask a pupil to read out the first two sentences of the text about Irbid, including the example answer.
- Encourage pupils to work in pairs to read the texts and complete the task. Check answers as a class. Go round the class, asking each pupil in turn to read one sentence.

Answers

1. It's a modern city in the north of Jordan.
2. There are lots of modern buildings and a big stadium.
3. In the winter it's about twelve degrees Centigrade.
4. It's forty-eight kilometres north of Amman.
5. In the summer it's about thirty-two degrees Centigrade.
6. There aren't any skyscrapers in this Roman city.

Activity Book, Page 36, Exercise 2

- Ask pupils to look at the table in Exercise 2. Read the headings above the two columns and explain that pupils need to complete the table, using the information from the texts in Exercise 1. Ask a pupil to read out the two examples in the table, and make sure that pupils understand they do not need to write complete sentences. Remind pupils that they can write *degrees Centigrade* and *millimetres* in a shorter way (*°C* and *mm*).
- Pupils work individually to complete the table. When they have finished, ask them to compare answers in pairs. Check answers as a class.

Answers

1. a lot of Roman buildings, no skyscrapers in this Roman city
2. thirty degrees Centigrade
3. thirty-two degrees Centigrade
4. twelve degrees Centigrade
5. 475 millimetres
6. 240 millimetres

Activity Book, Page 36, Exercise 3

- Ask pupils to look at the sentences. Tell pupils they are going to complete the sentences comparing Irbid and Jerash. Remind them that they need to look back at Exercises 1 and 2 to find the correct information.
- Pupils can work in pairs to find the information and complete the sentences. Check answers as a class, choosing pairs to read out each sentence. Ask *Are these facts or opinions?* Elicit *They are facts*.

Answers

1. Irbid isn't as hot as Jerash in the summer.
2. Jerash isn't as wet as Irbid.
3. Jerash is colder than Irbid in the winter.
4. Jerash isn't as far from Amman as Irbid.

End the lesson

- Explain that Kareem's project contains both *facts* and *opinions*. See if pupils can remember three facts and three opinions from the project.

Lesson 3

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- use correct intonation for questions and statements
- use simple sentences to talk with a partner about what Laila had done
- recognise the correct stress of syllables in multi-syllable words
- speak with pauses for clarity and emphasis
- write a simple information paragraph of four or five sentences
- use and spell correctly learnt vocabulary
- show appreciation of listening to rhymes and songs in English

Structures

Revision of:
The present perfect:
Have you written a story today?
Yes, I **have** /No, I **haven't**.
Has Laila been to school today?
Yes, she **has**./No, she **hasn't**.

Functions

Revision of:
Talking about past experiences
Talking about activities
Asking and answering questions
Expressing likes and dislikes

Vocabulary

Revision of:
dinner, injection, patient (n), prescription, recite, verse

Topic

Revision

Resources

- Pupil's Book, page 37, Exercise 2, Listen and answer
- Pupil's Book, page 37, Exercise 3, Listen again and tick (✓)
- Pupil's Book, page 37, Exercise 4, Ask and answer
- Activity Book, page 36, Exercise 4, Listen and complete
- Activity Book, page 37, Exercise 5, Write about Eman's day
- Audio: Pupil's Book, Review 2, Exercise 2
- Audio: Pupil's Book, Review 2, Exercise 3
- Audio: Activity Book, Review 2, Exercise 4
- Audio: Pupil's Book, Unit 6, Exercise 10
- Flashcards: *injection, patient, prescription*

Revision

- Revise *injection, patient, and prescription* using the flashcards. Hold up each flashcard and elicit the word, making sure that the pupils are pronouncing it correctly.
- Hold up the flashcards. Get pupils to clap on the stressed syllable of each word as you say it. Help them if they are having difficulty.

Pupil's Book, Page 37, Exercise 2

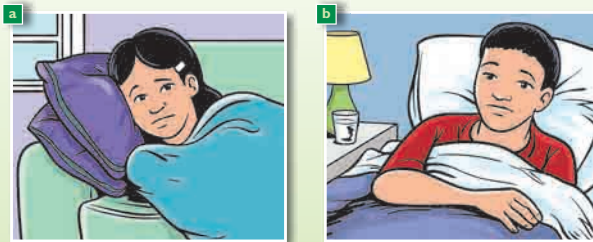
- Ask pupils to open their books at page 37 and look at the two pictures in Exercise 2. Ask pupils to guess what is happening in each picture.
- Invite a pupil to read the questions at the top of the exercise. Tell pupils that they are going to listen to a telephone conversation and find out the answer.
- Play the dialogue all the way through while pupils listen.
- Ask the questions again, and elicit the answer (*Laila didn't go to school today because she was ill*).

Audioscript

- Samira: Hello, Laila. You weren't at school today. Are you okay?
Laila: Hi, Samira. I'm not feeling well today so I stayed at home. I've got a cold.
- Samira: Oh dear, have you seen the doctor?
Laila: Yes, I have. He gave Mum a prescription for some medicine.
- Samira: Have you taken the medicine?
Laila: Yes, I have.
- Samira: And have you had lunch?
Laila: No, I haven't. I'm hungry.
Samira: Oh dear. I hope you feel better tomorrow.
- Laila: How was school today?
Samira: It was good. I enjoyed school today. Have you read an interesting book this morning?
- Laila: Yes, I have read a really interesting book. Have you written a story today?
Samira: Yes, I have. We wrote a story in our English lesson.
- Laila: Have you had an Arabic lesson?
Samira: Yes, I have. I've had a Science lesson, too.
- Laila: Have you recited verses from the Quran?
Samira: Yes, I have.
Laila: I'm sad that I didn't go to school today. I hope that I'll feel better tomorrow. See you then. Thanks for calling.
Samira: See you soon. Bye, Laila!

2 Listen and answer

Who didn't go to school today? Why?



3 Listen again and tick (✓)

- | | | |
|---|-------------------------------|--------------------------|
| 1 | been to school today | <input type="checkbox"/> |
| 2 | seen the doctor | <input type="checkbox"/> |
| 3 | taken her medicine | <input type="checkbox"/> |
| 4 | had lunch | <input type="checkbox"/> |
| 5 | read an interesting book | <input type="checkbox"/> |
| 6 | written a story | <input type="checkbox"/> |
| 7 | had an Arabic lesson | <input type="checkbox"/> |
| 8 | recited verses from the Quran | <input type="checkbox"/> |

4 Ask and answer



Pupil's Book, Page 37, Exercise 3

- Ask pupils to look at the list in Exercise 3. Invite a pupil to read out the list.
- Remind pupils that they listened to a telephone call in Exercise 2. Elicit the names of the two people they heard speaking (*Laila and Samira*). Tell pupils that they are going to hear the conversation again. They need to listen and tick the things in the list that Laila has done today.

- Play the recording while the pupils listen and complete the task. Check answers as a class. If pupils have ticked items 6, 7 and 8, ask *Has Laila written a story today? Has Laila had an Arabic lesson? Has Laila recited verses from the Quran? Elicit No. Samira did these things at school. Ask who has read an interesting book today? Elicit Laila.*

Answers

Items 2, 3 and 5 on the list should be ticked.

Pupil's Book, Page 37, Exercise 4

- Ask a pair of pupils to read the example dialogue in the speech bubbles. Ask *Who are they talking about?* Elicit *Laila*.
- Explain that pupils need to work in pairs. They should take turns to ask questions about what Laila has done today, and answer the questions. Remind them to use the information in the list they completed in Exercise 3.
- Pupils ask and answer in pairs. Go round to monitor and help with pronunciation and intonation as necessary. Invite some pairs to say one question and answer for the class.

Activity Book, Page 36, Exercise 4

- Ask pupils to open their Activity Book at page 36. Go round the class asking each pupil to read one of the words.
- Explain that pupils are going to listen to words and decide which part of the word is stressed. Clap on the first syllable of *patient* while saying it aloud. Explain that they will hear the words and they must write a dot, as in the example, over the part of the word that is stressed.
- Play the recording, pausing after each word for pupils to repeat and place the dot. When they have finished, ask them to compare their answers with a partner.
- Play the recording again, pausing after each word to check answers with the class.

Audioscript and answers

1. *p*atient 2. *a*stronaut 3. *i*nformation 4. *o*pinion
5. *d*inner 6. *i*njection

Activity Book, Page 37, Exercise 5

- Ask pupils to look at Exercise 5. Point to the list of activities and say that these are the things that Eman has and hasn't done today.
- Tell pupils to write a paragraph about Eman's day. Ask a pupil to read the example sentence. Remind them that they can make sentences with *but*. Write an example on the board: *Eman has played tennis, but she hasn't watched TV.* Ask pupils to repeat the sentence after you, pausing a little where they see the comma.
- Leave the example on the board, but rub out *played tennis* and *watched TV*, so pupils see that they can use their own ideas. Pupils work individually to write their paragraphs.
- Invite pupils to the front of the class to read their paragraph out to the class. Encourage them to praise each other's work.

Suggested answer

Eman has had breakfast. She has been to school, but she hasn't had dinner. Eman has done her English homework. She has played tennis, but she hasn't watched TV. She hasn't gone to bed.

End the lesson

- Ask pupils to look back at page 31 in their Pupil's Book, and remind them of the song. Elicit some of the activities mentioned in the song. Play the song while pupils listen and sing along.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and statements
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- draw conclusions from simple reading materials
- show appreciation of listening to rhymes and songs in English
- read aloud a short poem
- write meaningful sentences and paragraphs using given frameworks
- with a partner, prepare and present a simple dialogue to the class
- write a story using paper organisation

Structures

Revision of:
The present perfect:
Have you taken your medicine today?
Yes, I have / No, I haven't.
The present continuous for future arrangements:
I'm going to The Jordan Museum on Thursday.
Inviting others and making arrangements:
Would you like to come?
Yes, please. / I'm sorry, I can't. I'm visiting my grandparents.
Are you free on Saturday afternoon?
Yes, I am. / No, I'm not.

Functions

Revision of:
Talking about plans already made for the future
Talking about leisure activities
Making suggestions
Inviting others
Accepting and declining invitations

Vocabulary

Revision of:
bird park

Topic

Revision

Resources

- Pupil's Book, page 38, Exercise 5, Ask and answer
- Pupil's Book, page 38, Exercise 6, Read and answer
- Pupil's Book, page 38, Exercise 7, Read again and answer
- Activity Book, page 37, Exercise 6, Write, ask and answer
- Activity Book, page 37, Exercise 7, Write a story. Read aloud

Revision

- Remind pupils how to invite others to do an activity, and how to accept or decline. On the board, write these sentence beginnings: *On Saturday I'm going to ____.* *Would you like to come? Underneath, write Yes, please. and I'm sorry, I can't. I'm ____.*
- Choose a pair of pupils to come to the front of the class. Encourage them to make up a dialogue. One pupil invites the other to do an activity, which the other accepts or declines. Then ask them to change roles. Do the same with several other pairs.

Pupil's Book, Page 38, Exercise 5

- Ask pupils to open their books at page 38. Point to the three pictures at the top, and ask *What are these?* Elicit that these are posters about different places to visit (Bird Park, Water Park, City Planetarium). Ask three different pupils to read the words on each poster.
- Explain that pupils are going to invite each other to go to these places, and accept or decline. This is an example of simulation (see page 152). Ask a pair of pupils to read out the example dialogue.
- Pupils work in pairs, taking turns to ask and answer about the activities. Go round to monitor and help with pronunciation and intonation as needed. Ask pupils to change pairs, and to ask and answer with a new partner.

5 Ask and answer



Bird Park
See birds from around the world



Water Park
Have fun in the water!



City Planetarium
Learn about space, stars and planets!

I'm going to the bird park on Saturday morning. Would you like to come?

I'm sorry, I can't. I'm visiting my grandparents on Saturday morning.

6 Read and answer

Read this poem.

Why must Hussein be helpful today?

A visit to Grandpa by Hussein

Today I must be helpful.
My grandpa's ill in bed.
I visited him this morning
And this is what I said:

"Have you had your breakfast?
I can make some food for you.
Have you had any water?
I can bring that too!"

"I can get your favourite book.
Or we can watch TV.
I hope that you feel better soon.
Then you can visit me!"



7 Read again and answer

- 1 Where is Hussein's Grandpa?
- 2 When did Hussein visit Grandpa?
- 3 What did Hussein do for Grandpa?
- 4 What does Hussein want Grandpa to do when he is better?
- 5 How do you think that Grandpa feels when Hussein visits him? Why?

Pupil's Book, Page 38, Exercise 6

- Remind pupils of *helpful*. Write the word on the board, say it and ask the pupils to repeat. Point to the boy in the picture, and ask *Is the boy helpful?* (*Yes, he is.*) Elicit pupils' ideas for what is happening in the picture.
- Explain to pupils that they are going to read a poem. Ask them if they know what a poem is. Explain that poems are written in short lines that rhyme. Do pupils have any favourite poems? Can they remember them? Why do they think this is? Suggest to pupils that poems are easy to remember because they often rhyme. Ask a pupil to read out the question at the top. Tell pupils to read the poem quietly on their own, and find the answer to the question. When they have finished reading, elicit the answer (*Hussein must be helpful because his grandpa is ill.*)
- When pupils read a poem out loud, they need to pause a little at the end of each line.
- To check pupils understand what rhyme is, write *bed, you, TV, said, too, me* on the board and get pupils to match the rhyming words. (See the poem for guidance). Then have pupils practice saying the rhyming words in pairs.
- Read the poem all the way through, with correct rhythm and intonation and a short pause at the end of each line. Pupils listen and read along in their books.

Pupil's Book, Page 38, Exercise 7

- Point to the list of questions in Exercise 7. Explain that pupils need to find the answers in the poem.
- Ask pupils to work in pairs to read out the poem together. Then they should read each question and find the answer in the poem. Check answers as a class. Invite pairs to read out each question and say the answer.

Suggested answers

1. Hussein's Grandpa is ill in bed.
2. He visited him this morning.
3. Hussein helped Grandpa. He made him some breakfast and brought his favourite book.
4. Hussein wants Grandpa to visit him.
5. Pupils' own answers.

Activity Book, Page 37, Exercise 6

- On the board, write the names of the two places: *The Community Centre, The Jordan Museum*. Pupils repeat them after you.
- Explain that pupils are going to write their own dialogue and then act it out with a partner for the class.
- Ask a pair to read out the example question and reply. Explain that they should use this as a model, but that the person responding to the invitation can either accept or decline it.
- Pupils work individually to write their own dialogues. When they have finished writing, they work in pairs to practise reading their dialogues.
- Invite pairs to present their dialogues to the class. Encourage the class to clap them when they have finished speaking.

Answers

Pupils' own answers.

Activity Book, Page 37, Exercise 7

- Tell Pupils that they are going to write a story about location.
- Explain that their story needs to have a title, an introduction, one or two main paragraphs and a conclusion. Let them talk in pairs to discuss ideas for their story.
- Remind pupils that they should use both speech and text. Pupils work individually to write their stories. Encourage them to use their dictionaries if they need help with spellings.
- When they have finished writing, encourage pupils to read their stories again, and correct any mistakes they notice.
- Let pupils read their stories to a partner. Make sure they praise each other's work.

Answers

Pupils' own answers

End the lesson

- Write the first two verses of the poem on the board, with some gaps:

Today I must be helpful.
 My ____'s ill in bed.
 I visited ____ this ____
 And this is what I said:
 "Have you had your ____?
 I can make some ____ for you.
 Have you had any ____?
 I can bring that too!"

- Encourage pupils to suggest other words that could fill the gaps, to make two new verses for the poem, e.g. *Grandma, her, afternoon, lunch, rice, orange juice*.

Lesson 5

Outcomes

It is expected that pupils will:

- locate and use English reference materials found in the classroom and school library
- use table of contents and keyword search to locate specific information in print or electronic sources
- create a mind map of the main idea and the supporting details in simple reading materials
- write a short simple speech to present to the class
- use and spell correctly learnt vocabulary
- speak with pauses for clarity and emphasis
- give feedback about aspects of a peer's speech

Functions

Revision of:
Talking about locations in Jordan and elsewhere in the region
Distinguishing between facts and opinions
Expressing likes

Topic

Revision

Resources

- Pupil's Book, page 39, Exercise 8, Project: An interesting trip
- Project Worksheet 2, page 161
- Activity Book, page 75, Handwriting Practice
- Leaflets and other information about places that the pupils have visited (optional)

Pupil's Book, Page 39, Exercise 8

- Ask pupils to open their books at page 39. Ask a pupil to read the heading at the top of the page.
- Explain that they are going to do a project about an interesting trip they have made. The project illustrates activity-based learning (see page 152) and can implement the jigsaw technique (see page 153). Tell pupils they can choose which trip to write about; they should not all write about the same place.
- Ask pupils to work in pairs to ask and answer the questions in section 1. Encourage them to do an interview and some research about the place they visited, using any available printed or electronic material. Ask them to try to find two or three pieces of interesting information.
- Ask pupils to look at the mind map in section 2. Remind the class that a mind map is a good way of organising ideas and information before writing.
- Ask pupils to read out the different sections in the example mind map.
- Give out Project worksheet 2. Make sure pupils write the title of their project in the circle in the centre.
- Ask pupils to write their ideas in note form under the different sections of the mind map.
- Ask pupils to look at section 3. Tell them that they are going to use the ideas from their mind map to make a poster like the one in the book. Invite pupils to each read a sentence from the poster.
- Point to the photograph of the train museum. Explain that they can choose to stick a photo on their poster if they have one. If not, they can draw their own picture.
- Let pupils work on their projects individually. Go round monitoring and helping.
- Invite pupils to the front of the class to present their projects to the class. Encourage them to take their time and to use pauses for clarity and emphasis. Praise them for their hard work. Encourage peers to give feedback.

Revision

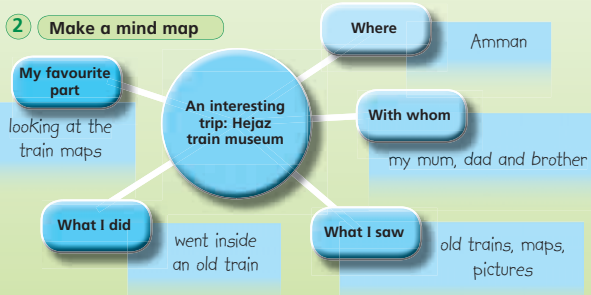
- Revise ways of expressing opinions. Ask pupils to look back at Kareem's project on page 36 and at the story on page 28. Pupils find words and phrases that express opinions. Write these on the board as pupils suggest them, e.g. *I'm very excited. It's going to be great. It's great! It's my favourite place.*

8 Project: An interesting trip

1 Read and answer

- Where did you go?
- Who did you go with? (school / family / friends)
- What did you see and what did you do?
- What was your favourite part of the trip? Why?

2 Make a mind map



3 Make a poster and tell the class

Draw a picture or choose a photo. Write sentences about the trip.

An interesting trip: Hejaz train museum By Ghada

Last year, I went on a trip to Hejaz train museum. I went with my mum, dad and my brother, Mahmoud. I saw some old trains, maps and pictures. I went inside one of the old trains! My favourite part of the trip was looking at the train maps. The train used to go from Damascus to Medina!



39

Classroom assessment

With reference to Review 2, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
use knowledge of verb tenses to understand when things happen			
speak with pauses for clarity and emphasis			
write a simple information paragraph about an interesting trip			
show appreciation of listening to rhymes and songs in English			
with a partner, prepare and present a simple dialogue to the class			
read aloud a short poem			
create a mind map of the main idea: an interesting trip and the supporting details in simple reading materials			
write a short simple speech to present to the class			
give feedback about aspects of a peer's speech			

End the lesson

- Choose one of the pupils to come to the front again with their project. They should put their project face down on the table, so that the rest of the class cannot see it. Encourage the other pupils to say what they remember about the project and why they liked it.
- Ask the pupil to hold up their poster again for pupils to check if their ideas were right.
- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on page 75.

Lesson 1

Outcomes

It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- use knowledge of verb tenses to understand when things happen
- scan simple written materials to preview them for general content before starting to read

Structures

The modal verb *will* for decisions made at the moment of speaking:

I'll email them at their hotel.

I'll tidy up.

I'll put the bouquet of flowers in a vase.

Functions

Making offers of help

Talking about tasks to do around the house

Vocabulary

bookshelf, bouquet, email (v), fantastic, pick up, tidy up, vase, wonderful

Topic

Helping Mum before family members come to visit; household tasks

Resources

- Pupil's Book, page 40, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 8, Exercise 1
- Flashcards: *bookshelf, tidy up, vase*

Revision

- Remind pupils that in Unit 7 they learnt about ways of helping people. Say *How can we help a neighbour or grandparent who is unwell?* Elicit their ideas, and note all reasonable suggestions on the board.
- Tell pupils that in this unit, they are going to learn to talk about ways of helping in the home. Ask pupils to put up their hands if they help at home. Say *Well done! You are very kind.*

Presentation

- Say *This is a way of helping at home.* Present *tidy up* using the flashcard. Ask volunteer pupils to repeat the words. Say the words again and ask pupils to put their hands up if they help with these things.
- Present *airport, bookshelf* and *vase* using the flashcards, and *bouquet* using a simple drawing on the board. Ask pupils to repeat each word after you. Point to the flashcards or the picture in random order and elicit the words. Say *Well done. That's fantastic! That's wonderful!* Say *fantastic* and *wonderful* again, and get pupils to repeat. Explain that *fantastic* and *wonderful* means the same as *great*.
- Explain *pick up*. Write the words on the board and get pupils to repeat. Explain that it means to go in a car to meet a person and drive them somewhere. Write an example on the board: *Grandpa's coming on the train. I'll go to the station and pick him up.*
- Remind pupils of *email* (thing). Ask them to guess how we can use *email* in other ways. Elicit that *email* can also act as a doing word. You could mime this to quickly review talking about the present (*What am I doing at the moment?*)

- Read the two sentences on the board again, and ask the pupils to repeat after you. Say *I'll go to the station.* Say *I'll...* and get the class to repeat. On the board, write *I'll = I will.* Explain that we say this when we decide to do something. Tell pupils they will find some examples in the story later.
- Ask pupils to take out their books.

Pupil's Book, Page 40, Exercise 1

- Say *Open your books at page 40.* Ask pupils to look at the pictures and say what the family members are doing. Confirm *They're tidying up.*
- Ask pupils to listen and to find out why the family are tidying up today.
- Play the recording all the way through. Pupils read as they listen.
- Ask the question *Why are the family tidying up?* Elicit *Uncle Hassan, Aunt Muna and Salma are coming to stay.*
- Ask *Is Samira happy about the visit? How do you know?* Ask pupils to read out the words that tell them this (*fantastic, excited*).
- Play the recording again. Pause after each character speaks for the pupils to repeat individually. Then ask individuals to repeat. Make sure that pupils pause between sentences.
- Hold up the flashcards for *bookshelf* and *vase*, and ask pupils to find the words in the story.

Unit 8 **I'll tidy up**

1 Listen and read

1 

Mum: Here's a postcard from Uncle Hassan, Aunt Muna and our baby cousin Salma. They're flying back from Lebanon on Saturday.

Samira: Can they stay with us before they go back to Petra?

Dad: That's a good idea. I'll email them at their hotel.

2 

Dad: Here's an email from Uncle Hassan. They would like to stay with us. We can pick them up at the airport.

Samira: That's fantastic. I'm excited about seeing our new baby cousin again.

Kareem: Me too!

3 

Mum: It's Saturday tomorrow. Let's get ready to welcome our visitors.

Kareem: I'll tidy up. I'll put these books on the bookshelf.

Samira: I'll put the bouquet of flowers in a vase.

4 

Dad: Well done, Kareem and Samira!

Samira: Can we buy a present for Salma?

Mum: That's a wonderful idea! I'll go to the shopping centre now. Would you like to come with me?

Kareem/Samira: Yes, please!

40

Audioscript

- 1.**
Mum: Here's a postcard from Uncle Hassan, Aunt Muna and our baby cousin Salma. They're flying back from Lebanon on Saturday.
Samira: Can they stay with us before they go back to Petra?
Dad: That's a good idea. I'll email them at their hotel.
- 2.**
Dad: Here's an email from Uncle Hassan. They would like to stay with us. We can pick them up at the airport.
Samira: That's fantastic. I'm excited about seeing our new baby cousin again.
Kareem: Me too!
- 3.**
Mum: It's Saturday tomorrow. Let's get ready to welcome our visitors.
Kareem: I'll tidy up. I'll put these books on the bookshelf.
Samira: I'll put the bouquet of flowers in a vase.
- 4.**
Dad: Well done, Kareem and Samira!
Samira: Can we buy a present for Salma?
Mum: That's a wonderful idea! I'll go to the shopping centre now. Would you like to come with me?
Kareem/Samira: Yes, please!

End the lesson

- Encourage the pupils to tidy up the classroom. Invite them to say one thing they will do, and then perform the action, e.g. *I'll put this book on the bookshelf./I'll tidy up my pencils./I'll put this paper in the bin.*

Lesson 2

Outcomes

- It is expected that pupils will:**
- respond to questions before, during and after listening
 - recognise the effect of pauses on understanding when listening
 - prepare and read aloud a short dramatic passage with accuracy, comprehension and expression
 - use knowledge of verb tenses to understand when things happen
 - use and spell correctly learnt vocabulary
 - draw conclusions from simple reading materials
 - write meaningful sentences using given frameworks

Structures

The modal verb *will* for decisions made at the moment of speaking:
I'll email them.
I'll tidy up.
I'll put the bouquet of flowers in a vase.

Functions

Making offers of help
Talking about tasks to do around the house

Topic

Helping Mum before family members come to visit; household tasks

Resources

- Pupil's Book, page 40, Exercise 1, Listen and read
- Activity Book, page 38, Exercise 1, Match and write
- Activity Book, page 38, Exercise 2, Write sentences
- Audio: Pupil's Book, Unit 8, Exercise 1

Revision

- Tell the class that you are going to talk about some problems, and the pupils should think of what they will do to help. Remind them to use *I'll*...
- Say *Grandma is thirsty*. Encourage pupils to say, e.g. *I'll get a glass of water* or *I'll buy some orange juice*.
- Do the same with some more problems, and give time for pupils to respond to each: *The classroom is very hot. (I'll open the window.) A teacher is ill. (I'll send her a bouquet of flowers.) I'm hungry. (I'll make some food.)*
- You could get pupils to mime a problem to their partner, until their partner offers something helpful.

Pupil's Book, Page 40, Exercise 1

- Ask pupils to open their books at page 40. Ask them to tell you what they can remember about the story.
- Play the story to the class again while they read.
- Ask pupils questions:
for picture 1: *Who is the postcard from? (Uncle Hassan, Aunt Muna and Salma)*
Where are they? (They are in a hotel in Lebanon.)
for picture 2: *Why is Samira excited? (She wants to see her baby cousin again.)*
for picture 3: *What is Samira holding? (A vase for the flowers.)*
for picture 4: *What does Samira want to do? (She wants to buy a present for Salma.)*
- Put the class into groups of four. Ask them to choose roles and to practise the dialogue. Make sure that they pause between sentences, especially when they want to sound excited. Choose some groups to act out the story for the class.

Activity Book, Page 38, Exercise 1

- Ask pupils to open their Activity Book at page 38 and to describe the pictures.
- Explain that pupils need to read the pairs of sentences, and match them with the correct picture. Then they need to complete the gaps in the sentences. They should use *I'll* and the correct word from the box each time.
- Invite a pair to read out the first sentence and the example answer, and point to the correct picture (*b*).
- Pupils work in pairs to complete the exercise. When they have finished writing, encourage them to practise reading each dialogue.
- Check answers as a class, choosing pairs to read each complete dialogue, and point to the correct picture.

Answers

1. b, I'll go 2. e, I'll put 3. d, I'll send 4. a, I'll buy
5. c, I'll tidy up

Activity Book, Page 38, Exercise 2

- Ask pupils to look at Exercise 2. Explain that they are going to write what they will do this weekend, based on the pairs of words they read. Read *This weekend ...* and *help / Mum*. Invite a pupil to read out the example sentence. Explain that they can use their own ideas as well as the words given.
- Pupils should work individually to write their sentences. When they have finished writing, encourage them to compare answers in pairs, and practise reading out the sentences. Check answers as a class.

Suggested answers

1. I'll help Mum in the kitchen.
2. I'll tidy up my bedroom.
3. I'll buy a present for my dad.
4. I'll write an email to my friend.
5. I'll go shopping with my sister.

Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
use teacher introduction and other clues to understand new words when listening			
use knowledge of verb tenses to understand when things happen			
write meaningful sentences using given frameworks			

End the lesson

- Point to the end of the story on page 40. Ask *Where are Mum, Kareem and Samira going?* Elicit that they are going to the shopping centre to buy a present.
- Ask the pupils to suggest what present Kareem and Samira will buy for Salma. Accept all reasonable suggestions.

Lesson 3

Outcomes

It is expected that pupils will:

- ask questions after listening to gain understanding of new or unfamiliar words
- use context to understand new words when listening
- use knowledge of verb tenses to understand when things happen
- use and spell correctly learnt vocabulary
- use context and direct instruction to understand the meaning of new and unfamiliar words
- use correct intonation for questions and statements

Structures

The modal verb *will* for decisions made at the moment of speaking:
I'll dry the dishes.
I'll tidy up.
I'll put the books on the bookshop.

Functions

Making offers of help
 Talking about tasks to do around the house

Vocabulary

dry the dishes, sandwich, task, wash the car

Topic

Helping Mum before family members come to visit; household tasks

Resources

- Pupil's Book, page 41, Exercise 2, Listen and answer
- Pupil's Book, page 41, Exercise 3, Listen again and tick (✓)
- Activity Book, page 39, Exercise 3, Read and write
- Audio: Pupil's Book, Unit 8, Exercise 2
- Audio: Pupil's Book, Unit 8, Exercise 3
- Flashcards: *dry the dishes, wash the car*

Revision

- On the board, write two columns of words and phrases:

tidy	the table
set	up
put	lunch
make	the books on the bookshelf

Present *dry the dishes and wash the car* using the flashcard.

Then, invite pupils to come to the board to match one of the words on the left with a word or phrase on the right. The phrases are all things we can do to help in the home (*tidy up, set the table, put the books on the bookshelf, make lunch*). Explain that these helpful activities are called *tasks*.

- Encourage pupils to suggest sentences using *I'll* and one of the phrases from the board, e.g. *I'll set the table for breakfast.*

Pupil's Book, Page 41, Exercise 2

- Ask pupils to open their books at page 41 and look at Exercise 2. Invite a pupil to read out the question. Explain that they are going to listen to Kareem and Samira talking, and find out the answer to the question.
- Play the recording right through, while pupils listen. Check that they understand what *sandwich* means.
- Read the question again, and elicit the answer.

2 Listen and answer

Which tasks do Kareem and Samira do together?

3 Listen again and tick (✓)

Tasks	Kareem	Samira
tidy up		✓
make the sandwiches		
dry the dishes		
put the books on the bookshelf		
wash the car		

4 Look and say

- put the bouquet of flowers in a vase
- set the table
- tidy up
- make a sandwich
- wash the car
- dry the dishes



Audioscript

Samira: Mum and Dad are really busy today, Kareem. Let's help them with some tasks.
Kareem: Good idea, Samira! I'll tidy up.
Samira: OK. Thanks, Kareem. I'll make the sandwiches, but I need to wash my hands first.
Kareem: Thanks, Samira. What about the dishes?
Samira: That's another task. Okay, I'll dry the dishes.
Kareem: And I'll put my books on the bookshelf in my bedroom.
Samira: Are there any other tasks, Kareem?
Kareem: What about the car? We can wash the car for Dad.
Samira: OK. Let's wash the car together.

Answer

Kareem and Samira wash the car together.

Pupil's Book, Page 41, Exercise 3

- Ask pupils to look at the list in Exercise 3. Invite a pupil to read out the tasks on the list. Explain that they are going to listen again to the conversation between Kareem and Samira. They need to find out who does each task mentioned, and tick the person. Point to the ticked example.
- Play the recording, and pause when each task is mentioned for the pupils to tick under the correct name.
- Play the recording a final time for pupils to check their answers. Compare answers as a class.
- Ask pupils what Samira needs to do before making sandwiches (wash her hands), and have a short discussion about hygiene with the class including discussing when they should wash their hands.

Answer

tidy up – Kareem
make the sandwiches – Samira
dry the dishes – Samira
put the books on the bookshelf – Kareem
wash the car – Kareem and Samira

Activity Book, Page 39, Exercise 3

- Ask a pupil to read out the phrases in the box. Tell pupils that they should choose the correct phrase to complete each gap in the dialogue.
- Pupils work individually to complete the exercise. When they have finished writing, encourage them to work in pairs to read the dialogue and compare answers with a partner. Go round the class monitoring for correct pronunciation and intonation. Check answers as a class.

Answer

1. the dishes 2. I'll tidy up 3. make some sandwiches
4. I'll put the books 5. I'll wash the car

End the lesson

- Ask pupils which tasks they like helping with at home. Say *What is your favourite task?* Ask which tasks their brothers and sisters like doing.

Lesson 4

Outcomes

It is expected that pupils will:

- pronounce English words and sentences precisely and correctly
- listen to and participate in simple classroom conversations
- use simple sentences to talk with a partner about familiar situations
- use and spell correctly learnt vocabulary
- use English dictionaries to help understand unfamiliar words
- write meaningful sentences using given frameworks

Structures

The modal verb *will* for decisions made at the moment of speaking:

I'll wash the car.

I'll tidy up.

I'll set the table.

Functions

Making offers of help

Talking about tasks to do around the house

Topic

Helping Mum before family members come to visit; household tasks

Resources

- Pupil's Book, page 41, Exercise 4, Look and say
- Activity Book, page 39, Exercise 4, Write sentences
- Flashcards: *bookshelf, dry the dishes, tidy up, vase, wash the car*

Revision

- Put the flashcards for *bookshelf, dry the dishes, tidy up, vase* and *wash the car* face down on a table at the front of the class. Invite five pupils to come forward. They should each pick up one of the flashcards, hold it up and make a sentence starting with *I'll...* (*I'll put the books on the bookshelf/dry the dishes/tidy up/put the flowers in the vase/wash the car.*) Say *Thank you! You're very helpful.* Invite other groups to the front to do the same.

Pupil's Book, Page 41, Exercise 4

- Ask pupils to open their books at page 41. Go round the class, asking each pupil to read one of the phrases on the left of the exercise. Say *bouquet* and *sandwich* again for the pupils to repeat the pronunciation.
- Tell pupils to look at the pictures. Explain that they are going to make a sentence starting with *I'll...* about each picture in turn. Ask a pupil to read out the example in the speech bubble.
- Ask pupils to work in groups of three or four. In their groups, they take turns to point at a picture and say one of the sentences. Encourage them to talk about each picture several times, starting with a different pupil each time. Go round and monitor.
- Choose a group to say all the sentences for the class to check their answers.

Answers

- a. I'll set the table.
- b. We'll dry the dishes.
- c. I'll make a sandwich.
- d. I'll put the bouquet of flowers in a vase.
- e. I'll tidy up.
- f. I'll wash the car.

Further practice

- Ask pupils to cover the list of phrases in Exercise 4, so that they can only see the pictures. Call out the letter for one picture, and elicit the sentence, e.g. call out *Picture e*, and elicit *I'll tidy up*.

Activity Book, Page 39, Exercise 4

- Ask pupils to look at the pictures, and say what is happening in the first picture. Invite a pupil to read out the example answer.
- Explain that they are going to write a sentence about each picture in the same way. Remind them that each sentence should begin with *I'll ...* Write *I'll* on the board, and remind them about the position of the apostrophe.
- Pupils work individually to write the sentences. Tell them that if they need help with spellings they can use their dictionaries, or look back at page 41 of their Pupil's Books.
- When they have finished writing, encourage them to compare answers with a partner.
- Check answers as a class, asking pupils to read out their sentences. Ask if any pupils wrote a different sentence and ask them to read it out. Accept all correct answers.

Answers

- 1. I'll make a sandwich.
- 2. I'll tidy up (my bedroom).
- 3. I'll dry the dishes.
- 4. I'll wash the car.
- 5. I'll set the table.
- 6. I'll put the books on the bookshelf.

End the lesson

- Say *Fantastic! Well done, class. You are very kind and helpful.*

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use English dictionaries to help understand unfamiliar words in simple reading materials
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use and spell correctly learnt vocabulary
- write sentences to answer questions

Structures

The modal verb *will* for decisions made at the moment of speaking:
We'll show you all of our photos.

Functions

Talking about locations in Jordan and elsewhere in the region
Talking about leisure activities

Vocabulary

cave, cedar tree, enormous, national flag

Topic

Visiting locations; leisure activities

Resources

- Pupil's Book, page 42, Exercise 5, Read and match
- Pupil's Book, page 42, Exercise 6, Read again and complete
- Activity Book, page 40, Exercise 5, Read and complete
- Activity Book, page 40, Exercise 6, Write answers
- Flashcards: *cave, peacock*
- A picture of the national flag and if possible, a picture of a cedar tree

Revision

- Revise numbers. Write some numbers on the board and invite pupils to read them out: 360; 1,200; 3,000; 52; 4,660.

Presentation

- Present *cave* using the flashcard. Say the word and ask volunteer pupils to repeat.
- Present *cedar tree*. Ask pupils to repeat the words. Explain that a cedar tree is a type of tree that can grow to be *enormous* and very old. Show a picture if you have one, or do a simple drawing on the board.
- Present *national flag*. Say the words and ask some pupils to repeat them. Show a picture of the Jordanian national flag or draw a picture on the board.

Pupil's Book, Page 42, Exercise 5

- Ask pupils to open their books at page 42 and look at Exercise 5. Explain that they are going to read an email, which has pictures attached. Ask who the email is from (*Aunt Muna, Uncle Hassan and Salma*) and who it is to (*Kareem and Samira*).
- Point to the paragraphs numbered 1 to 4. Explain that they need to match each paragraph with one of the photographs on the right.
- Pupils work in pairs to read the email and complete the task. Encourage them to use their dictionaries if there are any words they don't understand. Make sure they understand *enormous*.
- Check answers as a class.

5 Read and match

Dear Kareem and Samira,

1 We are having a busy week in Lebanon! On Sunday, we visited the caves at Jeita. They are enormous! There is a river in the caves.

2 On Monday, we went to a cedar forest in the mountains. It was beautiful. Cedar trees are very important in Lebanon. There is a cedar tree on the national flag.

3 On Tuesday, we went to Sidon. It is a city by the sea. Some of the buildings are very old. The castle in Sidon is about 800 years old.

4 On Wednesday, we visited Moussa Castle. A man called Moussa Abdel Karim Al Maamari built the castle. It took sixty years to build! It looks like an old castle, but it's a modern building.

We are excited about coming to see you. We'll show you all of our photos!

Best wishes

Aunt Muna, Uncle Hassan and Salma




6 Read again and complete

• their photos • a river • sixty years
• a cedar tree • about 800 years

1 There is _____ in the caves at Jeita.
2 On Lebanon's national flag, there is _____.
3 The castle in Sidon is _____ old.
4 It took _____ to build Moussa Castle.
5 Aunt Muna and Uncle Hassan will show the children _____.

There is a river in the caves at Jeita.



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Answers

paragraph 1 – picture c
paragraph 2 – picture a
paragraph 3 – picture d
paragraph 4 – picture b

Pupil's Book, Page 42, Exercise 6

- Ask pupils to look at Exercise 6. Explain that pupils need to choose the correct words to complete each sentence. Ask a pupil to read out the words at the top of the exercise. Remind them that they will need to look back at the email in Exercise 5 to find the correct information.
- Pupils work individually to complete the task. When they have finished writing, encourage them to check their answers with a partner and practise reading the complete sentences.
- Check answers as a class. Invite pairs to read out each sentence.

Answers

1. a river 2. a cedar tree 3. about 800 years
4. sixty years 5. their photos

Further practice

- Say sentences that have mistakes. Ask pupils to correct the mistakes. For example:
 - *Aunt Muna and Uncle Hassan are on holiday in Jordan. (No. They are on holiday in Lebanon.)*
 - *On Monday they visited Moussa Castle. (No. On Monday they went to a cedar forest.)*
 - *The castle in Sidon is a modern building. (No. It's about 800 years old.)*
 - *They visited Moussa Castle on Monday. (No. They visited Moussa Castle on Wednesday.)*

Activity Book, Page 40, Exercise 5

- Ask pupils to open their Activity Book at page 40. Ask them to look quickly through the email and find out which places are mentioned. (*Qasr Kharana, the bird park in Shmeisani*)
- Revise *peacock*, using the flashcard.
- Explain that they need to read the email and choose the correct words from the box to fill in the gaps.
- Pupils can work in pairs to read the email and complete the task.
- Check answers as a class.

Answers

1. spent 2. stone 3. walked 4. bought 5. been
6. I'll 7. were 8. photos

Activity Book, Page 40, Exercise 6

- Explain to the pupils that they need to write answers to the questions, using information from the email in Exercise 5.
- Ask pupils to work individually to write the sentences. When they have finished, encourage them to read out their sentences to a partner to compare answers. Question 6 is an example of critical thinking question (see page 153).
- Check answers as a class, choosing pupils to read out one sentence each.

Answers

1. She saw her grandparents.
2. On Friday they went to Qasr Kharana.
3. On Saturday they went to the bird park.
4. Nadia is going to send them a photo of a peacock.
5. Nadia is going to show Fatima photos of the beautiful trees.
6. Pupils' own answers.

End the lesson

- Ask *Have you ever visited a cave?* Encourage pupils to put up their hands if they have. Ask them to describe the cave, and say what they liked about it.

Lesson 6

Outcomes

It is expected that pupils will:

- recognise the correct stress of a word in a sentence
- use simple sentences to talk with a partner about familiar situations
- speak with pauses for clarity and emphasis
- use correct intonation for questions and statements
- show appreciation of listening to songs in English
- correct punctuation with the assistance of peers and teachers
- skim simple written materials for the main ideas
- write meaningful sentences about last week
- write an email to a friend

Structures

The modal verb *will* for decisions made at the moment of speaking:
We'll make a cake.

Functions

Making offers of help
Talking about tasks to do around the house
Demonstrating appreciation of a song

Vocabulary

on their way

Topic

Helping Mum before family members come to visit; household tasks

Resources

- Pupil's Book, page 43, Exercise 7, Listen and say
- Pupil's Book, page 43, Exercise 8, Ask and answer
- Pupil's Book, page 43, Exercise 9, Sing
- Activity Book, page 41, Exercise 7, Complete and say. Listen and check
- Activity Book, page 41, Exercise 8, Write about last week
- Activity Book, page 41, Exercise 9, Write an email
- Activity Book, page 75, Handwriting Practice
- Audio: Pupil's Book, Unit 8, Exercise 7
- Audio: Pupil's Book, Unit 8, Exercise 9
- Audio: Activity Book, Unit 8, Exercise 7

Revision

- Point to objects around the classroom, describing them by saying example, *It's a blue box, It's a brown chair.* Get some pupils to repeat the sentences after you and say some sentences on their own if they are capable.
- Ask pupils *What did you do last weekend?* Elicit different responses, e.g. *I played football. I helped my mum. I read a book.* List some possible activities in note form on the board.
- Tell pupils they will use some of the words to write an email at the end of the lesson.

Pupil's Book, Page 43, Exercise 7


- Ask pupils to open their books at page 43 and look at the pictures in Exercise 7. Explain that they are going to listen to two sentences. They need to decide which word in each sentence is stressed.
- Play the recording right through while pupils listen. Ask *Which word is stressed in each sentence?* Elicit *Red* and *green*. Confirm that the adjectives (describing words) in the sentences are stressed.
- Play the recording again, pausing after each sentence for the class to repeat.

- Choose individuals to read each sentence with the correct intonation and stress.
- Invite pupils to make sentences using a different adjective (describing words), e.g. *It's a big door. It's a beautiful door.* Make sure they stress the adjective (describing word) each time.


Audioscript

It's a red door.
It's a green door.

7  Listen and say




It's a red door.



It's a green door.

8 Ask and answer




9  Sing

Hurray, hurray!
Our grandparents are on their way.
They're coming to our house today.
Hurray, hurray!

We're helping Dad to tidy up.
The books are on the shelf.
Our games are in our bedroom.
We really like to help.

Now we're making sandwiches.
And soon we'll make a cake.
It's going to be delicious.
We really like to bake.



43

Pupil's Book, Page 43, Exercise 8

- Tell pupils to look at the picture in Exercise 8. Ask a pair to read out the example dialogue in the speech bubbles.
- Explain that pupils should work in pairs to ask and answer the same question (*How do you help your mother and father?*). Encourage them to use their own ideas and make sentences that are true for them. This activity reflects experiential learning (see page 152). Go round monitoring as they complete the task.
- Invite pairs to ask and answer the question for the class. Encourage them to speak with appropriate pauses.

Pupil's Book, Page 43, Exercise 9

- Tell pupils they are going to listen to and learn a song. Ask them to look at the pictures and suggest what the song might be about. Tell pupils that *on their way* means *they are coming*.
- Play the recording right through while pupils listen and read the words.
- Play the recording again, pausing after each line for pupils to repeat.
- Play the recording again right through and encourage pupils to sing along.

Audioscript

Hurray, hurray!
 Our grandparents are on their way.
 They're coming to our house today.
 Hurray, hurray!

We're helping Dad to tidy up.
 The books are on the shelf.
 Our games are in our bedroom.
 We really like to help.

Now we're making sandwiches.
 And soon we'll make a cake.
 It's going to be delicious.
 We really like to bake.

Activity Book, Page 41, Exercise 7

- Ask pupils to open their Activity Book at page 41. Invite a pupil to read out the adjectives (describing words) at the top of Exercise 7.
- Explain that pupils should choose the best adjective (describing word) to complete each sentence. Pupils work individually to complete the sentences. When they have finished, ask them to compare answers with a partner and practise reading the sentences in pairs. Make sure they stress the adjective in the sentence.
- Say *Now listen and check*. Play the recording right through for some pupils to check their answers.
- Play the recording again, pausing after each sentence for some pupils to repeat.

Audioscript and answers

1. It's a small chair.
2. It's a beautiful flower.
3. It's an interesting book.
4. It's a long river.
5. It's a delicious meal.
6. It's a new dress.

Activity Book, Page 41, Exercise 8

- Read the instruction and explain that pupils are going to write about last week, using the words in the box. Ask a pupil to read the example answer.
- Point to *play* in the box, and *played* in the example answer. Remind pupils that they need to write about the past. Tell them that they can complete the rest of the sentence with their own ideas.
- Pupils work individually to complete the task.
- Invite pupils to read some of their sentences out to the class.

Answers

Pupils' own answers.

Activity Book, Page 41, Exercise 9

- Tell pupils that they are going to write a short email telling their friend about something interesting they did.
- Remind them to write their own name at the end of the email, and the name of their friend at the beginning, after *Dear ...*
- Pupils work individually to write their emails. Go round monitoring and reminding them to punctuate their sentences correctly.
- Choose some pupils to read out their emails to the class. Encourage them to praise each other's work.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 8:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
draw conclusions from simple reading materials			
use understanding of when things happen to produce correct verb tenses			
use simple sentences to talk with a partner about helping their parents			
show appreciation of listening to songs in English			
write meaningful sentences using given frameworks			
write a simple email to a friend			

End the lesson

- Ask pupils to sing the song in Exercise 9 again in three groups, each group singing one of the verses.
- Guide the pupils to practise handwriting the two short paragraphs in the Activity Book on page 75.
- Say *Well done! You worked hard today.*

Lesson 1

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- recognise the effect of pauses on understanding when listening
- make simple inferences when listening
- ask questions after listening to gain understanding of new or unfamiliar words

Structures

The past continuous and the past simple:
*We **had** lunch while we **were waiting** for you.*
*Salma **woke up** while the plane **was landing**.*
 The conjunction *while*:
*She started to cry **while** we were checking in.*

Functions

Talking about the past
 Talking about airport facilities
 Talking about journeys

Vocabulary

check in (v), collect, cry (v) customs, go through, journey, land (v), passport, suitcase

Topic

Airports, journeys and travel

Resources

- Pupil's Book, page 44, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 9, Exercise 1
- Flashcards: *check in land, suitcase, passport*
- Wallchart: *At the airport*

Revision

- Revise words for transport. Ask pupils to name as many types of transport as they can, and write them on the board, e.g. *bike, boat, car, helicopter, lorry, motorbike, plane, ship, train*.
- Choose different pupils and ask them, e.g. *Have you ever been in a helicopter?* If they say *Yes, I have*, invite them to tell the class about it.

Presentation

- Use the flashcards to present *check in, land, suitcase* and *passport*. Ask some pupils to repeat each of the words after you as a class and individually.
- Use the wallchart to present *customs* and *go through*. Ask pupils to repeat the word. Say *At the airport, you go through customs. Then you collect your suitcase*. Mime collecting a suitcase and walking away with it.
- Write *while* on the board. Say the word and ask volunteer pupils to repeat it.
- On the board, write *He saw his friend while he was walking to school*. Read the sentence out and ask the pupils to repeat. Invite a pair of pupils to the front of the class to act out the sentence. Ask one of them to mime walking to school. While he is walking, he should look at the other pupil and wave 'hello'. Repeat the sentence as he walks.
- Explain that we use *while* when something happens when another action is already happening. Tell pupils that they will find some examples in the story.
- Ask pupils to take out their books.

Pupil's Book, Page 44, Exercise 1

- Ask pupils to open their books at page 44. Ask them to look at the second picture. Ask *Who is arriving at the airport?* (*Uncle Hassan, Aunt Muna and Salma*.)
- Ask *Did Salma enjoy the journey?* *Let's listen and find out*. Check that pupils understand *journey*.
- Play the recording right through while pupils listen and read. Ask the question again and elicit the answer. (*Yes, she did*.) Check that pupils understand *cry*.
- Play the recording again. Pause after each person's speech for the pupils to repeat groups in turns. Make sure they pause a little between sentences, as on the recording.
- Ask pupils to find the three sentences with *while* and read them out. Write the last example on the board: *She woke up while the plane was landing*. Ask *What was happening first?* Elicit *The plane was landing*. Say *What happened then?* Elicit *Salma woke up*.

Unit
9 We went to the airport

1 Listen and read



1 Samira: Here's the airport. Look at the new building!

Dad: Yes, it's bigger than the old building.

Kareem: Let's look for Uncle Hassan, Aunt Muna and Salma!



2 Kareem: Look! I can see them!

Uncle Hassan: Hello everyone! Our plane landed early!

Aunt Muna: We collected our suitcases and went through customs. Then we had lunch while we were waiting for you.



3 Samira: Did Salma like the journey?

Uncle Hassan: Yes, she did, but she started to cry while we were checking in and showing our passports!

Aunt Muna: She slept most of the time on the plane. She woke up while the plane was landing.



4 Dad: I'll put the suitcases in the car.

Samira: I'll carry Salma.

Aunt Muna: Thank you, Samira. Here's a present for you and Kareem. It's from Lebanon.

Kareem: It's a box of sweets! Thank you, Aunt Muna!

44

Audioscript

1.

Samira: Here's the airport. Look at the new building!
Dad: Yes, it's bigger than the old building.
Kareem: Let's look for Uncle Hassan, Aunt Muna and Salma!

2.

Kareem: Look! I can see them!
Uncle Hassan: Hello everyone! Our plane landed early!
Aunt Muna: We collected our suitcases and went through customs. Then we had lunch while we were waiting for you.

3.

Samira: Did Salma like the journey?
Uncle Hassan: Yes, she did, but she started to cry while we were checking in and showing our passports!
Aunt Muna: She slept most of the time on the plane. She woke up while the plane was landing.

4.

Dad: I'll put the suitcases in the car.
Samira: I'll carry Salma.
Aunt Muna: Thank you, Samira. Here's a present for you and Kareem. It's from Lebanon.
Kareem: It's a box of sweets! Thank you, Aunt Muna!

End the lesson

- Ask pupils to put their hands up if they have ever been to an airport. Invite pupils with their hands up to describe what the airport was like and what they did there.

Lesson 2

Outcomes

It is expected that pupils will:

- follow oral instructions
- speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happen
- retell what happens in a simple story
- use context and direct instruction to understand the meaning of new and unfamiliar words

Structures

The past continuous and the past simple:
*We **had** lunch while we **were waiting** for you.*
*Salma **woke up** while the plane **was landing**.*
The conjunction *while*:
*She started to cry **while** we were checking in.*

Functions

Talking about the past
Talking about airport facilities
Talking about journeys

Topic

Airports, journeys and travel

Resources

- Pupil's Book, page 44, Exercise 1, Listen and read
- Activity Book, page 42, Exercise 1, Complete and match
- Activity Book, page 42, Exercise 2, Read and circle
- Audio: Pupil's Book, Unit 9, Exercise 1
- Wallchart: *At the airport*

Revision

- Revise words using the wallchart. Elicit *land, check in, suitcase, customs, passport*.
- On the board, write these words from the story: *airport, suitcase, present, customs, passport, building, landing*. Ask *What do you notice about the stress on these words? They all have the stress on the first part of the word.*

Pupil's Book, Page 44, Exercise 1

- Ask pupils to open their books and look at the pictures. Say *Let's tell the story in our own words*. Invite four pupils to come to the front of the class. Encourage each of them in turn to hold up their book and point to one of the pictures in the story. They describe what is happening in this part of the story. Praise the pupils and ask them to sit down again.
- Play the recording while the pupils listen and read again.
- Say some sentences about the story that might be true or false. The pupils say if they are true or false, and correct the false sentences. For example, *The new airport is bigger than the old one. (True.) The family's plane was late. (False. It was early.) They have not collected their suitcases. (False. They have got their suitcases.) Salma laughed while they were showing their passports. (False. She cried.) Aunt Muna has brought a present for Kareem and Samira. (True)*
- Put the class into groups of five. Ask them to choose roles and to practise reading the story. Monitor as they are reading, checking their pronunciation.

Activity Book, Page 42, Exercise 1

- Ask pupils to open their Activity Book at page 42. Give pupils a minute to look at the pictures in Exercise 1.
- Explain that they are going to complete the sentences with the correct form of the word in brackets. Then they need to match the sentences with the correct pictures.
- Read the completed example. Remind them that the action in the first part of the sentence is finished (*woke up*), but the action after *while* is a long action, with *was* or *were* and the *-ing* form of the verb.
- Pupils work individually to complete the task, then compare their answers with a partner. Go round to monitor and check that pupils are writing the words correctly.
- Check answers as a class. Write the words on the board so that pupils can check their spellings.

Answers

- woke up, was landing – picture b (1)
- collected, was sleeping – picture d (2)
- had, were waiting – picture a (3)
- put, was talking – picture c (4)
- started, were checking in – picture e (5)

Activity Book, Page 42, Exercise 2

- Ask pupils to look at Exercise 2. Explain that they need to circle the correct word to complete each sentence. Ask a pupil to read out the completed example.
- Pupils can work in pairs to read the sentences together and decide which word to circle.
- Check answers as a class. Invite pairs to read out each sentence.

Answers

- was walking
- was watching
- had
- saw
- was listening

End the lesson

- Write some sentence endings on the board:
 - ... while I was waiting at the airport.
 - ... while he was eating his lunch.
 - ... while she was doing her homework.
- Invite pupils to suggest different ways of starting each sentence. Accept all reasonable answers, with the correct word.

Lesson 3

Outcomes

It is expected that pupils will:

- make simple inferences when listening
- use context to understand new words when listening
- respond to questions before, during and after listening
- show understanding of main ideas from a simple oral presentation
- discuss simple reading materials to compare own ideas with those of peers
- use and spell correctly learnt vocabulary
- use context and direct instruction to understand the meaning of new and unfamiliar words
- write meaningful sentences using given frameworks such as jumbled words

Structures

The past continuous and the past simple: *Salma **slept** while we **were waiting** for the plane. I **looked for** Salma's teddy bear while we **were boarding** the plane.*
The conjunction *while*:
*She started to cry **while** we were checking in.*

Functions

Talking about the past
Talking about airport facilities
Talking about journeys

Vocabulary

board the plane, take off (v), teddy bear

Topic

Airports, journeys and travel

Resources

- Pupil's Book, page 45, Exercise 2, Listen and answer
- Pupil's Book, page 45, Exercise 3, Listen again and match
- Activity Book, page 43, Exercise 3, Write
- Audio: Pupil's Book, Unit 9, Exercise 2
- Audio: Pupil's Book, Unit 9, Exercise 3
- Flashcard: *board the plane, teddy bear, take off (v)*
- Photocopiable Extra Practice Worksheet 4, page 167

Revision

- Ask *What happens when you travel by plane?* On the board, list these phrases:

<i>go through customs</i>	<i>buy a ticket</i>
<i>go to the plane</i>	<i>collect your suitcase</i>
<i>check in</i>	<i>the plane takes off</i>
<i>the plane lands</i>	
- Ask pupils to put the events in the correct order. Invite a pupil to come to the front of the class, and write a number before each item on the list. Encourage the other pupils to call out to help them.
- Confirm the correct order: 1. *buy a ticket*, 2. *check in*, 3. *go to the plane*, 4. *the plane takes off*, 5. *the plane lands*, 6. *go through customs*, 7. *collect your suitcase*.

Presentation

- Present *board the plane* and *take off* using the flashcards. Say the words and ask individual pupils to repeat them.
- Present *teddy bear* using the flashcard. Ask the pupils to repeat the words. Tell pupils to put up their hands if they like teddy bears.

Pupil's Book, Page 45, Exercise 2

- Ask pupils to open their books at page 45 and look at Exercise 2. Tell them they are going to listen to a story. Ask the pupils to look at the pictures in Exercise 3 and say who is in the story (*Uncle Hassan, Aunt Muna and Salma*).
- Ask a pupil to read out the question in Exercise 2. Tell pupils they need to listen to find out the answer.
- Play the recording right through while pupils listen. Ask the question again and elicit the answer.

2 Listen and answer
What happened to the teddy bear?

3 Listen again and match



a looked for / board the plane



b saw us / collect the suitcases



c talked / take off



d started to cry / check in



e slept / wait for the plane



f woke up / land

4 Look and say



Salma started to cry while they were checking in.

45

Audioscript

- Aunt Muna: We arrived at the airport at seven o'clock. We went to the check-in desk. Salma started to cry while we were checking in. I gave Salma her teddy bear.
- Aunt Muna: Salma slept while we were waiting for the plane. Uncle Hassan read a book.
- Aunt Muna: I looked for Salma's teddy bear while we were boarding the plane. The teddy bear wasn't in my bag.
- Aunt Muna: I sat down by the window with Salma. We talked while the plane was taking off.
- Aunt Muna: Salma woke up while we were landing. We looked out of the window together.
- Aunt Muna: We got off the plane. A little girl saw us while we were collecting our suitcases. She gave us the teddy bear.

Answer

Aunt Muna gave Salma the teddy bear while they were checking in. They couldn't find the bear when they boarded the plane. A little girl found the teddy bear and gave it to them.

Pupil's Book, Page 45, Exercise 3

- Ask pupils to open their books and look at the pictures in Exercise 3. Explain that the pictures tell the story, but they are in the wrong order. Tell them that they need to listen and write the correct number next to each picture.
- Play the recording again, pausing at the end of each section so that pupils can choose the correct picture and write the number.
- Play the recording again right through so that pupils can check their answers.

Answers

1. d 2. e 3. a 4. c 5. f 6. b

Activity Book, Page 43, Exercise 3

- Ask pupils to open their Activity Book at page 43 and look at the picture in Exercise 3. Ask *Where is the family? What are they doing?* Elicit suggestions.
- Explain to pupils that they need to write sentences about the family's journey. They should use the prompts for each sentence and *while*. Remind students to use *was + ing* after *while*, and a short action word before *while*. Ask a pupil to read out the example answer.
- The pupils work individually to complete the sentences. They can compare answers with a partner.

Answers

1. Khaled waited while they were checking in.
2. Mrs Najjar bought a book while she was waiting.
3. They talked while they were boarding the plane.
4. Mr Najjar read a book while they were taking off.
5. Khaled woke up while the plane was landing.
6. They phoned us while they were collecting the suitcases.

Further practice: Photocopiable Extra Practice Worksheet 4

- For further practice of the past continuous and past simple, make a copy of the photocopiable worksheet 4 on page 167 for each pupil.
- Explain to pupils that they need to look at the pictures and complete the sentences with the correct word in brackets. Then they complete the story by drawing another picture and writing.
- Ask pupils to compare their answers in pairs, and read each other's endings to the story.

End the lesson

- Ask the pupils if they have ever lost something then found it again. Invite pupils to tell the class what they lost and how they found it.

Lesson 4

Outcomes

It is expected that pupils will:

- retell what happens in a simple story
- speak with pauses for clarity and emphasis
- give feedback about aspects of a peer's speech
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks
- write a dictated paragraph using correct punctuation marks

Structures

The past continuous and the past simple:
*Salma **slept** while they **were waiting** for the plane.*
*Salma **woke up** while the plane **was landing**.*
 The conjunction *while*:
*A girl saw us **while** we were collecting our suitcases.*

Functions

Talking about the past
 Talking about airport facilities
 Talking about journeys

Topic

Airports, journeys and travel

Resources

- Pupil's Book, page 45, Exercise 4, Look and say
- Activity Book, page 43, Exercise 4, Listen and write
- Audio: Activity Book, Unit 9, Exercise 4

Revision

- Write some sentence beginnings on the board:
 - *She met her aunt while ...*
 - *He slept while ...*
 - *We tidied up while ...*
 - *They arrived at the airport while ...*
- Invite pupils to suggest ways of completing the sentences, using *was/were + -ing*. Accept any reasonable and correct suggestions.

Pupil's Book, Page 45, Exercise 4

- Explain to pupils that they are going to retell the story from Exercise 3. Ask them to find the picture that starts the story (picture d). Point to and read out the words under the picture (*started to cry/check in*). Invite a pupil to read out the speech bubble in Exercise 4. Tell them that they need to make sentences like this for each picture, in the correct order.
- Pupils work in pairs, taking turns to retell the story. Encourage pairs to help each other find the correct order and to pronounce the words correctly.
- Invite six pupils to come to the front of the class to retell the story. Each pupil talks about one of the pictures.
- Do the same with two or three other groups.

Suggested answers

Salma started to cry while they were checking in.
 Salma slept while they were waiting for the plane.
 Aunt Muna looked for the teddy bear while they were boarding the plane.
 Aunt Muna and Uncle Hassan talked while they were taking off.
 Salma woke up while they were landing.
 A little girl saw them while they were collecting their suitcases. She gave them the teddy bear!

Activity Book, Page 43, Exercise 4

- Write *on Saturday uncle Ali drove to the airport* on the board. Do not punctuate it. Ask pupils if it is a correct sentence (no) and ask them what they should add (capital letter in *On Saturday, Uncle and Ali*; comma (,) after *Saturday*; full stop after *airport*. Tell pupils they should always check their work sentence by sentence like this).
- Ask pupils to open their Activity Book at page 43. Say *Listen*. Play the recording right through once, while pupils listen. This kind of exercise is used to check pupils' grasp of spelling, vocabulary and punctuation. It covers the mechanics of good writing.
- Explain that you are going to play the recording again, one sentence at a time, and pupils are going to write each sentence as they hear it. Remind them to punctuate their sentences correctly. Tell them that this is a dictation.
- Play the recording, pausing after each sentence for pupils to write.
- Play the recording again for pupils to read their answer and check it. Go round monitoring, and note any words that pupils are having problems in spelling. They should be given some time after the recording has finished to read their work and check that it makes sense.
- Check answers as a class. Invite a pupil to read out a sentence. Write it on the board and let pupils check their spelling and punctuation.

Audioscript and answers

On Saturday, Uncle Ali drove to the airport. He met a friend while he was checking in. Then he boarded the plane. He read his book while the plane was landing. He phoned us while he was collecting his suitcases. Then he went to his hotel.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
use context to understand new words when listening			
discuss simple reading materials to compare own ideas with those of peers			
write meaningful sentences using given frameworks such as jumbled sentences			
speak with pauses for clarity and emphasis			
give feedback about aspects of a peer's speech			
write a dictated paragraph using correct punctuation marks			

End the lesson

- Have a spelling competition. Divide the class into two teams.
- Invite a pupil from each team to come to the front. Say a word, and ask them to write it on the board. The first pupil to write the word correctly gains a point for their team. If they are having problems spelling the word, the other members of their team can help by calling out the correct spelling.
- Continue in this way until all the pupils have had a turn.
- Make sure you include the 'difficult' words from the dictation. Choose other words from this unit and previous units, e.g. *journey, land, teddy bear, cedar, fantastic, bookshelf, email, busy, prescription, problem, tablet, first, excited, race, skating, invite, shade, sand, lizard, storyteller, festival, flagpole*.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- use English dictionaries to help understand unfamiliar words in simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- rewrite a paragraph using a given prompt

Structures

The past continuous and the past simple:
*Salma **started** to play while they **were checking** in.*
The conjunction while:
*they had lunch **while** they were waiting.*

Functions

Talking about the past
Talking about airport facilities
Talking about journeys

Vocabulary

size, square metre

Topic

Airports, journeys and travel

Resources

- Pupil's Book, page 46, Exercise 5, Read and answer
- Pupil's Book, page 46, Exercise 6, Read again and match the sentences
- Activity Book, page 44, Exercise 5, Read and complete
- Activity Book, page 44, Exercise 6, Rewrite the last paragraph
- A metre ruler

Revision

- Revise numbers in the thousands. On the board, write *2,000; 40,000; 3,500; 65,000; 100,000*. Ask a pupil to read out each number. Confirm their answer by saying the number yourself, and get the class to repeat.
- Write *thousand* on the board. Ask for volunteers to write some of the numbers on the board in words (*two thousand, forty thousand, three thousand five hundred, sixty-five thousand, one hundred thousand*).

Presentation

- Present *size*. Write the word on the board, say it and ask the class to repeat. Explain that *size* means how large or small something is. On the board, draw a big elephant and a small mouse. Point to the elephant, and ask *What size is it?* Elicit *It's very big* or *It's enormous!* Point to the mouse. Ask *What size is it?* Elicit *It's very small*.
- Choose a pupil to point to an item in the classroom and ask *What size is it?* Encourage the class to reply.
- Present *square metre*. Write it on the board and ask some pupils to repeat. Explain that we measure the size of a building in *square metres*. If the board is large enough, use your metre ruler to draw a square with each side a metre long. Point to the space inside the square and say *This is a square metre*. (If there is not enough space on the board, indicate a square in the air, using a metre ruler to 'draw' each side.)

Pupil's Book, Page 46, Exercise 5

- Ask pupils to open their books at page 46 and describe the photographs. Explain that they are going to read about an airport.
- Invite a pupil to read out the question. Tell pupils to read the text and find the answer.
- Give pupils time to read the text quietly. Go round and help them as needed. Encourage them to use their dictionaries to check the meanings of words.
- Ask the question again: *Does Samira like the airport?* Elicit the answer (*Yes, she does.*) Ask *Do other people like the airport?* (*Yes, they do. It has won prizes.*)

5 Read and answer

Does Samira like the airport?

We went to Queen Alia International Airport on Saturday. It is the biggest airport in Jordan. There is a new airport building. King Abdullah opened the new building in March 2013. It is very big and very modern. I think that it looks beautiful. The windows are really big. You can watch the planes take off and land. There is a mosque. There are also a lot of shops, cafes and restaurants inside the building. It's great!

My father told my brother and me about the airport while we were looking for my uncle and aunt. The new building is more than 100,000 square metres. That's about the same size as two of the old buildings! More than 1,000 planes land and take off from the airport every week. Many people come here every year.

I liked the airport very much. A lot of other people like the airport too. The airport has won some prizes!



6 Read again and match the sentences

- | | |
|--|---|
| 1 King Abdullah opened the new building in | a 100,000 square metres. |
| 2 In the airport, there are | b more than 1,000 planes land and take off. |
| 3 The new building is bigger than | c the airport is beautiful. |
| 4 Every week, | d March 2013. |
| 5 A lot of people think that | e shops, cafes and restaurants. |



King Abdullah opened the new building in March 2013.

46

Pupil's Book, Page 46, Exercise 6

- Ask pupils to look at Exercise 6. Explain that they are going to read the text in Exercise 5 again, then match the beginnings and ends of sentences. Choose a pupil to read out the first example.
- Pupils work in pairs to complete the task. Encourage them to read the whole text together first, then match the sentences.
- Check answers as a class.

Answers

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

Further practice

- Ask pupils to close their books. Write the numbers from the text on the board: *2013; 100,000; 1,000*.
- Ask pupils to say each number and say what it refers to. (*2013 – the year the new building opened; 100,000 – square metres; 1,000 – planes*)

Activity Book, Page 44, Exercise 5

- Ask pupils to open their Activity Book at page 44, and to look at Exercise 5. Ask what building is in the picture (*Queen Alia International Airport*).
- Explain that they are going to read about Majeda's plane journey, and complete the sentences below with the correct words.
- Pupils read the text individually and complete the sentences. Go round and answer any questions. When they have finished, encourage them to compare their answers with a partner.
- Check answers as a class. Choose a pupil to read each sentence.

Answers

1. flown 2. were 3. were checking in 4. had
5. phoned

Activity Book, Page 44, Exercise 6

- Explain that pupils are going to rewrite the last paragraph of Majeda's essay. Ask them to look back at the essay. Read the first sentence of the last paragraph: *We enjoyed our journey*. Invite a pupil to read the first sentence in Exercise 6 (*They enjoyed their journey*).
- Ask pupils to say what has changed (*'We' has changed to 'they'*.) On the board, write *we* → *they*. Explain that they need to change this each time. Read the second sentence of the paragraph: *I read my book*. Ask *What will 'I' change to?* Elicit *he*. On the board, write *I* → *she*. Tell them that they could also write *Majeda*.
- Pupils work individually to rewrite the whole paragraph. Go round to monitor and help as needed.
- Compare answers as a class. Ask pupils to read out one sentence at a time.

Answers

They enjoyed their journey. Alia played with her teddy bear while they were flying. She/Majeda read her book. They ate a meal while they were flying, too. When they landed they phoned their friends. They had a fantastic holiday!

End the lesson

- Elicit true and false statements about Majeda's journey to Abu Dhabi. Choose one pupil to make a statement, e.g. *Majeda went to the airport by bus.* The rest of the class says *True* or *False*. Choose a pupil to correct each false sentence.

Lesson 6

Outcomes

It is expected that pupils will:

- recognise the correct stress of a word in a sentence
- use simple sentences to talk with a partner or a small group about familiar situations
- use knowledge of verb tenses to understand when things happen
- present a simple prepared speech of four or five sentences to the class
- write meaningful sentences using given frameworks

Structures

The past continuous and the past simple:
I met my friend while I was walking to school.
Did Laila email Samira?
Yes, she did/No, she didn't.
 The conjunction **while**:
The phone rang while I was watching television.

Functions

Talking about the past
 Talking about journeys

Topic

Journeys and travel, past activities

Resources

- Pupil's Book, page 47, Exercise 7, Listen and say
- Pupil's Book, page 47, Exercise 8, Ask and answer
- Pupil's Book, page 47, Exercise 9, Talk about you
- Activity Book, page 45, Exercise 7, Complete and say
- Activity Book, page 45, Exercise 8, Match and complete
- Activity Book, page 45, Exercise 9, Write about you
- Activity Book, page 76, Handwriting Practice
- Audio: Pupil's Book, Unit 9, Exercise 7

Revision

- Revise questions about the past and short answers. Ask some questions and elicit the answers, e.g. *Did you see your grandma last weekend? Did you play football?* Elicit *Yes, I did* or *No, I didn't*.
- Follow up by asking questions about the pupils' weekends, e.g. *Did Faisal play football? Did Huda and Mariam meet their friends?* Elicit short answers, e.g. *Yes, he did. No, they didn't*.

Pupil's Book, Page 47, Exercise 7

- Ask pupils to open their books at page 47 and look at the pictures in Exercise 7. Explain that they are going to listen to two sentences.
- Play the recording right through while pupils listen. Make sure they stress *walk* and *drive*.

- Play the recording again, pausing after each sentence for groups in the class to repeat in turns.
- Choose individuals to read each sentence.
- Invite pupils to make sentences using a different word, e.g. *I run to school. We walk to our cousin's house.* Make sure they stress this word each time.

Audioscript

I walk to school.

We drive to our cousin's house.

7 Listen and say



I walk to school.



We drive to our cousin's house.

8 Ask and answer

1



email / phone Samira

2



eat / bake a cake

3



read / recite the Quran

4



buy / watch a DVD

Did Laila email Samira?

No, she didn't. She phoned Samira.

9 Talk about you

... while I was walking to school.
 ... while I was eating my lunch.
 ... while I was playing tennis.
 ... while I was doing my homework.
 ... while I was watching television.



I met my friend while I was walking to school.

Pupil's Book, Page 47, Exercise 8

- Ask pupils to look at the pictures in Exercise 8. Explain that they are going to ask and answer questions about them. Explain that these questions are about the past. On the board, write *Did ...?*
- Ask pupils to look at the first picture. Read the pair of words underneath. Explain that they will use the first word, *email*, to ask the question, and the second word, *phone*, to answer it. Invite a pair to read out the question and answer in the speech bubbles.
- Pupils work in pairs to ask and answer the questions. Go round monitoring, and make sure they are taking turns to ask and to answer.
- If time permits, ask pupils to change pairs and do the same with a different partner.
- Invite pairs to present their questions and answers to the class.

Answers

Pupils' own answers.

Pupil's Book, Page 47, Exercise 9

- Point to Exercise 9, and say *Now talk about you*. This activity reflects experiential learning (see page 152). Ask a pupil to read the first sentence ending, and another pupil to read the example in the speech bubble. Explain that they need to use their own ideas to make sentences with each ending.
- Let pupils work in pairs to practise their sentences. Go round to monitor. Make sure that each pupil uses their own ideas, making different sentences from their partner.
- Invite individual pupils to come to the front of the class and say two of their sentences for the class.

Answers

Pupils' own answers.

Activity Book, Page 45, Exercise 7

- Remind pupils of the sentences they heard, where the verb (doing word) was stressed. Give an example: *I walk to school*. Ask the class to repeat.
- Ask pupils to open their Activity Books at page 45 and look at Exercise 7. Ask a pupil to read the completed answer as an example.
- Pupils work individually to complete the task.
- Now ask pupils to work with a partner to read out each sentence. Make sure that they remember to stress the doing word each time.
- Invite pairs to say one sentence each for the class.

Answers

1. Hussein ran in the park.
2. They waited for hours.
3. She watched a DVD.
4. Alia looked for her teddy bear.

Activity Book, Page 45, Exercise 8

- Ask pupils to look at the questions and answers in Exercise 8. Explain that they need to read each sentence and match it with the correct answer. Tell them that they should look carefully, and choose the answer that makes sense. Then they need to complete the answer by writing the correct word in the gap.
- Ask a pupil to read the first question and the completed answer.
- Let pupils work in pairs to read the questions and complete the task.
- Check answers as a class.

Answers

1. d – made
2. c – drank
3. a – visited
4. f – went
5. b – met
6. e – tidied up

Activity Book, Page 45, Exercise 9

- Explain to pupils that they are going to complete the sentences with their own ideas.
- Elicit two or three possible answers for the first sentence.
- Pupils work individually to complete their sentences. When they have finished writing, ask them to read out their sentences to a partner.
- Invite pupils to read out two or three sentences to the class.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 9, pupils can:

Scoring criteria	Good	Fair	Poor
use knowledge of verb tenses to understand when things happen			
retell what happens in a simple story			
use and spell correctly learnt vocabulary			
write meaningful sentences using given frameworks such as jumbled sentences			
write a dictated paragraph using correct punctuation marks			
rewrite a paragraph using a given prompt			

End the lesson

- Guide pupils to practise handwriting the two sentences in the Activity Book on page 76.
- Praise the pupils for their hard work in the unit. Encourage them to clap each other and say *Well done! That was fantastic!*

Lesson 1

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • follow oral instructions • respond to questions before, during and after listening • use teacher introduction and other clues to understand new words when listening • use context to understand new words when listening • make simple inferences when listening • use correct intonation for questions and statements
Structures	<p>The modal verb <i>can</i> in the past: Could you use a computer when you were young? Yes, I could./No, I couldn't. You could fly a kite. Aunt Muna could sew. The conjunction <i>when</i>: Could you use a computer when you were ten?</p>
Functions	<p>Expressing past ability Asking and answering questions Comparing past and present Talking about hobbies and activities</p>
Vocabulary	<p>car engine, kite, mend a car/bike, puncture (n), sewing machine</p>
Topic	<p>Activities that family members did when they were young</p>
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 48, Exercise 1, Listen and read ■ Audio: Pupil's Book, Unit 10, Exercise 1 ■ Flashcards: kite, mend a bike, puncture, sewing machine ■ Wallchart: Sports and activities ■ A photograph of yourself as a child or teenager (optional)

Revision

- Revise words for sports and activities using the wallchart. Elicit words for the sports and activities that pupils know, e.g. *cross-country running, hiking, jogging, marathon, snorkelling, ice-skating, puppet show*. Tell pupils that they are going to learn about some more crafts and activities in this unit.
- Ask *What do you do in your free time?* Elicit answers and ask pupils to tell the class about what they do.

Presentation

- Present *kite, sewing machine, mend a bike* and *puncture* using the flashcards. Show the flashcards and say the words. Say *Put up your hand if you've ever used a sewing machine. Put up your hand if you've ever mended a bike. Put up your hand if you've ever flown a kite.*
- Explain *Uncle Hassan loves mending cars. He likes looking at car engines*. Mime opening the bonnet at the front of a car and looking at the engine. Say *car engine* again and ask pupils to repeat.
- Present *could* for past ability. If you have brought a photograph of yourself to class, say, for example, *Look! This is me. I was ten years old*. Let the pupils look at the photograph. If you do not have a photograph, draw a simple picture of a child on the board.

- Tell the class what you could and couldn't do at that age. Say *When I was ten I could run very fast. I couldn't swim*. Write the two sentences on the board and ask the pupils to repeat them. Underline *could* and *couldn't*.
- Tell the class that they are going to listen to the story and find out what people could do when they were young.

Pupil's Book, Page 48, Exercise 1

- Ask pupils to open their books at page 48 and describe the pictures. Tell them to look at the first and second pictures, and ask *Who are the children in the photographs?* Elicit their ideas.
- Play the recording. Ask pupils to read as they listen, and find out whether they were right. When the recording finishes, confirm the answer (*Uncle Hassan is in the photographs*.)
- Play the recording again. This time, pause after each person finishes speaking for the pupils to repeat as a class and individually. Check pronunciation and intonation.
- Ask some questions to check understanding:
 - *What is Uncle Hassan doing in the first photo? (He's flying a kite.)*
 - *What is Uncle Hassan doing in the second photo? (He's mending a car.)*
 - *What could Aunt Muna do when she was young? (She could sew.)*
 - *Can Samira use a sewing machine? (Yes, she can.)*
 - *Could Uncle Hassan use a computer when he was young? (No, he couldn't.)*
 - *Can he use a computer now? (Yes, he can.)*

Unit 10 **Could you fly a kite?**

1 Listen and read



1

Dad: Look! Here are some photos of Uncle Hassan when he was young.

Uncle Hassan: I was twelve in this picture.

Kareem: You could fly a kite when you were twelve. I can fly a kite, too. It's fun!



2

Kareem: Look at the old car! Could you mend cars when you were young, Uncle Hassan?

Uncle Hassan: Yes, I could. I loved mending cars. I liked looking at car engines.

Kareem: I can mend cars with Dad's help. I can mend punctures on my bike, too!



3

Aunt Muna: I could sew when I was young. I made soft toys for charity.

Samira: I can use a sewing machine, too. I like making soft toys for our cousins.



4

Kareem: Could you use a computer when you were young, Uncle Hassan?

Uncle Hassan: No, I couldn't. We didn't have a computer when we were young.

Aunt Muna: But now we use a computer every day!

48

Audioscript

- Dad: Look! Here are some photos of Uncle Hassan when he was young.

Uncle Hassan: I was twelve in this picture.

Kareem: You could fly a kite when you were twelve. I can fly a kite, too. It's fun!
- Kareem: Look at the old car! Could you mend cars when you were young, Uncle Hassan?

Uncle Hassan: Yes, I could. I loved mending cars. I liked looking at car engines.

Kareem: I can mend cars with Dad's help. I can mend punctures on my bike, too!
- Aunt Muna: I could sew when I was young. I made soft toys for charity.

Samira: I can use a sewing machine, too. I like making soft toys for our cousins.
- Kareem: Could you use a computer when you were young, Uncle Hassan?

Uncle Hassan: No, I couldn't. We didn't have a computer when we were young.

Aunt Muna: But now we use a computer every day!

End the lesson

- Ask pupils what they could do when they were five years old. Ask *When you were five ... could you swim? Could you ride a bike? Could you read English? Could you use a computer? Could you run?* Elicit *Yes, I could* or *No, I couldn't*.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- discuss simple reading materials to compare own ideas with those of peers
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen
- use correct intonation for questions and answers
- use and spell correctly learnt vocabulary

Structures

The modal verb *can* in the past:
Could you use a computer when you were young?
 Yes, I **could**./No, I **couldn't**.
 Hisham **could** mend cars.
 Aunt Muna **could** make soft toys.
 The conjunction *when*:
 Could you use a computer **when** you were ten?

Functions

Expressing past ability
 Asking and answering questions
 Comparing past and present
 Talking about hobbies and activities
 Talking about traditional crafts

Topic

Activities that family members did when they were young
 Traditional crafts

Resources

- Pupil's Book, page 48, Exercise 1, Listen and read
- Activity Book, page 46, Exercise 1, Complete. Listen and check
- Activity Book, page 46, Exercise 2, Read again and complete
- Audio: Pupil's Book, Unit 10, Exercise 1
- Audio: Activity Book, Unit 10, Exercise 1
- Flashcards: *kite, mend a bike, puncture, sewing machine*
- Wallchart: *Sports and activities*

Revision

- Show the class the four flashcards *kite, sewing machine, mend a bike* and *puncture*. Elicit the words. Ask pupils to stand up if they can ride a bike or fly a kite. Ask the pupils who are standing to put up their hands if they can mend a puncture. Say *Can you mend a puncture?* Elicit *Yes, I can.* or *No, I can't*.
- Use the wallchart to revise *mend a car*.

Pupil's Book, Page 48, Exercise 1

- Ask pupils to open their books at page 48. Ask them to tell you what they can remember about the story.
- Play the recording again while pupils listen.
- Put the class into groups of five. Ask them to choose roles and to practise reading the story. Remind them to use correct intonation. When they have finished, tell them to swap roles and read the story again. Monitor as they are working and make a note of any mistakes in pronunciation or intonation. Go over the mistakes as a class.
- Ask pupils to close their books. Ask *Who says these things?* Say some sentences from the story in random order, and elicit the speaker. For example:
 - I loved mending cars. (Uncle Hassan)*
 - Now we use a computer every day! (Aunt Muna)*
 - I can fly a kite, too. (Kareem)*
 - I made soft toys for charity. (Aunt Muna)*
 - I can use a sewing machine, too. (Samira)*
 - Here are some photos of Uncle Hassan. (Dad)*

Activity Book, Page 46, Exercise 1

- Ask pupils to open their Activity Book at page 46. Ask them to describe the picture in Exercise 1. Pupils will first employ knowledge of syntax and then check their answers through careful listening.
- Explain that pupils are going to read and complete a dialogue between a boy called Anas and his Dad. Ask a pupil to read out the first sentence as an example.
- Pupils work in pairs to read the dialogue, and decide which words complete each sentence.
- When they have finished writing, play the recording while pupils listen and check their answers. This kind of exercise is used to let pupils check their knowledge of syntax by listening to language in a valid and natural context.
- Check answers as a class, choosing a pair to read out the dialogue to the class.

Audioscript

- Anas: Dad, I'm doing a project for school. Can I ask you some questions?
- Dad: Yes, of course.
- Anas: Could you use a computer when you were ten?
- Dad: No, I couldn't. We didn't have computers when I was young.
- Anas: Could you fly a kite?
- Dad: Yes, I could. I loved flying my kite. It was my favourite toy.
- Anas: Could you sew?
- Dad: No, I couldn't. And I can't sew now!
- Anas: Could you mend a car when you were young?
- Dad: No, I couldn't. My brother Hisham could mend cars. I could mend my bike. I loved mending my bike.
- Anas: Thanks Dad.

Answers

1. doing 2. Could 3. couldn't 4. fly
 5. could 6. No 7. car 8. mending

Activity Book, Page 46, Exercise 2

- Point to the table in Exercise 2. Explain that pupils are going to complete the table using information from Exercise 1. Read *When he was ten, could he ...* and ask *Who was 'he'?* Elicit *Anas's Dad*.

- Tell pupils to tick the first column for *Yes*, and put a cross in the second column for *No*. Ask them to work individually to complete the task.
- Draw the table on the board and check answers as a class.

Answers		
When he was ten could he ...	Yes, he could [✓]	No, he couldn't [X]
use a computer?		X
fly a kite?	✓	
sew?		X
mend cars?		X
mend his bike?	✓	

End the lesson

- Ask pupils to choose an older family member and ask them two or three questions like the ones Anas asked his dad. Tell them to note down the answers and bring them to the next lesson. This is an example of activity-based learning (see page 152).

Lesson 3

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • follow oral instructions • make simple inferences when listening • respond to questions before, during and after listening • use context and direct instruction to understand the meaning of new and unfamiliar words • use knowledge of verb tenses to understand when things happen
Structures	<p>The modal verb <i>can</i> in the past: Could you use a computer when you were young? Yes, I could./No, I couldn't. You could make models. Aunt Muna could knit. The conjunction <i>when</i>: Could you use a computer when you were ten?</p>
Functions	<p>Expressing past ability Asking and answering questions Comparing past and present Talking about hobbies and activities Talking about traditional crafts</p>
Vocabulary	<i>knit, speak English</i>
Topic	Activities that family members did when they were young Traditional crafts
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 49, Exercise 2, Listen and choose ■ Activity Book, page 47, Exercise 3, Read and complete ■ Audio: Pupil's Book, Unit 10, Exercise 2 ■ Flashcard: <i>knit</i>

Revision

- Ask a pupil to tell the class about the questions they asked their family member. Encourage them to name the family member, say what question they asked, and what the reply was.
- Ask the class about what the pupil said. For example, *What did Nawal ask her mum? (When you were young, could you sew?) Could she sew when she was young? (Yes, she could.)*

Presentation

- Present *knit*, using the flashcard. Ask pupils to repeat the word after you. Say *Can you knit?* Invite any pupils who can knit to put up their hand. Ask them to tell the class what they can make.




- Present *speak English*. Say *This is an English lesson. We're learning English*. Ask the class *Can you speak English?* Encourage the whole class to reply *Yes, we can!*
- Choose one pupil, and ask them *When you were a baby, could you speak English?* Elicit *No, I couldn't*.

Pupil's Book, Page 49, Exercise 2

- Ask pupils to open their books at page 49. Point to the three pictures, and ask pupils to describe what is happening in each of them (*flying a kite, knitting, watering plants*).
- Explain that pupils are going to listen to Samira asking her mum about things she could and couldn't do. Ask a pupil to read out the question, and tell pupils they should listen for the answer.
- Play the recording right through while pupils listen.
- Ask *Which activities did they talk about?* Elicit *Flying a kite and knitting*. Then ask *Which activity didn't they talk about?* Elicit *watering plants*.


2 **Listen and choose**

Which activity didn't Samira and her mother talk about?


3 **Listen again and tick (✓) or cross (X)**

1



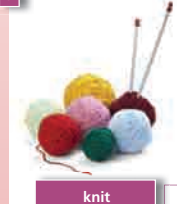
use a computer

2




fly a kite

3



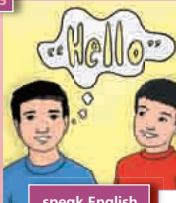
knit

4




make models

5



speak English

6



cook

49

Audioscript

Samira: Mum, can I ask you some questions for my homework?
 Mum: Yes, of course.
 Samira: Thanks, Mum. Could you use a computer when you were ten?
 Mum: No, I couldn't. We didn't have computers then.
 Samira: Okay ... could you fly a kite?
 Mum: No, I couldn't. But my brother could. My brother tried to teach me.
 Samira: Could you knit when you were ten?
 Mum: Yes, I could. I loved knitting.
 Samira: Could you make models?
 Mum: Yes, I could. I made houses and castles for my toys.
 Samira: And could you speak English when you were ten?
 Mum: Yes, I could. We had English lessons when I was at school.
 Samira: Okay. This is the last question. Could you cook when you were ten?
 Mum: Yes, I could. I always helped my mother in the kitchen.

Activity Book, Page 47, Exercise 3

- Ask pupils to look at their Activity Book. Read out the headings in the table, and point to the pictures. Explain that pupils need to look at the information in the table to see what Aunt Muna and Cousin Ibrahim could and couldn't do, and complete the sentences below. Ask a pupil to read out the first complete sentence as an example.
- Pupils can work in pairs to complete the task. Go round to monitor while they are working.
- Check answers as a class. Invite pairs to read out their completed sentences.

Answers

1. couldn't knit 2. could use a computer
3. could fly a kite 4. could speak English
5. couldn't make models 6. couldn't cook

End the lesson

- On the board, write *when I was young* and *now*. Make two sentences that are true for you, e.g. *I couldn't make models when I was young. I can make models now.*
- Encourage pupils to say two sentences in the same way about themselves. Encourage the rest of the class to say *Well done!* when they have finished speaking.

Lesson 4

Outcomes

It is expected that pupils will:

- make simple inferences while listening
- respond to questions before, during and after listening
- use context to understand new words when listening
- write meaningful sentences using given frameworks
- use and spell correctly learnt vocabulary

Structures

The modal verb *can* in the past:
Could you use a computer when you were young?
Yes, I **could**./No, I **couldn't**.
You **could** make models.
Aunt Muna **could** knit.
The conjunction *when*:
Could you use a computer **when** you were ten?

Functions

Expressing past ability
Asking and answering questions
Comparing past and present
Talking about hobbies and activities
Talking about traditional crafts

Topic

Activities that family members did when they were young
Traditional crafts

Resources

- Pupil's Book, page 49, Exercise 3, Listen again and tick (✓) or cross (X)
- Activity Book, page 47, Exercise 4, Write sentences about your family
- Audio: Pupil's Book, Unit 10, Exercise 3

Revision

- Ask pupils to look back at the story on page 48 of their Pupil's Books. Ask questions and elicit answers, e.g. *What could Uncle Hassan do when he was twelve? (He could fly a kite.) Can Kareem fly a kite? (Yes, he can.) Could Uncle Hassan mend cars when he was young? (Yes, he could.) Could Uncle Hassan use a computer when he was young? (No, he couldn't.) What could Aunt Muna do when she was young? (She could sew/make soft toys.) Can Samira make soft toys? (Yes, she can.)*

Pupil's Book, Page 49, Exercise 3

- Ask pupils to open their books. Point to Exercise 2. Say *Who did we listen to in Exercise 2?* Elicit *Samira and her mum*.
- Ask pupils to look at the pictures in Exercise 3. Ask the class to read the words under each picture. Explain that they are going to listen again to Samira and her mum. They need to find out whether Samira's mum could or couldn't do each activity when she was ten. Model writing a tick and a cross on the board. Explain that if she could do an activity they should write a tick in the box. If she couldn't, they should write a cross.
- Play the recording, pausing after each reply from Samira's mum. Allow time for pupils to find the picture and write a tick or cross.
- Let pupils compare their answers with a partner. Then play the recording right through for them to check their answers.
- Confirm correct answers with the class. Ask, e.g. *Could Mum use a computer?* and elicit the answer.

Answers

1. X 2. X 3. ✓ 4. ✓ 5. ✓ 6. ✓

Activity Book, Page 47, Exercise 4

- Ask pupils to open their Activity Book and look at Exercise 4. Explain that they are going to write sentences that are true for their family. Ask a pupil to read out the example sentence.
- Tell them that they can write about any activities from this unit, or use their own ideas. Elicit some activities they could write about and list them on the board.
- Pupils work individually to write their sentences. Go round to monitor and help with ideas as needed.
- Choose pupils to read out two or three of their sentences to the class.

Answers

Pupils' own answers.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
use knowledge of verb tenses to understand when things happen			
respond to questions before, during and after listening			
write meaningful sentences using given frameworks			
use and spell correctly learnt vocabulary			

End the lesson

- On the board, write *When I was five ...* Tell the class that you are going to say two sentences. One is true, the other is false. Say, for example, *I could use a computer when I was five. I could speak English when I was five.* Pupils guess which sentence is true and which is false.
- Invite pupils to come to the front of the class and do the same, making one true sentence and one false. The rest of the class guesses which is true.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- use English dictionaries to help understand unfamiliar words in simple reading materials
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use and spell correctly learnt vocabulary
- write a paragraph using proper organisation (introductory sentence, development sentences, concluding sentence)

Structures

The modal verb *can* in the past:
Could many women weave in the past?
 Yes, they **could**./No, they **couldn't**.
 In the past, many women **could** weave.

Functions

Asking and answering questions
 Comparing past and present
 Talking about hobbies and activities
 Talking about traditional crafts

Vocabulary

*collection, cushion, embroider (v), embroidery (n),
 purse, sell, student, tiny, weave (v), weaving (n)*

Topic

Traditional crafts

Resources

- Pupil's Book, page 50, Exercise 4, Read and match
- Pupil's Book, page 50, Exercise 5, Read again and say the craft
- Pupil's Book, page 50, Exercise 6, Read and answer
- Activity Book, page 48, Exercise 5, Read and label A, B, C
- Activity Book, page 48, Exercise 6, Read and circle Yes or No
- Activity Book, page 49, Exercise 7, Write a paragraph
- Flashcards: *cushion, embroidery, purse, student, weaving*
- A piece of embroidery or an embroidered item such as a purse (optional)

Revision

- Remind pupils of the word *crafts*. Write the word on the board and ask pupils to repeat the word. Ask *What crafts do you know?* List the pupils' ideas on the board.
- Ask *Where can you buy crafts?* Elicit *At a craft market*.

Presentation

- Present *cushion, embroidery, weaving, purse* and *student* using the flashcards. Show the flashcards and ask the pupils to say the words. Hold up the flashcards in random order and elicit the words. Explain that *weave* and *weaving* are related. *Weave* is a doing word.

- Write *embroider* and *do embroidery* on the board. Explain that they mean the same. Hold up some embroidery, or point to it on the flashcard. Say *This is embroidery*. Mime sewing with a needle and thread. Say *I'm doing embroidery*. *I'm embroidering*.
- Present *collection*. Explain that a *collection* of things is a group of them, and is often describe a group of objects.
- Present *sell*. Write *sell* on the board and say the word. Ask pupils to repeat. Explain that it means the opposite of *buy*. Ask where people sell things (markets and shops).
- Present *tiny*. Say *Show me enormous*. Spread your arms very wide, and encourage pupils to copy you. Then put your hands together so that they are almost touching. Say *tiny*. Ask pupils to repeat the word. Explain that *tiny* means very small. Elicit some ideas of things that are tiny, e.g. *a baby fish, a drop of rain*.

Pupil's Book, Page 50, Exercise 4

- Pupils open their books and look at Exercise 4. Ask a pupil to read out the title. Tell the class that they are going to read about three crafts. Ask *Which crafts has Samira written about?* Let pupils look quickly at the text, and elicit the answer (*embroidery, weaving and mosaic making*).
- Explain that pupils need to read the text and match the photographs with the three descriptions.
- Pupils work individually to read and complete the task. Encourage them to use their dictionaries to check the meaning of any difficult words. When they have finished, they can compare answers with a partner.
- Check answers as a class.

Answers

1. b 2. c 3. a

4 Read and match

Traditional Jordanian crafts by Samira

1 Embroidery

Embroidery is one of Jordan's most famous traditional crafts. In the past, girls learned to do embroidery when they were young. Many people in Jordan still do embroidery today. They embroider dresses, cushions and purses.



2 Weaving

Weaving is a very important craft. In the past, women in the desert used weaving to make tents for their families. They could weave rugs, too. Today in Mukawir, women weave rugs to sell. People take the rugs to shops in Amman and other cities and towns.



3 Mosaic making

Mosaics are part of Jordan's history. Madaba has Jordan's biggest collection of mosaics. Some of the mosaics are 2,000 years old. Today, students at the Madaba Mosaic School learn how to make mosaics. They make the mosaics from tiny squares of coloured rock.



5 Read again and say the craft

- 1 Women in the desert did this to make tents for their families.
- 2 Students learn how to do this at a school in Madaba.
- 3 In the past, girls learned how to do this when they were young.

6 Read and answer

Why is it important to learn about traditional crafts?



50

Pupil's Book, Page 50, Exercise 5

- Ask pupils to look at Exercise 5. Explain that the three sentences each describe one of the crafts in Exercise 4. Invite three pupils to each read out one of the sentences.
- Ask pupils to work in pairs to read the text again. Then ask them to read each sentence together, and decide which craft it describes.
- Go round to monitor as pupils work. Note any problems with pronunciation. When they have finished, practise the pronunciation of the problem words with the class.
- Check answers as a class. Invite pairs to read out each sentence and name the craft.

Answers

1. weaving 2. mosaic making 3. embroidery

Further practice

- Ask some more questions about the reading text. Elicit answers:
 - Which is Jordan's most famous traditional craft? (embroidery)
 - What do people in Jordan embroider? (dresses, cushions and purses)
 - What do women today weave? (rugs)
 - Where is Jordan's biggest collection of mosaics? (Madaba)
 - What are mosaics made from? (tiny squares of coloured rock)

Pupil's Book, Page 50, Exercise 6

- Tell pupils that they are going to talk about crafts. Ask a pupil to read out the question in the speech bubble. Ask the question again, and get the class to repeat.
- Put the class into groups of four or five. Tell them to talk about the question in their group. This is an example of experiential learning (see page 152). They can note down some ideas if they like. Ask them to choose two answers to present to the class.
- Ask each group to present their answers to the question. Write the best answer from each group on the board. Let the class vote for their favourite answer.

Activity Book, Page 48, Exercise 5

- Ask pupils to open their Activity Book and look at the photograph in Exercise 5. Ask *What craft is this?* Elicit *It's weaving.*
- Read the three phrases in the box. Explain that when pupils write a paragraph, they should organise their paragraph by using these three types of sentence.
 - Say *Introductory sentence*, and ask pupils to repeat. Explain that this is the first sentence of a paragraph. It tells the reader what the paragraph is about.
 - Say *Development sentences*, and ask pupils to repeat. Explain that these are the sentences that follow. They tell the reader more information.
 - Say *Concluding sentence*, and ask pupils to repeat. Explain that this is the last sentence in a paragraph. It gives the reader the last piece of information.
- Explain that pupils need to read the first paragraph of Nadia's description, and label the sentences *A*, *B* or *C*.
- Pupils work individually to complete the task.
- Check answers as a class.

Answers

- (A) Weaving is one of Jordan's oldest traditional crafts.
(B) In the past, Jordanian women made rugs for their families. (B) Mukawir is an important place for weaving.
(C) Today, the women in Mukawir weave rugs to sell.

Activity Book, Page 48, Exercise 6

- Explain that pupils are going to read the whole of Nadia's description in Exercise 5. Then they are going to read the statements in Exercise 6, and circle *Yes* or *No*.
- Ask a pupil to read the first statement (*Weaving is one of Jordan's oldest traditional crafts.*) Say *Is that correct?* Elicit *Yes*. Then point to the circle round *Yes*.
- Pupils work in pairs to read the text together. Then they read each statement and complete the task. Go round monitoring as they read.
- Check answers as a class. Ask a pair to read each statement and *Yes* or *No*. If they circled *No*, encourage them to correct the statement.

Answers

1. Yes 2. No. Nadia's mum has got a beautiful mosaic.
3. No. They watched a video about weaving. 4. Yes
5. No. It was a colourful rug.

Activity Book, Page 49, Exercise 7

- Explain that pupils are going to write a paragraph like Nadia's paragraph about a family trip.
- Ask the class to read the three labels for the different types of sentences they need to include. Tell them that they should write two or three development sentences.
- Pupils work individually to write their paragraphs. Go round helping them as necessary.

End the lesson

- Invite some pupils to read out the paragraphs they have written. Encourage the other pupils to say *Well done!* when they have finished reading.

Lesson 6

Outcomes

- It is expected that pupils will:**
- recognise the correct stress of words in sentences
 - speak with pauses for clarity and emphasis
 - use simple sentences to talk with a partner or a small group about familiar situations
 - give feedback about aspects of a peer's speech
 - present a simple prepared speech of four or five sentences to the class
 - write meaningful sentences and paragraphs using given frameworks
 - write a simple information paragraph of four or five sentences

Structures

The modal verb *can* in the past:
Could you use a computer when you were eight?
 Yes, I **could**./No, I **couldn't**.
 Jaber **could** make models.
 I **couldn't** speak English.
 The conjunction *when*:
 Could you knit **when** you were eight?

Functions

Expressing past ability
 Asking and answering questions
 Comparing past and present
 Talking about hobbies and activities
 Talking about traditional crafts

Topic

Activities that family members did when they were young
 Traditional crafts

Resources

- Pupil's Book, page 51, Exercise 7, Listen and say
- Pupil's Book, page 51, Exercise 8, Ask and answer
- Pupil's Book, page 51, Exercise 9, Talk about you
- Activity Book, page 49, Exercise 8, Listen and complete
- Activity Book, page 49, Exercise 9, Write about you
- Activity Book, page 76, Handwriting Practice
- Audio: Pupil's Book, Unit 10, Exercise 7
- Audio: Activity Book, Unit 10, Exercise 8

Revision

- Ask the class *What crafts can you do?* Invite pupils to tell the class about any crafts they have tried. If they have not tried any crafts, ask *What craft would you like to do?*

Pupil's Book, Page 51, Exercise 7

- Ask pupils to open their books and look at the pictures in Exercise 7. Explain that they are going to listen to two sentences.
- Play the recording right through while pupils listen.
- Play the recording again, pausing after each sentence for the class to repeat. Make sure they stress *toys* and *clothes*.
- Choose individuals to read each sentence.

Audioscript

I can make toys.
 I can make clothes.

7 Listen and say



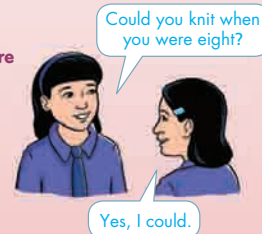
I can make **toys**.



I can make **clothes**.

8 Ask and answer

- knit
- sew
- make models
- do embroidery
- weave
- use a computer
- paint
- mend a puncture
- play basketball
- speak English
- mend a bike
- swim
- fly a kite
- use a sewing machine



9 Talk about you

When I was eight, I could mend a bike with my dad's help. I could make models. I could fly a kite. I am now twelve. I can mend a bike, make models and fly a kite. I can also speak English, use a computer and swim.



Pupil's Book, Page 51, Exercise 8

- Go round the class, asking each pupil in turn to read out one of the activities listed in Exercise 8.
- Tell pupils that they are going to work in pairs to talk about the activities. This is an example of experiential learning (see page 152). Choose a pair to read out the dialogue in the speech bubbles as an example.
- Go round and monitor while pupils ask and answer. Make sure that they are taking turns to ask and answer the question.
- Tell pupils to swap partners and do the same in their new pair.
- Invite pairs to present their dialogues to the class.

Suggested Questions

- Could you knit when you were eight?
 Could you sew when you were eight?
 Could you make models when you were eight?
 Could you do embroidery when you were eight?
 Could you weave when you were eight?
 Could you use a computer when you were eight?
 Could you paint when you were eight?
 Could you mend a puncture when you were eight?
 Could you play basketball when you were eight?
 Could you speak English when you were eight?
 Could you mend a bike when you were eight?
 Could you swim when you were eight?
 Could you fly a kite when you were eight?
 Could you use a sewing machine when you were eight?
Pupils' own answers.

Pupil's Book, Page 51, Exercise 9

- Ask pupils to look at Exercise 9 and say what is in the pictures. Say *Now you're going to talk about you*. Invite a pupil to read out the example in the speech bubble.
- Write some phrases on the board to help them :
 - *When I was _____, I could _____.*
 - *I could _____.*
 - *I am now _____.*
 - *I can _____.*
 - *I can also _____ and _____.*
- Ask pupils to think about the activities they would like to talk about, and write a list. This activity is also an example of experiential learning (see page 152).
- Pupils work in pairs. They take it in turns to present their speech to their partner. Go round and monitor. Encourage them to help each other with pronunciation.
- Invite pupils to come to the front of the class and present their speech to the class. Ask them to speak from memory, without using their notes.
- Make sure the class says *Fantastic! Well done!* when each pupil has finished speaking.

Further practice

- Ask pupils what they can remember about the activities pupils spoke about. Ask, for example, *What could Jaber do when he was six? What can he do now?*

Activity Book, Page 49, Exercise 8

- Explain to pupils that they are going to listen to some sentences and write down what they hear. Ask the pupils what kind of things they need to be careful of when doing this kind of exercise. Elicit punctuation, capital letters and spelling.
- Play the first sentence, and ask pupils to read the example answer. Draw their attention to the capital letter at the beginning and fullstop at the end.
- Play the rest of the recording. Make sure pupils are writing as neatly as possible but do not correct mistakes yet. Play the recording again for pupils to check.
- Check answers by having pupils write their finished sentences on the board and correcting as a class.

Audioscript and answers

1. I can play volleyball.
2. We went to the airport.
3. Your bag is blue.
4. Nadia and Sami walk to school.
5. My teacher is from Amman.
6. Sami can make models.

Activity Book, Page 49, Exercise 9

- Ask a pupil to read out the activities in the box. Explain that pupils are going to write about their own activities. They should write about things they could and couldn't do in the past, and things they can do now.
- Read out the sentence beginnings, and tell pupils that they need to complete each sentence to make a paragraph.
- Let pupils work individually. Go round and monitor.
- Invite pupils to read out their paragraphs to the class. Encourage the pupils to praise each other's work.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 10:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
use knowledge of verb tenses to understand when things happen			
draw conclusions from simple reading materials			
discuss simple reading materials to compare own ideas with those of peers			
write paragraphs using proper organisation (introductory sentence, development sentences, concluding sentence)			
present a simple prepared speech of four or five sentences to the class			
write a simple information paragraph of four or five sentences			

End the lesson

- Guide the pupils to practise handwriting the four short paragraphs in the Activity Book on page 76.
- Praise the pupils for their hard work in the unit. Tell them that in the next unit, they will have the opportunity to review everything they have learnt in Units 8, 9 and 10.

Review 3

Lesson 1

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen

Structures

Revision of:
The modal verb *can* in the past:
Could he speak English?
Yes, he **could**./No, he **couldn't**.
He **could** play the piano.
The conjunction *when*:
Could he use a computer **when** he was young?

Functions

Revision of:
Expressing past ability
Comparing past and present
Talking about hobbies and activities

Vocabulary

Revision of:
car engine, dry the dishes, kite, mend a bike, car, puncture, speak English, wash the car

Topic

Revision

Resources

- Pupil's Book, page 52, Exercise 1, Listen and read
- Audio: Pupil's Book, Review 3, Exercise 1
- Flashcards: *dry the dishes, mend a bike, puncture*

Revision

- Revise *dry the dishes, mend a bike* and *puncture* using the flashcards. Hold up each flashcard and ask the class to say the word. Elicit sentences using each word or phrase. Accept any reasonable suggestions. Ask students about other things they could mend.

Pupil's Book, Page 52, Exercise 1

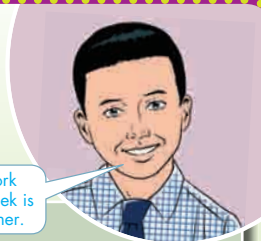
- Explain that this is Kareem's homework project. Ask a pupil to read Kareem's speech bubble.
- Tell pupils that they are going to listen and read. As they do so, ask them *Did Kareem's father like sports when he was young?*
- Play the recording. Pupils listen and read. Elicit the answer to your question. (*Yes, he did. He could play tennis and table tennis. He could swim.*)
- Ask questions to check pupils' understanding:
 - *How old is Kareem's father in the photo? (He is twelve.)*
 - *Where did Kareem's father live when he was young? (In Amman.)*
 - *How many brothers and sisters did he have? (He had one brother.)*
 - *What did Kareem's father like doing? (He liked music, sports, mending things and looking at car engines.)*
 - *What sport does he play now? (He plays basketball.)*
 - *How did Kareem's dad help his mother and father? (He dried the dishes, set the table and tidied up his bedroom.)*

Review 3

1

Listen and read

My homework project this week is about my father.



When my father was young

This is a photo of my father when he was twelve. He lived in Amman with Grandma, Grandpa and Uncle Hassan. At the weekend, my father and his brother flew their kites or played games.

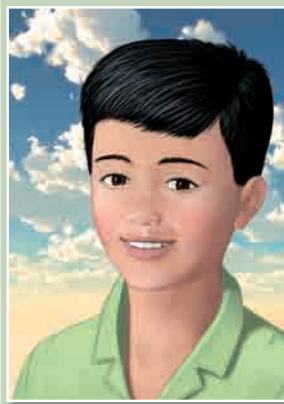
My father liked music and he could play the piano. He can use a computer and he can speak English. When he was young, he didn't have a computer.



My father liked sports, too. He was good at playing tennis and table tennis. He could swim. My father enjoys doing sports now. He plays basketball at the sports centre every week.

My father always helped his mother and father around the house. He dried the dishes, set the table and tidied his bedroom.

My father liked cars and bikes. He liked mending things. He could mend a puncture. He helped his father with their car. He liked looking at car engines. He helped to wash the car, too. Now, I help my father to wash the car!



52

Audioscript

Kareem: My homework project this week is about my father.

This is a photo of my father when he was twelve. He lived in Amman with Grandma, Grandpa and Uncle Hassan. At the weekend, my father and his brother flew their kites or played games. My father liked music and he could play the piano. He can use a computer and he can speak English. When he was young, he didn't have a computer.

My father liked sports, too. He was good at playing tennis and table tennis. He could swim. My father enjoys doing sports now. He plays basketball at the sports centre every week.

My father always helped his mother and father around the house. He dried the dishes, set the table and tidied his bedroom.

My father liked cars and bikes. He liked mending things. He could mend a puncture. He helped his father with their car. He liked looking at car engines. He helped to wash the car, too. Now, I help my father to wash the car!

End the lesson

- Elicit sentences from pupils about what their parents could or couldn't do when they were young.

Lesson 2

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • respond to questions before, during and after listening • use correct intonation for questions and statements • use knowledge of verb tenses to understand when things happen • draw conclusions from simple reading materials • complete meaningful sentences using given frameworks • use and spell correctly learnt vocabulary
Structures	<p>Revision of: The modal verb <i>can</i> in the past: Could she play tennis when she was young? Yes, she could./No, she couldn't. She could sew. The conjunction <i>when</i>: Did she live in Amman when she was young?</p>
Functions	<p>Revision of: Expressing past ability Comparing past and present Talking about hobbies and activities</p>
Vocabulary	<p>Revision of: <i>embroidery</i> (n), <i>tidy up</i>, <i>weave</i> (v)</p>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 52, Exercise 1, Listen and read ■ Activity Book, page 50, Exercise 1, Read and complete ■ Audio, Pupil's Book, Review 3, Exercise 1 ■ Wallchart: <i>Sports and activities</i>

Revision

- Revise words for sports and activities using the wallchart. Invite a pupil to come to the front of the class and name a sport or activity on the wallchart. Ask the pupil questions, e.g. *Can you play tennis? When you were eight, could you play tennis?*
- Invite other pupils to the front to do the same.

Pupil's Book, Page 52, Exercise 1

- Ask pupils to open their books at page 52. Ask them to say what they remember about Kareem's homework project.
- Play the recording while pupils read. Ask five pupils to each read one paragraph to the class.
- Ask pupils to practise reading the text to each other in pairs. Encourage them to take turns reading each paragraph. Monitor their pronunciation as they read.

Further practice

- Ask a volunteer to come to the front of the class to play the role of Kareem's father. Encourage the other pupils to ask him questions, e.g. *When you were young, what did you do at the weekend?* Help the pupil to reply. Check for correct pronunciation and intonation.
- Let other pupils take a turn to play the role.

Activity Book, Page 50, Exercise 1

- Ask pupils to open their Activity Book at page 50.
- Point to the dialogue, and ask *Who is speaking?* Elicit *Khaled* and *Raed*. Explain that Khaled is telling *Raed* about his grandmother.
- Tell pupils that they need to read the dialogue and complete the gaps with the correct phrases from the box. Ask pupils to read out the phrases in the box.
- Encourage pupils to work in pairs to complete the task. Go round to monitor and help.
- When they have finished writing, encourage the pairs to practise reading the dialogue.
- Check answers as a class, asking different pairs to read each part of the dialogue.

Answers

1. Did she live in Amman when she was young? (E)
2. My grandmother learned to weave (D)
3. Could your grandmother sew (B)
4. Yes, she could. (F)
5. she couldn't speak (A)
6. Could she play tennis (G)
7. when she was young (H)
8. She tidied up (C)

End the lesson

- Ask pupils *Do you like mujaddara? Can you cook? What is your favourite meal?* Elicit responses.

Lesson 3

Outcomes

It is expected that pupils will:

- show appreciation of listening to rhymes and songs in English
- make simple inferences when listening
- use prior knowledge and experience to listen when participating in simple conversations
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- speak with pauses for clarity and emphasis
- write meaningful sentences and paragraphs using given frameworks
- write a simple information paragraph of four or five sentences
- use and spell correctly learnt vocabulary
- correct punctuation with the assistance of peers and teachers

Structures

Revision of:
The modal verb *will* for decisions made at the moment of speaking:
I'll email them.
I'll tidy up.
I'll put the bouquet of flowers in a vase.
The modal verb *can* in the past:
Could you use a computer when you were young?
Yes, I could./No, I couldn't.
You could mend cars.
Aunt Muna could make clothes.
The conjunction *when*:
Could you fly a kite when you were six?

Functions

Revision of:
Making offers of help
Talking about tasks to do around the house
Expressing past ability
Comparing past and present
Talking about hobbies and activities

Vocabulary

Revision of:
vase

Topic

Revision

Resources

- Pupil's Book, page 53, Exercise 2, Listen and answer
- Pupil's Book, page 53, Exercise 3, Listen again and choose
- Pupil's Book, page 53, Exercise 4, Look and say
- Activity Book, page 51, Exercise 2, Listen, write and say
- Activity Book, page 51, Exercise 3, Listen and complete
- Activity Book, page 51, Exercise 4, Write about Grandpa
- Audio: Pupil's Book, Review 3, Exercise 2
- Audio: Pupil's Book, Review 3, Exercise 3
- Audio: Activity Book, Review 3, Exercise 2
- Audio: Activity Book, Review 3, Exercise 3

Revision

- Ask pupils to look back at the song on page 43 of their books. Tell them to describe what is happening in the pictures. Play the recording while pupils listen and read the words. Play the recording again and encourage the pupils to sing along.

Pupil's Book, Page 53, Exercise 2

- Ask pupils to open their books at page 53. Tell them to look at Exercise 2 and ask a pupil to read out the question.
- Play the recording right through. Pupils listen to find out the answer.
- Ask the question again: *What tasks do the family talk about?* Elicit the answers. (*Putting flowers in a vase, washing the car, tidying up.*)

Audioscript

1. Mum: Grandma and Grandpa are coming to visit us today.
Samira: Great. I'll put some flowers in a vase.
2. Mum: Dad's really busy today. Can you help him, please?
Kareem: Yes, of course. I'll wash the car.
3. Mum: Can you help me in the living room, please, Samira?
Samira: Yes, of course. I'll tidy up.
4. Mum: Uncle Hassan sent you a present this morning. Here it is.
Kareem: It's a poster about animals! I'll phone him to say 'Thank you'.

2 Listen and answer

What tasks do the family talk about?

3 Listen again and choose



4 Look and say

- dry the dishes
- tidy up
- put flowers in a vase
- buy a present
- wash the car
- make a cake
- set the table
- water the flowers
- tidy my bedroom
- help my mum



Pupil's Book, Page 53, Exercise 3

- Ask pupils to look at the four pairs of pictures in Exercise 3. Explain that they need to listen to the conversations again, and choose which picture is correct for each conversation. Tell them that they should tick the box next to the picture they choose.
- Play the recording, pausing after each conversation for pupils to look and tick a box.
- Say *Let's check our answers.* Play the recording again. Pause after each conversation and encourage pupils to repeat the final sentence each time. Then ask volunteer pupils to say which picture they ticked.

Answers

1. b 2. a 3. b 4. a

Pupil's Book, Page 53, Exercise 4

- Ask pupils to read the list of tasks in Exercise 4. Explain that they are going to talk in pairs about how they can help, using *I'll...* Invite a pair to read out the example dialogue in the speech bubbles using pauses appropriately.
- Encourage pupils to talk about preparing for a visit from a family member in the same way. The pupil making offers of help should choose four or five items from the list to talk about. Make sure they swap roles, so that both pupils practise making offers. Ask pupils to do the same with a different partner. This is an example of simulation (see page 152). Go round and monitor. Invite pairs to say their dialogues for the class.

Activity Book, Page 51, Exercise 2

- Ask pupils to open their Activity Books on page 51 and look at Exercise 2. Ask pupils what they notice about the sentences. Elicit *They don't have any punctuation.*
- Read out the first unpunctuated sentences as though this is one sentence, without a pause: *lets help dad ill wash the car*
- Say *Is that right? Is this one sentence?* Elicit *No. It's two sentences.* Read the example answer, and ask pupils to notice what has been changed. (*Capital letters at the beginning of sentences, full stops at the end, apostrophes in 'Let's' and 'I'll' and commas to separate when clauses from the rest of the sentence.*) Explain that pupils should do the same with the other sentences.
- Pupils work individually to complete the task. When they have finished writing, let them compare answers with a partner. Say *Let's listen and check.* Play the recording while the pupils read the sentences they have written.
- Play the recording again, pausing after each pair of sentences for pupils to repeat. Make sure that they pause between sentences. Check answers as a class. Invite pupils to write each pair of sentences correctly on the board.

Audioscript and answers

1. Let's help Dad. I'll wash the car.
2. It's a mosaic. It's very old.
3. When he was young, he could fly a kite.
4. This is Aqaba. It's my favourite city.

Activity Book, Page 51, Exercise 3

- Ask pupils to look at exercise 3. Play the recording right through while pupils listen and read.
- Write the example sentence on the board: *Dad drives his car.* Ask *Who is doing the action?* Elicit *Dad.* Ask *What does he drive?* Elicit *His car.*
- The exercise tests pupil's aural understanding of pronouns and their related verb endings. Pupils should be able to correctly transcribe the information they hear, intuitively recognising the relation between pronoun and verb ending, rather than relying on grammatical rules.

Audioscript and answers

1. Dad drives his car.
2. Mum learned embroidery.
3. He played volleyball.
4. I dried the dishes.
5. They bought new toys.
6. We made lunch at half past twelve.

Activity Book, Page 51, Exercise 4

- Tell pupils they are going to write a paragraph about Grandpa when he was young.
- Ask a pupil to read out the list of activities. Point to the ticks and crosses, and remind pupils that these tell them

whether Grandpa could do an activity or not.

- Ask a pupil to read the first example sentence. Pupils work on their own to write their paragraphs. Go round and monitor, encouraging them to check their punctuation and spelling. Invite pupils to read out their finished paragraphs to the class.

Suggested answer

When Grandpa was young, he couldn't ride a bike. He could drive a car. He could mend cars. He could fly his kite. He couldn't speak English. He couldn't make soft toys.

End the lesson

- Ask pupils to look at Exercise 4 in their Activity Book again. Invite a pupil to come to the front to play the role of 'Grandpa'. Encourage pupils to ask him questions about what he can do now, e.g. *Can you ride a bike now? Can you drive a car?* Encourage 'Grandpa' to answer *Yes, I can* or *No, I can't.*
- Choose other pupils to play the role of Grandpa in the same way. They do not need to give the same answers each time!

Lesson 4

Outcomes

It is expected that pupils will:

- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read
- use context and direct instruction to understand the meaning of new and unfamiliar words
- draw conclusions from simple reading materials
- retell what happens in a simple story
- prepare and read aloud a short dramatic passage with accuracy, comprehension and expression speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happens
- write a simple story of short paragraphs following a guided composition process

Structures

Revision of:
The past continuous and the past simple:
*Salma's father **stood up** while she **was reading**.*
*The wind **got** stronger while the plane **was taking off**.*
The conjunction *while*:
*Salma heard a noise **while** the plane was landing.*

Functions

Revision of:
Talking about airport facilities
Talking about journeys

Vocabulary

Revision of:
board the plane, check in (v), journey, land (v), suitcase, take off (v)

Topic

Revision

Resources

- Pupil's Book, page 54, Exercise 5, Read and answer
- Pupil's Book, page 54, Exercise 6, Read again and match the sentences. Tell the story
- Activity Book, page 52, Exercise 5, Read and complete
- Activity Book, page 52, Exercise 6, Complete
- Activity Book, page 52, Exercise 7, Write a story. Read aloud
- Wallchart: *At the airport*

Revision

- Revise vocabulary for plane journeys and airport facilities. Show pupils the wallchart and ask them to describe what they can see. Ask pupils to say the individual words.

Pupil's Book, Page 54, Exercise 5

- Ask pupils to open their books at page 54. Ask a pupil to read out the heading, and the question at the top of the exercise. Tell pupils they are going to read the story and find out the answer to the question. Give pupils time to read the story individually. When they have finished, elicit answers to the question.

Suggested answers

It was raining.
It started to rain while they were waiting for the plane.
It was windy.
The wind was very bad.
The wind got stronger when the plane was taking off.

5 Read and answer
What was the weather like on the journey?

My story - The plane journey by Salma

It was the beginning of the school holidays. I was at the airport with my mum and dad. We were going to Aqaba to visit our cousins. It was my first journey by plane.

We checked in and then we waited for our plane. It started to rain while we were waiting for our plane. It was windy, too.

"It's okay," said Mum, "The weather is good in Aqaba." Mum gave me my favourite book. Dad stood up while I was reading. "It's time to board the plane," he said.


We climbed the stairs to the plane and we sat down. The wind got stronger while the plane was taking off. "I hope that the plane is safe," I thought. We were soon high in the sky. The pilot talked to everyone on the plane. "The wind is very bad today," he said "but don't be frightened. The plane is safe and we are landing soon."

I heard a noise while the plane was landing. "It's alright," Dad said. "It's just the wind." The plane landed safely on the ground. We arrived in Aqaba. I was very happy!

6 Read again and match the sentences. Tell the story

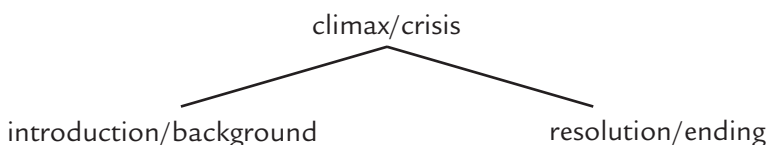
1 It started to rain	a the plane was taking off.
2 Salma's father stood up	b the plane was landing.
3 The wind got stronger	c they were waiting.
4 Salma heard a noise	d Salma was reading.

while



Pupil's Book, Page 54, Exercise 6

- Tell pupils they are going to read Salma's story again, and match the beginnings and ends of the sentences. Make sure they understand that each sentence has *while* in the middle.
- Ask pupils to work in pairs to read the story again, and complete the task. Check answers as a class. Ask different pupils to read out each complete sentence. Tell pupils that they are going to tell the story in their own words.
- Introduce pupils to the concept of a 'story mountain'. You should draw a large triangle on the board, and label it as follows:



- Explain to pupils that this is how they can check stories have good structure, and also use it to write their own.

- Explain that *background* is an introduction and get pupils to point out the *introduction* in Salma's story (the first paragraph). Next tell them that the *crisis* is when there's a *problem* or action in the story. Can they point to this part? (third paragraph). Finally, tell them that the *resolution* is the *ending* where the problem or the action of the story is fixed or comes to an end. Ask them if Salma's story does this (It does).
- Put pupils into groups of three or four. Ask them to take turns retelling the story. Encourage them to use the sentences they made in Exercise 6, and to help each other if they forget what happens next in the story. Go round to monitor and make sure all the pupils have a turn.

Answers

1. c 2. d 3. a 4. b

Activity Book, Page 52, Exercise 5

- Ask pupils to open their Activity Book and look at the story in Exercise 5. Elicit the name of the story (*The wrong suitcase*).
- Invite a pupil to read out the words in the box. Explain that they are going to read the story and choose the correct words to complete each gap. Pupils can complete the task in pairs. Check answers as a class.

Answers

1. visited 2. plane 3. went 4. suitcase 5. arrived

Activity Book, Page 52, Exercise 6

- Ask pupils to look at the table in Exercise 6. Ask a pupil to read the headings out loud. Ask pupils to say what speech is (*words that are spoken*). Ask *How is it shown?* (*with speech marks*).
- Explain that *text* means all the words in the story that are not spoken by the characters in the story. Give some examples, e.g. *I like airports*.
- Tell pupils that they need to choose three examples of *speech* from the story, and three examples of *text*. They should write them in the correct column in the table. Pupils work individually to complete the task. Monitor to make sure they are punctuating the speech correctly. Choose pupils to read out some of the examples they have written.

Answers

Pupils' own answers, using correct examples from the story

Activity Book, Page 52, Exercise 7

- Tell pupils that they are going to write a story about visiting an airport. Say that they need to give their story a title. Elicit some ideas and write them on the board.
- Explain that they should write three or four short paragraphs. Ask them to note their ideas first to plan their story and remind them of the 'story mountain'. Then they write their complete story in their exercise books.
- Remind pupils that it is good to include some speech in a story. Tell them to look back at Tareq's story to check how to punctuate this.
- Pupils work individually to write their stories. Go round and help as needed. When they have finished writing, encourage pupils to read through their stories again, and correct any mistakes they notice. Invite some pupils to the front to read out their stories. Say *Good work! Well done!*

Answers

Pupils' own answers.

End the lesson

- Remind pupils that Salma felt frightened on the plane journey. Ask *When do you feel frightened?* Pupils answer.

Lesson 5

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> locate and use English reference materials found in the classroom and school library use table of contents and keyword search to locate specific information in print or electronic sources write a simple story of short paragraphs following a guided composition process prepare and read aloud a short dramatic passage with accuracy, comprehension and expression use and spell correctly learnt vocabulary speak with pauses for clarity and emphasis
Structures	<p>Revision of: The past continuous and the past simple: <i>Jaber started to cry while we were walking onto the boat.</i> The conjunction <i>while</i>: <i>A girl saw us while we were collecting our suitcases.</i></p>
Functions	Revision of: Talking about journeys
Vocabulary	Revision of: <i>cry (v)</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> Pupil's Book, page 55, Exercise 7, Project: Write a story Project Worksheet 3, page 162 Activity Book, pages 77, Handwriting Practice

- Put pupils into pairs. Ask them to tell their partner their ideas for their story, and the information they will use. Encourage them to praise good ideas and make suggestions to help each other.
- Ask pupils to look at the story in part 3. Elicit what they can see in the photo. Invite pupils to read out the story, one paragraph each.
- Give pupils time to write their stories individually. Go round monitoring and helping. Encourage them to use their dictionaries to help with spellings and to check meanings of words.
- When they have finished writing, invite pupils to the front of the class to read out their stories using correct pauses. Get the class to clap their good work and say *Well done!*


7 **Project: Write a story**

1 Choose a title for your story

• a boat trip • a bus trip • a plane journey • a train journey

2 Read and answer

- Who is in the story?
- Where does the story happen?
- What happens in the story?
- Is there a problem? What is it?
- What happens at the end?
- How does the problem get better?



3 Write your story and tell the class


A boat trip **by Rakan**


I was in Aqaba with my mother, my father and my brother, Jaber. We wanted to go on a boat trip. I was very excited.

The boat arrived. Jaber started to cry while we were walking onto the boat. "It's OK," said Mother. My mother gave Jaber his favourite toy. There was a noise and the boat started. Jaber was very frightened.

Then, I had an idea. I took Jaber to the window.

"We can look at the sea," I said. Jaber smiled. He watched the other boats. The trip was fun!





I was in Aqaba with my mother, my father and my brother, Jaber.

55

Revision

- As a class, review the story from Exercise 5 on page 54, without opening books. Pupils should talk in pairs first and then share ideas. Write these on the board.

Pupil's Book, Page 55, Exercise 7

- Ask pupils to suggest describing words to describe feelings. Elicit their ideas and write them on the board, e.g. *excited, frightened, sad, happy, tired, interested*. Pupils then mime a feeling to their partner, and guess what is being mimed.
- Tell pupils they are going to write a story. Say that they should include descriptions of how their characters feel. Explain that this makes readers more interested in a story.
- Ask pupils to open their books at page 55. Point to part 1, and explain that pupils should choose a title for their story.
- Ask pupils to work in pairs to read the different titles and tell their partner which title they have chosen. Make sure they understand that they do not need to choose the same title as their partner. Ask a few pupils to tell the class which title they have chosen.
- Tell pupils to look at the questions in part 2. Explain that they are going to think about answers to the questions. This will help them to plan their story. Ask pupils to read out the questions.
- Give out project worksheet 3. It's a graphic organiser to help pupils plan to write their stories just like a mind map. This project is an example of activity-based learning, (see page 152). You can also implement the jigsaw technique (see page 153).
- Let pupils work on their own to think about each question and note down possible answers and ideas. Tell them that they do not need to write full sentences. Lead the discussion to pinpoint the elements of a story mountain. (setting, characters, events, climax, ending)
- Encourage pupils to use books and other reference sources to find out facts about the places in their story or the type of transport used.

Classroom assessment

With reference to Review 3, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
draw conclusions from simple reading materials			
use knowledge of verb tenses to understand when things happen			
use and spell correctly learnt vocabulary			
speak with pauses for clarity and emphasis			
write a simple paragraph of four or five sentences about Grandpa			
write a simple story of short paragraphs following a guided composition process			
prepare and read aloud with accuracy, comprehension and expression a short dramatic passage			

End the lesson

- Encourage other pupils to say what they liked about other pupils' stories, e.g. *I liked Salma's story. It was very exciting!*
- Guide pupils to practise handwriting the paragraph in the Activity Book on pages 77.

Lesson 1

Outcomes

It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- make simple inferences when listening
- use knowledge of verb tenses to understand when things happen

Structures

What is it made of?
It's made of clay/glass/metal.

Functions

Talking about a visit to a museum
Talking about objects from the past
Asking and answering questions

Vocabulary

bottle, clay, coach, curator, glass, guidebook, jug, metal, object, spoon, striped

Topic

Museum artefacts and what they are made of

Resources

- Pupil's Book, page 56, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 11, Exercise 1
- Flashcards: *bottle, coach(n), curator, jug, guidebook, spoon*
- Wallchart: *At a museum*
- Items made of glass, metal, clay and wood (optional)

Revision

- Revise talking about the future using *going to*. Ask pupils *What are you going to do this evening? What are you going to do this weekend?*
- Ask pupils to talk about what other pupils said. For example, ask *What is Mahmoud going to do this weekend?* Elicit *He's going to ...* Ask *What are Huda and Alia going to do this evening?* Elicit *They're going to ...*

Presentation

- Present *bottle, coach, jug, guidebook* and *spoon* using the flashcards. Show the flashcard and say the word, then ask pupils to repeat it as groups and individually. Ask a pupil to find a *bottle*, a *spoon* and a *vase* on the wallchart.
- Show the class objects made of different materials (or flashcards of different objects). Say *These are objects*. Get the pupils to repeat *objects*.
- Pick up or point to an object made of wood. Ask *What is it made of?* Encourage pupils to repeat the question. Say *It's made of wood*. Ask pupils to repeat the answer. Write the question and answer on the board.
- Repeat with objects made of glass, metal and clay. Present *glass, metal* and *clay*, asking volunteer pupils to say the words after you. If possible show pupils more than one object made of each material, to make the meaning clearer.
- Tell pupils that they are going to hear about some very old objects in a museum. Ask them to take out their books.

Pupil's Book, Page 56, Exercise 1

- Ask pupils to open their books at page 56 and to describe the pictures.
- On the board, write *striped*. Tell pupils they are going to listen to and read the story. They should try to work out the meaning of this new word.
- Play the recording right through while pupils read along.
- Ask *What does 'striped' mean?* Draw two jugs on the board. On one, draw spots. On the other, draw stripes. Say *Which one is striped?* Pupils point to the correct drawing. If there is an object in the classroom that is striped, point to it and say *This is striped*, too. If not, draw a striped jumper on the board.
- Ask *What does curator means? What task do you think a curator performs?* Elicit answers from the class and refer to the flashcard for explanation.
- To check pupils' understanding, make some incorrect statements about the story and ask pupils to correct them:
 - *The objects in the museum are new. (No. They're very old.)*
 - *The children go to the museum by train. (No. They go in a coach.)*
 - *The jug is made of clay. (No. It's made of glass.)*
 - *There is a pencil next to the jug. (No. There is a spoon.)*
 - *The bottle is 250 years old. (No. It's 2,500 years old.)*
 - *Ali has bought a guidebook about the museum. (No. Kareem has bought a guidebook.)*
- Finally, refer pupils to the first frame, where the teacher says *Look both ways when you cross the road*. Ask pupils if they always do this. Get them to write these important rules for road safety, and if there is time, make posters to illustrate them. You could give this to pupils to do for homework.

1 Listen and read



Mr Yousuf: Today we're going to the Jordan Museum. We're going to see lots of objects from the past. Here is the coach, children. Look both ways when you cross the road.



Curator: This jug is from the second century and it's made of glass. People used this jug to carry water. Can you see the spoon next to the jug? It's from the second century, too. It's made of metal.



Ali: Kareem, look at this bottle. It's 2,500 years old!

Kareem: It's a beautiful, striped bottle. The colours are very bright. What is the bottle made of?

Ali: It's made of clay.



Ali: I've really enjoyed our trip. The museum is very interesting.

Kareem: Look, I've bought a guidebook about the museum to read at home. Then, I can learn more about all the different objects.

Ali: That's great. You can use the information for your school project.

Audioscript

1.
Mr Yousuf: Today we're going to the Jordan Museum. We're going to see lots of objects from the past. Here is the coach, children. Look both ways when you cross the road.
2.
Curator: This jug is from the second century and it's made of glass. People used this jug to carry water. Can you see the spoon next to the jug? It's from the second century, too. It's made of metal.
3.
Ali: Kareem, look at this bottle. It's 2,500 years old!
Kareem: It's a beautiful, striped bottle. The colours are very bright. What is the bottle made of?
Ali: It's made of clay.
4.
Ali: I've really enjoyed our trip. The museum is very interesting.
Kareem: Look, I've bought a guidebook about the museum to read at home. Then, I can learn more about all the different objects.
Ali: That's great. You can use the information for your school project.

End the lesson

- Ask pupils *Have you ever been to a museum?* Invite pupils who say *Yes* to tell the class about their visit.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- draw conclusions from simple reading materials
- use context and direct instruction to understand the meaning of new and unfamiliar words
- use and spell correctly learnt vocabulary

Structures

What is it made of?
It's made of clay/glass/metal.

Functions

Talking about a visit to a museum
Talking about objects from the past
Asking and answering questions

Topic

Museum artefacts and what they are made of

Resources

- Pupil's Book, page 56, Exercise 1, Listen and read
- Activity Book, page 53, Exercise 1, Read, look and circle
- Activity Book, page 53, Exercise 2, Complete
- Audio: Pupil's Book, Unit 11, Exercise 1
- Wallchart: *At a museum*

Revision

- Revise the words for museum artefacts using the wallchart. Point to the wallchart and elicit words they know for objects they can see in the museum (*bottle, jug, spoon, vase, jewellery*). List the words on the board as pupils say them.
- Ask pupils if they can think of any other objects they could find in a museum. Add all reasonable suggestions to the list, e.g. *books, photos, coins, costumes*.

Pupil's Book, Page 56, Exercise 1

- Ask pupils to open their books at page 56. Ask what they can remember about the story.
- Ask *Which object has bright colours? Let's listen and find out.* Play the recording right through while pupils listen and read.
- Elicit the answer. (*The bottle has bright colours.*)
- Put the class into groups of four. Ask them to choose roles and to practise the dialogue. Then ask them to change roles within their group and practise the dialogue again. Monitor as they are working and help with pronunciation and vocabulary.

Activity Book, Page 53, Exercise 1

- Ask pupils to open their Activity Book at page 53. Ask the pupils to look at the pictures and describe them.
- Explain that they need to read each description and circle the correct word. They should use the pictures to help them.
- Choose a pupil to read the example and point to the picture that goes with it.
- Pupils work in pairs to complete the task.
- Check answers as a class. Make sure they understand all the vocabulary.

Answers

1. clay 2. bottle 3. jug 4. spoon

Activity Book, Page 53, Exercise 2

- Ask pupils to look at their Activity Book at page 53. Ask them to describe the pictures in Exercise 2.
- Invite a pupil to read the words in the box. Tell pupils that they should choose the correct words to complete each sentence. Ask a pupil to read the example sentence.
- Pupils work individually to complete the task. When they have finished, let them compare answers with a partner.
- Check answers as a class.

Answers

1. bottle, clay 2. jug, old, glass 3. spoon, of, metal
4. vase, made

End the lesson

- Invite a pupil to come to the front of the class. Point to the list of objects on the board. Ask the pupil to choose one, without telling the class. Then ask them to draw the object on the board. Ask them to pause while they are drawing to see if the class can guess the object.
- Choose one of the pupils who has guessed correctly to come to the front and do the same with a new object from the list.

Lesson 3

Outcomes

It is expected that pupils will:

- show understanding of main ideas from a simple oral presentation
- respond to questions before, during and after listening
- make simple inferences when listening
- speak with pauses for clarity and emphasis
- use correct intonation for questions and answers
- use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations
- write meaningful sentences using given frameworks

Structures

What is it made of?
It's made of clay/glass/metal.

Functions

Talking about a visit to a museum
Talking about objects from the past
Asking and answering questions

Vocabulary

knife, pot, stone

Topic

Museum artefacts and what they are made of

Resources

- Pupil's Book, page 57, Exercise 2, Listen and answer
- Pupil's Book, page 57, Exercise 3, Listen again and choose
- Activity Book, page 54, Exercise 3, Complete, ask and answer
- Audio: Pupil's Book, Unit 11, Exercise 2
- Audio: Pupil's Book, Unit 11, Exercise 3
- Flashcards: *knife, pot, stone*

Revision

- Hold up classroom objects made of different materials. Ask *What is it made of?* Pupils reply, e.g. *It's made of metal.*
- Give one of the objects to a pupil. Encourage them to hold it up and ask the question. The class responds. Repeat with other objects.

Presentation

- Present *pot, knife* and *stone* using the flashcards. Say the words and ask the pupils to repeat after you.
- Hold up the flashcards for *pot, knife* and *stone* in random order several times and elicit the words.
- Point to the word *knife* again and say the word. Ask pupils what they notice about the spelling and pronunciation. Confirm that the letter *k* is silent.

Pupil's Book, Page 57, Exercise 2

- Ask pupils to open their books at page 57. Invite a pupil to read out the question in Exercise 2.
- Explain that they are going to listen to a conversation between Ali and Kareem. They need to listen for the answer.
- Play the recording right through while pupils listen.
- Ask the question again: *What do Ali and Kareem talk about?* Pupils reply. Accept all reasonable answers, e.g. *They talk about objects in a museum.*

Audioscript

1.

Kareem: Look, Ali, it's a Roman pot.

Ali: What is it made of?

Kareem: It's made of clay.

2.

Kareem: This knife is thousands of years old.

Ali: That's really old! What is it made of?

Kareem: It's made of stone.

3.

Kareem: This spoon is very long!

Ali: Yes, it is. What is it made of?

Kareem: It's made of metal.

4.

Kareem: This is a Roman vase.

Ali: Oh yes. It isn't made of glass. What is it made of?

Kareem: It's made of clay.

5.

Kareem: Look at this bottle!

Ali: I haven't seen a bottle like that before. What is it made of?

Kareem: It's made of glass.

6.

Kareem: This jug is two thousand years old.

Ali: What is it made of?

Kareem: It's made of clay.

2 Listen and answer
What do Ali and Kareem talk about?

3 Listen again and choose

1



The pot is
 made of stone.
 made of clay.

2



The knife is
 made of stone.
 made of metal.

3



The spoon is
 made of wood.
 made of metal.

4



The vase is
 made of clay.
 made of glass.

5



The bottle is
 made of metal.
 made of glass.

6



The jug is
 made of clay.
 made of stone.

4 Ask and answer

What is the spoon made of?



It's made of metal.

Pupil's Book, Page 57, Exercise 3

- Ask pupils to look at the pictures in Exercise 3 in their books at page 57. Tell them they are going to listen to the recording again, and tick the correct phrase to complete each sentence.
- Play the recording, pausing after each item for pupils to tick the box.
- Ask pupils to compare answers in pairs.
- Play the recording again to check answers as a class.

Answers

1. made of clay. 2. made of stone. 3. made of metal.
4. made of clay. 5. made of glass. 6. made of clay.

Further practice

- Ask a pupil to describe one of the objects in the pictures on page 57, without saying what it is. Encourage them to say what it is made of, and give some other information, e.g. *It's brown.*
- Pupils guess which object the pupil is describing.

Activity Book, Page 54, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book at page 54 and describe the pictures.
- Pupils work individually to complete the sentences.
- When they have finished writing, ask them to work in pairs to practise asking and answering questions about each object. Remind them to use correct intonation. Go round and check their pronunciation.
- Check answers as a class, asking pairs to say each question and answer for the class.

Answers

- What is the knife made of? It's made of stone.
- What is the vase made of? It's made of clay.
- What is the jug made of? It's made of glass.
- What is the bottle made of? It's made of clay.

End the lesson

- Ask pupils to look at the final picture in the story on page 56. Point to the book that Kareem is holding, and ask *What is this book?* Pupils answer (*It's a guidebook.*) Ask if pupils have ever bought a guidebook. Encourage them to tell you what sort of information you find in a guidebook.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and statements
- listen to and participate in simple classroom conversations
- speak with pauses for clarity and emphasis
- use simple sentences to talk about familiar and unfamiliar situations
- write dictated sentences using correct punctuation marks
- correct punctuation with the assistance of peers and teachers

Structures

What is it made of?
It's made of clay/glass/metal.

Functions

Talking about a visit to a museum
Talking about objects from the past
Asking and answering questions

Topic

Museum artefacts and what they are made of

Resources

- Pupil's Book, page 57, Exercise 4, Ask and answer
- Activity Book, page 54, Exercise 4, Listen and write
- Audio: Activity Book, Unit 11, Exercise 4
- Flashcards: *bottle, jug, knife, pot, spoon, vase*

Revision

- Hold up the flashcards for *bottle, jug, knife, pot, spoon* and *vase*, one at a time. Elicit the word, and then invite pupils to make a question including the word, e.g. *What is the bottle made of?* Elicit possible answers.

Pupil's Book, Page 57, Exercise 4

- Ask pupils to look at Exercise 4 in their books at page 57. Explain that they are going to ask and answer questions about what objects are made of. Invite a pair to read out the example question and answer.
- Tell pupils that they should first talk about the objects in Exercise 3. Then they can ask and answer about objects in the classroom, e.g. *What is the ruler made of? It's made of wood.*
- Pupils work in pairs to complete the task. Go round and monitor. Make sure that pupils are taking turns to ask and answer and that their question intonation is clear.
- Invite pairs to say some questions and answers for the class.

Answers

Pupil's own answers.

Activity Book, Page 54, Exercise 4

- Ask pupils to open their Activity Book at page 54 and describe the two pictures.
- Explain that they are going to listen to a description of each object, and write the description in their books. Remind them that they will need to punctuate their sentences correctly.
- Play the recording right through while pupils listen and look at the pictures. Ask them how many sentences they think they heard (6). Ask them how they know (*there are gaps when the person takes a breath*).
- Play the recording again, this time pausing after each sentence for the pupils to write.
- Pupils work individually to complete the task. When they have finished writing, ask them to compare their answers with a partner. Invite them to help each other with punctuation as needed.
- Play the recording a final time, and check answers as a class.

Audioscript and answers

1. This is a bottle. It's made of clay. It's 2,500 years old.
2. This is a Roman vase. It's 2,000 years old. It's made of glass.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
write meaningful sentences using given frameworks			
use simple sentences to talk about familiar and unfamiliar situations			
write dictated sentences using correct punctuation marks			
correct punctuation with the assistance of peers and teachers			

End the lesson

- Tell pupils that in the next lesson they are going to read about the Jordan museum. Ask them to name any other museums they know.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use simple sentences to talk with a small group about what museums teach us
- use English dictionaries to help understand unfamiliar words in simple reading materials
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary

Structures

*What is the museum made of?
It's made of stone and glass.*

Functions

Talking about a visit to a museum
Talking about objects from the past
Asking and answering questions

Vocabulary

era, million, technology

Topic

Museum artefacts and what they are made of

Resources

- Pupil's Book, page 58, Exercise 5, Read and answer
- Pupil's Book, page 58, Exercise 6, Read again and complete
- Pupil's Book, page 58, Exercise 7, Read and answer
- Activity Book, page 55, Exercise 5, Read and complete
- Activity Book, page 55, Exercise 6, Read and circle *Yes* or *No*

Revision

- Ask the class what they can remember about the story on page 56. Ask *Which museum did Ali and Kareem visit? What did they see there?* Pupils answer.

Presentation

- Write new words from the reading text on the board: *era, million, technology*. Say the words and ask some pupils to repeat them. Encourage pupils to use their dictionaries to find the meanings of each word.
- Check pupils' understanding of the words. Ask *Which word means a time in history?* Elicit *era*. Say *Give me some examples of modern technology*. Elicit answers, e.g. *television, telephone, computers*.
- On the board, write *1,000,000*. Say *What number is this?* Elicit *A million*. (*One million* is also correct.)

Pupil's Book, Page 58, Exercise 5

- Ask pupils to open their books at page 58 and describe the photograph in Exercise 5.
- Choose a pupil to read the question. Tell pupils that they are going to read some information about the Jordan Museum and find the answer to the question.
- Ask pupils to read the text on their own.
- When they have finished reading, repeat the question: *Are all of the objects in the museum old?* Elicit the answer *No. There are modern objects in the museum too.*


5 Read and answer
Are all of the objects in the museum old?

The Jordan Museum

The Jordan Museum is in Amman. It opened in 2013. The modern building is made of stone and glass.

The museum has lots of information about the history of Jordan. Inside the museum, there are more than 2,000 objects. The oldest objects in the museum are more than a million years old. Most of the objects from this time are made of stone.

Some of the objects in the museum are from the Roman era. They are made of clay, stone and glass.



There are modern objects in the museum, too. You can see computers and you can learn about technology.


The museum has also got a library, a shop and a café.

6 Read again and complete

• clay • stone • library • history • million • 2,000

- 1 The museum is made of _____ and glass.
- 2 The museum tells us about the _____ of Jordan.
- 3 There are more than _____ objects in the museum.
- 4 The oldest objects are more than a _____ years old.
- 5 The Roman objects are made of _____, stone and glass.
- 6 The museum has got a _____, a shop and a café.

7 Read and answer What do museums teach us about?



58

Pupil's Book, Page 58, Exercise 6

- Ask pupils to open their books at page 58.
- Choose a pupil to read the words at the top of the exercise. Explain that pupils are going to read the text in Exercise 5 again, and complete the sentences using the words. Tell students that the questions are in the same order as the text.
- Pupils work in pairs to read the text and complete the task. Go round and monitor.
- Check answers as a class. Invite pairs to read out each completed sentence.

Answers

1. stone
2. history
3. 2,000
4. million
5. clay
6. library

Pupil's Book, Page 58, Exercise 7

- Ask pupils to open their books at page 58.
- Invite a pupil to read the question in the speech bubble. Tell pupils that there are many possible answers.
- Ask pupils to work in groups of three or four to discuss the question. This is an example of experiential learning (See page 152). Ask them to write down as many ideas as they can.
- Invite groups to present their ideas to the class. Accept any reasonable answers and praise pupils' good ideas.

Suggested answers

Museums teach us about the history of a country. They also teach us about modern objects.

Activity Book, Page 55, Exercise 5

- Ask pupils to open their Activity Book at page 55. Tell them that they are going to read a project about a museum. Elicit the name of the museum (*The Petra Museum*). Explain that *this* museum has very old objects that people have dug out of the ground.
- Ask a pupil to read the words at the top of the exercise. Tell the pupils to use these words to complete the sentences about the museum. Get another pupil to read out the sentence with the example answer.
- Pupils can work in pairs to read the text and complete the task.
- Check answers as a class.

Answers

1. years
2. objects
3. stone
4. bottles
5. clay
6. metal

Activity Book, Page 55, Exercise 6

- Ask pupils to open their Activity Book at page 55.
- Tell pupils to read the sentences and circle *Yes* if they are correct and *No* if not. Remind them that they need to look back at Exercise 5 to find the information.
- Pupils work individually to complete the task, then compare answers with a partner.
- Check answers as a class.

Answers

1. Yes
2. No. There are more than 600 objects in the museum.
3. Yes
4. No. They put olives in clay jugs.
5. No. There is a collection of coins.

End the lesson

- Encourage pupils to correct the incorrect sentences in the last exercise.

Lesson 6

Outcomes

It is expected that pupils will:

- recognise the effect of pauses on understanding when listening (e.g. to indicate punctuation)
- speak with pauses for clarity and emphasis
- present a simple prepared speech of four or five sentences to the class
- write a dictated paragraph using correct punctuation marks
- write meaningful sentences using given frameworks
- write a simple information paragraph of four or five sentences

Structures

What is it made of?
It's made of clay/glass/metal.

Functions

Talking about a visit to a museum
Talking about objects from the past
Asking and answering questions

Vocabulary

plastic

Topic

Museum artefacts and what they are made of

Resources

- Pupil's Book, page 59, Exercise 8, Listen and say
- Pupil's Book, page 59, Exercise 9, Look and say
- Pupil's Book, page 59, Exercise 10, Look and say
- Activity Book, page 56, Exercise 7, Listen, write and say
- Activity Book, page 56, Exercise 8, Look and write
- Activity Book, page 56, Exercise 9, Write sentences
- Activity Book, page 77, Handwriting Practice
- Audio: Pupil's Book, Unit 11, Exercise 8
- Audio: Activity Book, Unit 11, Exercise 7
- Flashcards: *coach, bottle, jug, knife, pot, spoon, vase, guidebook*

Audioscript

There's a spoon, a knife, a vase and a jug.

8 Listen and say



There's a spoon, a knife, a vase and a jug.

9 Look and say

1 In the museum, there is



2 In my city, there is



10 Look and say

- rug
- clock
- computer
- television
- table
- shelf
- vase
- chair
- metal
- plastic
- wool
- wood
- clay
- glass

There's a clock in my living room.
It's made of metal and glass.



59

Revision

- Revise some of the vocabulary from the unit. Display these flashcards at the front of the class: *coach, bottle, jug, knife, pot, spoon, vase, guidebook*.
- Invite a pupil to come to the front of the class and choose one of the flashcards, without telling the class.
- Encourage the class to ask questions about the object, e.g. *What is it made of? What colour is it? What size is it?* The pupil at the front answers without saying the name of the object.
- Pupils put up their hands if they think they know what the object is. Choose one pupil with their hand up and if they answer correctly, they can take a turn at the front.

Pupil's Book, Page 59, Exercise 8

- Ask pupils to look at Exercise 8 in their books at page 59. Elicit what they can see in the pictures. Explain that they are going to listen to a sentence that includes all of the words.
- Play the recording. Pupils repeat the sentence as a class.
- Write the sentence on the board. Play the recording again and ask pupils to listen to where the pauses in the sentence are. Confirm that there are short pauses where there are commas in the sentence.
- Ask several pupils to read out the sentence, pausing in the correct places.

Further practice

- Encourage pupils to say the sentence again, but with the objects in a different order, e.g. *There's a vase, a spoon, a knife and a jug*. Hold up flashcards to prompt them.

Pupil's Book, Page 59, Exercise 9

- Ask pupils to look at Exercise 9 in their books at page 59.
- Ask a pupil to read out the first sentence beginning (*In the museum there is ...*). Explain that they need to make a sentence including the three things they see in the pictures.
- Ask pupils to work in pairs to look at the pictures and make sentences. Ask them to practise the sentences, pausing in the correct places. Go round and monitor.
- Ask several pairs to say the sentences for the class.

Answers

1. In the museum there is a library, a shop and a café.
2. In my city there is a hotel, a mosque and a park.

Pupil's Book, Page 59, Exercise 10

- Ask pupils to look at Exercise 10 at page 59.
- Tell pupils they are going to talk about some objects they have at home. Invite pupils to read out the list of objects, and explain that they should choose some of these and the materials on the right to give their talk. This is an example of experiential learning (see page 152). Check that pupils understand the meaning of *plastic*.
- Let pupils prepare their talk individually, then say their sentences to a partner.
- Invite pupils to present their sentences to the class.

Answers

Pupils' own answers.

Activity Book, Page 56, Exercise 7

- Ask pupils to open their Activity Book at page 56.
- Explain to pupils that they are going to listen to some sentences and write them with correct punctuation.
- Ask pupils when we need to use a full stop (*at the end of a sentence*) Then ask them when we need to use a comma (*when we pause in a sentence; in a list*). Get a pen, a pencil and a rubber and show them to pupils, saying *There is a pen, a pencil and a rubber*. Ask pupils where they would put the comma, but tell them not to answer straight away. Instead, you can write the sentence with no punctuation on the board, and add the punctuation as a class. You can leave the capital letter off the beginning and add it when a pupil notices.
- Play the recording all the way through while pupils listen.
- Play the recording again, pausing after each sentence for pupils to write and add correct punctuation.
- Check answers as a class.

Audioscript and answers

1. There's a bottle, a jug and a spoon.
2. There's a vase, a knife and a plate.
3. There's a bowl, a spoon and a jug.

Activity Book, Page 56, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book at page 56 and describe what is in each picture.
- Tell them they should write a description of each object, using the words in the box. Ask a pupil to read out the example sentences.
- Pupils can work in pairs to complete the task.
- Compare answers as a class.

Answers

1. This is a spoon. It's made of wood.
2. These are bottles. They're made of plastic.
3. This is a jacket. It's made of wool.
4. This is a window. It's made of glass.
5. This is a pot. It's made of clay.
6. These are coins. They're made of metal.

Activity Book, Page 56, Exercise 9

- Ask pupils to open their Activity Book at page 56.
- Explain to pupils that they are going to write a paragraph about objects they have in their bedroom.
- Ask a few confident pupils to talk for a short time about what is in their bedroom. The rest of the class can silently put up their hands at the end of a sentence, or when the pupil who is speaking pauses in a list (where there would be a comma in writing). Try writing down a sentence or two of what they say and putting in the punctuation as a class. (where there would be a full stop in writing)
- Pupils work individually to write their paragraphs. Encourage them to use dictionaries to check spellings as necessary.
- Invite pupils to read out the paragraphs they have written.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 11, pupils can:

Scoring criteria	Good	Fair	Poor
draw conclusions from simple reading materials			
respond to questions before, during and after listening			
write dictated sentences using correct punctuation marks			
recognise the effect of pauses on understanding when listening (e.g. to indicate punctuation)			
speak with pauses for clarity and emphasis			
present a simple prepared speech of four or five sentences about objects at home to the class			
write a simple paragraph of four or five sentences about objects in their bedroom			

End the lesson

- Ask *Do you prefer old objects or modern ones?* Elicit answers and reasons.
- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on page 77.
- Praise pupils' good work in this unit.

Lesson 1

Outcomes

It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- use correct intonation for questions and answers
- use knowledge of verb tenses to understand when things happen
- identify cause and effect in simple reading materials

Structures

The zero conditional:
What happens if we put an orange in water? It floats.
If I put an orange in the water, it floats.

Functions

Talking about science
 Conducting an experiment
 Expressing conditions
 Asking and answering questions

Vocabulary

competition, experiment (n), *float* (v), *peel* (n, v), *sink* (v)

Topic

Scientific experiments

Resources

- Pupil's Book, page 60, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 12, Exercise 1
- Flashcards: *float, peel* (n, v), *sink*
- Objects: a coin and a wooden ruler; an orange

Revision

- Hold up a coin. Ask *What's this? What is it made of?* Pupils answer. *It's a coin. It's made of metal.*
- Hold up a wooden ruler. Ask the same question and elicit answers.

Presentation

- Present *float* and *sink* using the flashcards. Say the words and ask individual pupils to repeat after you. Do actions for floating and sinking with your hands and get pupils to say the words. This unit is an example of activity-based learning (see page 152).
- Present *peel* using the flashcard. Hold up an orange. Point to the skin on the outside of the orange, and say *This is the peel*. Start taking the peel off the orange, saying *Look! I'm peeling the orange*.
- Write *competition* and *experiment* on the board. Ask pupils to repeat them. Tell them that they will hear these words in the story. They must try to guess the meaning of the words.
- Ask pupils to take out their books.

Pupil's Book, Page 60, Exercise 1


- Ask pupils to open their books at page 60 and describe what is happening in the pictures.
- Ask pupils to listen to the recording and listen for the two words on the board.
- Play the recording right through. Pupils listen to the story and read.
- Ask pupils to read out the sentences that include the words *competition* and *experiment*. Ask them to guess the meaning, then look in their dictionaries to check.
- On the board, write *What happens if...?* Ask some questions starting with these words and elicit answers, e.g. *What happens if you go to bed late?* (*You feel tired in the morning.*) Make sentences, e.g. *If you go to bed late, you feel tired in the morning.* Ask volunteer pupils to repeat.
- Ask some questions to check understanding, for example:
 - *(for picture 1) What happens if Mr Yousuf puts a coin in water? (It sinks.)*
 - *Why does the ruler float? (It's made of wood.)*
 - *(for picture 2) What is happening at school this week? (A science competition.)*
 - *What is the prize? (A science book.)*
 - *(for picture 3) What do Laila and Ali use for their experiment at home? (An orange.)*
 - *(for picture 4) What did Ali discover about the orange? (If you peel it, it sinks.)*
 - *Is Mr Yousuf pleased with Ali? (Yes, he is. He gives Ali the prize.)*

Unit
12

Let's do an experiment

1 Listen and read

1




Mr Yousuf: If I put this coin in water, it sinks. But a ruler floats. Why?

Ali: The coin is made of metal, so it sinks. It's small and heavy.

Kareem: The ruler is made of wood, so it floats. It's big, but it's light.

2




Mr Yousuf: That's right! Well done, boys. This week, there's a school science competition. You must do an interesting experiment to find out about objects that sink or float. The prize is this science book.

Ali: Great! I love competitions.

Kareem: Me too.

3




Laila: What happens if we put an orange in water?

Ali: Look, it floats. But what happens if we peel the orange? Does it still float?

Laila: Let's find out.

4



Ali: If I put an orange in the water, it floats. But look! If I peel the orange, it sinks.

Mr Youssef: Why does this happen, Ali?

Ali: The orange peel has air in it. This makes the orange float.

Mr Yousuf: Well done, Ali. You've won the competition. Here's your prize!

Audioscript

- 1.**
Mr Yousuf: If I put this coin in the water, it sinks. But a ruler floats. Why?
Ali: The coin is made of metal, so it sinks. It's small and heavy.
Kareem: The ruler is made of wood, so it floats. It's big, but it's light.
- 2.**
Mr Yousuf: That's right! Well done, boys. This week, there's a school science competition. You must do an interesting experiment to find out about objects that sink or float. The prize is this science book.
Ali: Great! I love competitions.
Kareem: Me too.
- 3.**
Laila: What happens if we put an orange in water?
Ali: Look, it floats. But what happens if we peel the orange? Does it still float?
Laila: Let's find out.
- 4.**
Ali: If I put an orange in the water, it floats. But look! If I peel the orange, it sinks.
Mr Yousuf: Why does this happen, Ali?
Ali: The orange peel has air in it. This makes the orange float.
Mr Yousuf: Well done, Ali. You've won the competition. Here's your prize!

End the lesson

- Ask pupils to guess whether other types of fruit float in water. Ask, e.g. *What happens if you put a banana in water?* Elicit the pupils' guesses.
- Ask them to try out the experiment with different objects at home and find out if they were right. Make sure they ask for their parents' permission first.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happen
- write meaningful sentences using given frameworks
- use and spell correctly learnt vocabulary
- correct punctuation with the assistance of peers and teachers

Structures

The zero conditional:
What happens if we put an orange in water?
It floats.
If I put an orange in the water, it floats.

Functions

Talking about science
Conducting an experiment
Expressing conditions
Asking and answering questions

Topic

Scientific experiments

Resources

- Pupil's Book, page 60, Exercise 1, Listen and read
- Activity Book, page 57, Exercise 1, Complete and match. Listen and check
- Activity Book, page 57, Exercise 2, Write
- Audio: Pupil's Book, Unit 12, Exercise 1
- Audio: Activity Book, Unit 12, Exercise 1

Revision

- Ask pupils if they experimented with different types of fruit. If any of them did, ask, for example *What happens if you put a banana in water? Does it float?* Elicit answers.

Pupil's Book, Page 60, Exercise 1

- Ask pupils to open their books at page 60. Ask them to tell you what they remember about the experiments in the story.
- Play the recording. Ask pupils to listen and read.
- Put the class into groups of four. Ask them to choose roles and to practise the dialogue. Then ask them to change roles within their group and practise the dialogue again. Monitor as they are working and help with pronunciation.
- Ask pupils to close their books. Say the first half of the sentences from the story, and ask pupils to complete them from memory:
 - *If I put this coin in water, (it sinks).*
 - *If I put an orange in the water, (it floats).*
 - *If I peel the orange, (it sinks).*

Activity Book, Page 57, Exercise 1

- Ask pupils to open their Activity Book at page 57 and describe pictures **a** to **d** in Exercise 1.
- Explain that pupils first need to complete the sentences with the words from the box. Then they need to match the sentences with the correct picture.
- Pupils work individually, then compare answers with a partner.
- Play the recording. Pupils listen and check their answers.

Audioscript

1. This ruler is made of wood. If we put it in water, it floats.
2. This coin is made of metal. If we put it in water, it sinks.
3. This is an orange. If we put it in water, it floats.
4. Let's peel the orange. If we put it in water, it sinks.

Answers

1. wood, d, floats
2. metal, c, sinks
3. orange, b, floats
4. peel, a, sinks

Activity Book, Page 57, Exercise 2

- Ask pupils to open their Activity Book at page 57.
- Ask pupils to look at the jumbled sentences in Exercise 2. Explain that pupils need to reorder the words to make correct sentences.
- Choose a pupil to read out the example sentence. Point to the comma and the full stop in the sentence and remind pupils that they need to punctuate the sentences they write in the same way.
- Pupils work individually to complete the task, then compare answers in pairs. Ask them to check each other's punctuation.
- Check answers as a class.

Answers

1. If you put a ruler in water, it floats.
2. If you put a coin in water, it sinks.
3. If you put an orange in water, it floats.

Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
use context to understand new words when listening			
identify cause and effect in simple reading materials			
speak with pauses for clarity and emphasis			
write meaningful sentences using given frameworks			
correct punctuation with the assistance of peers and teachers			

End the lesson

- Ask pupils to close their books. Read out sentences from the story on page 60, and ask who is speaking. Say, for example *Great! I love competitions.* (Ali)

Lesson 3

Outcomes

It is expected that pupils will:

- use simple sentences to talk with a partner about scientific experiments
- speak with pauses for clarity and emphasis
- identify cause and effect in simple reading materials
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary
- write meaningful sentences to answer questions
- correct punctuation with the assistance of peers and teachers

Structures

The zero conditional:
What happens if we put a glass in water?
It sinks.
If you put wood in water, it floats.

Functions

Talking about science
Conducting an experiment
Expressing conditions
Asking and answering questions

Topic

Scientific experiments

Resources

- Pupil's Book, page 61, Exercise 2, Look and say
- Activity Book, page 58, Exercise 3, Read and write
- Flashcards: *float*, *sink*

Revision

- Revise *float* and *sink* using the flashcards. Hold up the flashcards and elicit the words.
- Point to various classroom objects in turn. For each one, ask *What is it made of?* Pupils answer. Then ask, for example, *What happens if we put a ruler in water?* Elicit *It floats.*

Pupil's Book, Page 61, Exercise 2

- On the board, write the sentence frame: *If you put _____ in water, it _____.* Read it out with pauses for the missing words. Volunteer pupils repeat. Make sure they pause at the comma. Explain that they are going to make sentences using this frame.
- Ask pupils to open their book at page 61 and look at the pictures and their accompanying words. Read out *float* and *sink* and tell them to complete the sentence frame *If you put _____ in water, it _____* for each picture, using either *float* or *sink*. Ask a pupil to read out the example sentence.
- Pupils work in pairs to make sentences about each picture. Go round and monitor, making sure they take turns to say each sentence. Encourage them to practise saying each sentence two or three times.
- Invite pairs to say two or three sentences for the class.

Answers

If you put metal in water, it sinks.
 If you put wood in water, it floats.
 If you put glass in water, it sinks.
 If you put plastic in water, it floats.
 If you put paper in water, it floats.

2 Look and say
 • float • sink

3 Ask and answer

What happens if you put the coin in water? It sinks.
 What happens if you put the boat in water? It floats.

Activity Book, Page 58, Exercise 3

- Ask pupils to open their Activity Book at page 58 and describe the picture in Exercise 3.
- Ask the first question, and point to the picture. Choose a pupil to read the example answer.
- Explain that pupils are going to read each question and write the answer. Remind them to look back at Exercise 2 in their Pupil's Book if they are not sure of the answer.
- Pupils work individually to complete the task, then compare their answers in pairs. Encourage them to check in pairs that they have punctuated their sentences correctly.
- Check answers as a class.

Answers

1. If you put glass in water, it sinks.
2. If you put paper in water, it floats.
3. If you put wood in water, it floats.
4. If you put metal in water, it sinks.
5. If you put plastic in water, it floats.

End the lesson

- Divide the class into two groups. Call out one of the materials, e.g. *Metal*. Encourage the first group to ask the question: *What happens if you put metal in water?* The other group answers with a complete sentence, e.g. *If you put metal in water, it sinks.* Repeat for the other materials.
- Swap the groups around so that the first group is answering the second group's questions.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and answers
- use simple sentences to talk with a partner about experiments
- with a partner, prepare and present a simple dialogue to the class
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

Structures

The zero conditional:
What happens if you put the coin in water?
It sinks.
If you put the boat in water, it floats.

Functions

Talking about science
 Conducting an experiment
 Expressing conditions
 Asking and answering questions

Vocabulary

ring (n)

Topic

Scientific experiments

Resources

- Pupil's Book, page 61, Exercise 3, Ask and answer
- Activity Book, page 58, Exercise 4, Listen, write and say
- Audio: Activity Book, Unit 12, Exercise 4

Revision

- Ask pupils to name materials that objects can be made of. List these on the board, e.g. *glass, metal, paper, plastic, wood, wool.*

Presentation

- Revise *crayon*. Say the word and ask pupils to repeat.
- Say *Show me a crayon*, and get pupils to hold up their crayons. Ask individuals *What colour is your crayon?* Encourage them to reply, e.g. *It's a yellow crayon.*
- Present *ring*. Point to the ring on your finger if you are wearing one. If not, draw a ring on the board. Say the word and ask some pupils to repeat.

Pupil's Book, Page 61, Exercise 3

- Ask pupils to open their books at page 61 and look at the pictures in Exercise 3. Point to each picture, and choose a pupil to say the word (*coin, ball, crayon, ring, boat, car*).
- Explain that pupils are going to work with a partner to make a dialogue about each object. Invite a pair to read out the example dialogue in the speech bubbles.
- Pupils work in pairs to complete the task. Go round to monitor intonation and pronunciation. Make sure that they take turns to ask and answer the questions.
- If time permits, ask pupils to work with a different partner to ask and answer the questions.
- Invite several pairs to present their dialogues to the class.

Suggested questions and answers

Q: What happens if you put the coin in water?

A: It sinks.

Q: What happens if you put the ball in water?

A: It floats.

Q: What happens if you put the crayon in water?

A: It floats.

Q: What happens if you put the ring in water?

A: It sinks.

Q: What happens if you put the boat in water?

A: It floats.

Q: What happens if you put the car in water?

A: It sinks.

Further practice

- Ask pairs to choose a different object from the classroom. They ask and answer the question about it in the same way, e.g. *What happens if you put the rubber in water? It floats.*
- Ask the rest of the class if they agree with the answer.

Activity Book, Page 58, Exercise 4

- Ask pupils to open their Activity Book at page 58 and look at Exercise 4. Explain that they need to listen and write down what they hear. Elicit what they need to focus on (full stops and other punctuation marks, capital letters and spelling).
- Get a pupil to read out the first question and answer. Ask what punctuation marks they see and how many capital letters. How many people are speaking? (two)
- Play the recording through once. Pupils listen. On the second play through pupils should write down what they hear.
- Check answers as a class. Ask pairs to read out the completed questions and answers.

Audioscripts and answers

1. **A:** What happens if you put the bottle in water?

B: It floats.

2. **A:** What happens if you put the coin in water?

B: It sinks.

3. **A:** What happens if you put the plastic boat in water?

B: It floats.

4. **A:** What happens if you put the paper boat in water?

B: It floats.

5. **A:** What happens if you put the jug in water?

B: It sinks.

End the lesson

- Write some objects or foods on the board that pupils might have at home: *a bowl, an egg, a grape, a rubber, a toothbrush*. Ask them to choose one of the objects.

- Ask pupils to do the experiment at home, and see if the object floats or sinks. Tell them that they must ask their parents' permission first.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new words
- use English dictionaries to help understand new words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen
- discuss simple reading materials to compare own ideas with those of peers

Structures

The zero conditional:

*What happens to air when it gets hotter?
It rises.*

Functions

Talking about science
Conducting an experiment
Expressing conditions
Asking and answering questions

Vocabulary

enjoyable, hot air balloon, inflate (v), normal, observe, rise (v)

Topic

Scientific experiments

Resources

- Pupil's Book, page 62, Exercise 4, Read and choose
- Pupil's Book, page 62, Exercise 5, Read again and answer
- Activity Book, page 59, Exercise 5, Read and order the pictures
- Activity Book, page 59, Exercise 6, Read and circle *Yes* or *No*
- Flashcards: *hot air balloon, rise*

Revision

- Ask pupils to put up their hands if they did an experiment at home. Invite pupils with their hands up to tell the class about their experiment. Encourage pupils who didn't put up their hands to ask questions.

Presentation

- Present *hot air balloon* and *rise* using the flashcards. Ask some pupils to repeat the words after you.
- Explain *enjoyable*. Say *I enjoy cooking*. Then ask *Do I like cooking?* Elicit *Yes*. Confirm the answer, saying *Yes. Cooking is enjoyable*. Ask volunteer pupils to repeat the sentence.
- Write *inflate* on the board. Ask volunteer pupils to check the meaning of the word using their dictionaries. Then ask *If a balloon inflates, does it get bigger or smaller?* Elicit *It gets bigger*.
- Write *observe* on the board. Ask *if I'm observing an experiment, am I doing it or am I watching it?* Elicit *watching it*.
- Ask *if something is normal, is it regular or different?* Elicit *regular*.
- To check understanding, elicit sentences using each of the new words.

Pupil's Book, Page 62, Exercise 4

- Ask pupils to open their books at page 62 and describe the pictures in Exercise 4.
- Ask a pupil to read out the question at the top of the exercise, and the two possible answers. Explain that pupils are going to read about an experiment and find out the answer.
- Pupils read the text on their own. When they have finished reading, elicit the answer to the question. (*The balloon gets bigger.*)

4 Read and choose


What happens in the experiment?
 The balloon floats in the water. The balloon gets bigger.

My favourite science experiment by Nader


What happens to air when it gets hotter? Try this science experiment at home and observe the results. It's enjoyable!

You need ...

- a plastic bottle
- a balloon
- a bowl of hot water




- 1 Put the balloon over the top of the bottle.
- 2 Put the bottle in the bowl of hot water.
- 3 Watch what happens. The balloon inflates!



Why does it happen?
 If air gets warm, it rises. In this experiment, the warm air goes into the balloon and the balloon gets bigger. This is how hot air balloons work, too.

5 Read again and answer

- 1 What do you need for the experiment?
- 2 Do you put the balloon in the bottle?
- 3 Do you put the bottle in a bowl of cold water?
- 4 Why does the balloon inflate?
- 5 How do hot air balloons work?



What do you need for the experiment?

You need a plastic bottle, a balloon and a bowl of hot water.

62

Pupil's Book, Page 62, Exercise 5

- Ask pupils to open their books at page 62.
- Explain that pupils should work with a partner. They are going to read the description of the experiment again. Then they need to ask and answer the questions in Exercise 5.
- Choose a pair to read out the example question and answer in the speech bubbles.
- Pupils work in pairs to complete the task. Make sure they read through the text together before starting to ask and answer the questions. Go round and monitor. Note any problems with pronunciation, and go over these when pupils have completed the task.
- Check answers as a class. Invite a pair to say each question and answer. Encourage the class to say whether the answer is correct. Ask *What do you think? Is that the right answer?*

Answers

1. You need a plastic bottle, a balloon and a bowl of hot water.
2. No, you don't. You put the balloon over the top of the bottle.
3. No, you don't. You put it in a bowl of hot water.
4. The balloon inflates because the warm air goes into the balloon and rises.
5. Hot air balloons rise because the warm air inside the balloon rises.

Activity Book, Page 59, Exercise 5

- Ask pupils to open their Activity Book at page 59 and look at the pictures at the bottom of the exercise. Ask them to say what they think is happening in the experiment.
- Explain that pupils need to read about the experiment and then put the pictures in the correct order.
- Pupils work individually to read the text and complete the task. Then they compare answers with a partner.
- Check answers as a class.

Answers

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

Activity Book, Page 59, Exercise 6

- Ask pupils to open their Activity Book at page 59.
- Explain to the pupils that they need to read the sentences about the experiment and decide if they are correct or not. They must circle *Yes* if a statement is correct or *No* if it is not. Remind them to look back at the experiment in Exercise 5 to find the information they need.
- Pupils can work in pairs to complete the task.
- Check answers as a class. Invite pupils to read each sentence aloud and say *Yes* or *No*. Encourage them to correct the incorrect sentences.

Answers

1. No. It sinks.
2. Yes
3. No. Put water into the glass first.
4. No. It floats.
5. Yes

End the lesson

- Ask *Have you ever seen a hot air balloon? What colour was it?* Then ask *Have you ever travelled in a hot air balloon? Would you like to?* Elicit pupils' answers.

Lesson 6

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • recognise the correct stress of syllables in multi-syllable words • use context to understand new words when listening • make simple inferences when listening • respond to questions before, during and after listening • write meaningful sentences using a given framework • write a dictated paragraph using correct punctuation marks
Structures	<p>The zero conditional: <i>What happens if you put a glass of water in the sun?</i> <i>If you put a glass of water in the sun, you see lots of different colours.</i></p>
Functions	<p>Talking about science Conducting an experiment Expressing conditions Asking and answering questions</p>
Vocabulary	<i>gently, heat (v), ink, purple, quietly, slowly</i>
Topic	Scientific experiments
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 63, Exercise 6, Listen and say ■ Pupil's Book, page 63, Exercise 7, Listen and choose ■ Pupil's Book, page 63, Exercise 8, Listen again and order the pictures ■ Activity Book, page 60, Exercise 7, Listen, write and say ■ Activity Book, page 60, Exercise 8, Read and complete ■ Activity Book, page 60, Exercise 9, Listen and write ■ Activity Book, pages 77 and 78, Handwriting Practice ■ Audio: Pupil's Book, Unit 12, Exercise 6 ■ Audio: Pupil's Book, Unit 12, Exercise 7 ■ Audio: Pupil's Book, Unit 12, Exercise 8 ■ Audio: Activity Book, Unit 12, Exercise 7 ■ Audio: Activity Book, Unit 12, Exercise 9 ■ Photocopiable Extra Practice Worksheet 5, page 168

Revision

- Invite pupils to tell you what they remember about the balloon experiment from the last lesson. Ask questions, e.g. *What do you need for the experiment? What happens first? Then what happens? Why?* Pupils reply from memory, with their books closed.
- Then ask some more questions: *What colour was the balloon in the experiment? How many hot air balloons were there in the photo?* Pupils guess, if they do not know the answers.
- Then ask pupils to open their books at page 62 and check their answers.

Presentation


- Present *ink*. Write the word on the board, say it and get pupils to repeat. Show the pupils some ink in a bottle, or point to the ink in a ballpoint pen. Say *This is ink. We write with ink. Ink can be many different colours.*


Pupil's Book, Page 63, Exercise 6

- Ask pupils to open their books at page 63 and look at the pictures in Exercise 6. Explain that they are going to listen to two sentences. They need to decide which word in each sentence is stressed.
- Play the recording right through while pupils listen. Ask *Which word is stressed in each sentence?* Elicit *carefully* and *slowly*. Confirm that the *-ly* words (adverbs) in the sentences are stressed.
- Ask the pupils to explain the meaning of *heat*. Tell them to look at what is happening in the second picture.
- Play the recording again, pausing after each sentence for pupils to repeat individually.
- Choose individuals to read each sentence with the correct intonation and stress.
- Get pupils to work in pairs to mime an action and an adverb (*-ly* word). Their partner must guess what the sentence is.
- Invite pupils to make sentences using a different *-ly* words, e.g. *Mix the colours slowly. Heat the water gently. Do the experiment quietly.* Make sure they stress the adverb each time and are aware of its meaning.


Audioscript

Mix the colours carefully.
Heat the water slowly.


6  **Listen and say**





Mix the colours **carefully**.




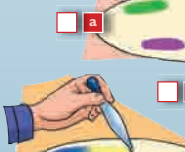


Heat the water **slowly**.




7  **Listen and choose**

What is the experiment about?

8  **Listen again and order the pictures**

Pupil's Book, Page 63, Exercise 7

- Tell pupils they are going to listen to Samira and Laila doing an experiment. Miss Salma tells them how to do the experiment.
- Ask a pupil to read out the question in Exercise 7 at page 63. See if pupils can guess the answer, based on the pictures. Check that pupils understand the meaning of purple.
- Play the recording. Pupils listen and check if they were right.
- Elicit the right answer from the class: *The experiment is about colours.*

Audioscript

Miss Salma: Today we're going to do an experiment about colours.
 We need three different coloured pens – green, orange and purple.
 We need some special paper and we need some water.
 Samira, put some ink from the green, orange and purple pens onto the paper, please.

Samira: OK.

Miss Salma: What happens if we add water to the green ink?

Samira: I don't know. Do we get different colours?

Miss Salma: Let's find out. Laila, please put some water on the green ink.

Laila: OK.

Miss Salma: What colours do we get?

Laila: We get yellow and blue.

Miss Salma: That's right! Let's try the orange ink.

Laila: We get red and yellow.

Miss Salma: And what happens if we put water on the purple ink?

Laila: We get red and blue!

Miss Salma: That's right! Well done, girls.

Pupil's Book, Page 63, Exercise 8

- Ask pupils to open their books at page 63.
- Ask pupils how many colours they can remember from the recording. List them on the board.
- Explain that you are going to play the recording again. Pupils should look at the pictures in Exercise 8 and put them in the right order.
- Play the recording again. Pupils listen and order the pictures.
- Check answers as a class.

Answers

1. a 2. c 3. f 4. b 5. d 6. e

Activity Book, Page 60, Exercise 7

- Ask pupils to open their Activity Book at page 60. Explain that they are going to listen to instructions for an experiment.
- Play the recording, pausing after each sentence for the pupils to write it down. Remind them to punctuate the sentences properly, pointing out the punctuation in the example sentence.
- Play the recording right through while pupils read the sentences they have written.
- Check answers as a class, writing each sentence on the board.
- Play the recording again for groups of pupils to repeat the words in turns, using correct stress and pronunciation.

Audioscript and answers

1. Put the egg into the water slowly.
2. Put the water into the glass gently.
3. Please speak quietly.
4. Peel the orange carefully.

Activity Book, Page 60, Exercise 8

- Ask pupils to describe what is happening in the picture at page 60.
- Choose a pupil to read out the words in the box. Explain that they need to complete the sentences with the correct words.
- Pupils work individually to complete the task. Then ask them to compare their answers in pairs.
- Compare answers as a class.

Answers

1. experiment 2. water 3. paper 4. water 5. colours

Activity Book, Page 60, Exercise 9

- Ask pupils to open their Activity Book at page 60.
- Explain that pupils are going to listen to a description of an experiment and write it down.
- Play the recording a first time. Pupils listen.
- Play the recording again, pausing after each sentence for the pupils to write. Remind them to check their punctuation.
- Check answers as a class.

Audioscript and answers

This is my experiment. What happens if you put oil and water into a glass?
 Put some water into a glass.
 Put some olive oil into the glass.
 Watch what happens.
 If you put oil and water into a glass, the oil floats!

Further practice: Photocopiable Extra Practice Worksheet 5

- For further practice of the zero conditional, make a copy of the photocopiable worksheet 5 on page 168 for each pupil.
- Explain to pupils that they need to match the words in the box with the pictures. They have to write the word below the pictures. Then write a sentence for each picture.
- Ask pupils to complete the task individually, then compare answers with a partner.

Classroom assessment

With reference to Unit 12, pupils can:

Scoring criteria	Good	Fair	Poor
use context to understand new words when listening			
identify cause and effect in simple reading materials			
use simple sentences to talk with a partner about experiments			
with a partner, prepare and present a simple dialogue about an experiment			
make simple inferences when listening			
write meaningful sentences using a given framework			
write a dictated paragraph using correct punctuation marks			

End the lesson

- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on pages 77 and 78.
- Praise pupils' good work in the unit. Tell them that in the next unit, they are going to learn about jobs.

Lesson 1

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • follow oral instructions • respond to questions before, during and after listening • use teacher introduction and other clues to understand new words when listening • use context to understand new words when listening • make simple inferences when listening • use English dictionaries to help understand unfamiliar words
Structures	<p><i>What do you want to be when you're older?</i> <i>I want to be an accountant.</i> The conjunction <i>because</i>: <i>I want to be an accountant because I like working with numbers.</i> The present perfect with <i>for</i>: How long have you been a computer programmer? <i>I've been a computer programmer for three years.</i></p>
Functions	<p>Talking about future jobs and careers Expressing aspirations</p>
Vocabulary	<p><i>accountant, computer programmer, job, money, organise, perfect (adj), programme, put up (your hand), talk (n)</i></p>
Topic	Jobs and careers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 64, Exercise 1, Listen and read ■ Audio: Pupil's Book, Unit 13, Exercise 1 ■ Flashcards: <i>accountant, computer programmer</i>

- Point to the list of jobs on the board, and ask the pupils *What do you want to be when you're older? Put up your hands.* Choose a pupil with their hand up to say a job. Make a sentence for them to repeat, e.g. *I want to be a doctor.* Then ask that pupil *Why do you want to be a doctor?* Help the pupil to reply, e.g. *I want to be a doctor because I like helping people.*
- On the board, write *How long have you been ____?* Explain that *how long* means *how many years*. Ask *How long have you been a teacher?* Encourage the class to ask you the question. Answer the question with the correct answer, e.g. *I've been a teacher for ten years.* Write the answer on the board and ask pupils to repeat it.

Pupil's Book, Page 64, Exercise 1

- Say *Open your books at page 64.* Ask pupils to describe the pictures. Revise *visitor* and *fascinating*.
- Play the recording right through. The pupils listen and read.
- There are two other new words in the story (*a talk, perfect*). See if pupils can work out the meaning of these other new words from context. If not, encourage them to use their dictionaries.
- Play the recording and pause after the first picture. Ask questions, e.g. *What is the name of the visitor? (Miss Sabban.) What is her job? (She is a computer programmer.) What does a computer programmer do? (A computer programmer designs programmes for computers.) Does she like her job? (Yes, she does.)* Check that pupils understand the meaning of *programme*.
- Play the recording again, pausing after the second picture. Ask questions, e.g. *What do the pupils do if they have a question? (They put up their hands.) How long has Miss Sabban been a computer programmer? (For three years.)*
- Play the next part of the recording, pausing after the third picture. Ask questions, e.g. *What does Laila want to be? (She wants to be an accountant.) Why? (Because she likes working with numbers.) What does an accountant do? (An accountant helps people organise their money).* Check that pupils understand both *organise* and *money*.
- Play the final part of the recording. Ask questions, e.g. *What does Samira want to be? (A computer programmer.) What does Laila think? (She thinks it's the perfect job for Samira.)* Check understanding of *perfect* and *talk*.

Revision

- Ask *What work does Miss Salma do? What is she?* Elicit *She's a teacher.*
- Elicit other words for jobs that pupils already know, and write them on the board, e.g. *architect, astronaut, doctor, dentist, firefighter, guide, nurse, scientist.*

Presentation

- Point to the list on the board. Say *These are all jobs.* Say *jobs* again, and ask pupils to repeat. Write the word at the top of the list.
- Present *accountant* and *computer programmer* using the flashcards. Say each word and ask the class to repeat it. Say *Accountants work with numbers.* Volunteer pupils repeat.
- Present *put up your hand* using an example. Ask some pupils to repeat the phrase and do the action.
- Ask *What do you want to be?* Get pupils to repeat the question. Write it on the board. Underneath, write the sentence frame: *I want to be ____ because ____.*

1 Listen and read



Miss Salma: This week, we're going to talk about jobs. We've got a visitor today. This is Miss Sabban. She is a computer programmer.

Miss Sabban: Hello, everyone. I'm a computer programmer. I design programmes for computers, it's a fascinating job. Do you like computers?

Samira: Yes, I do.



Miss Salma: Have you got any questions for Miss Sabban? Please put up your hands.

Samira: How long have you been a computer programmer?

Miss Sabban: I've been a computer programmer for three years.



Samira: What do you want to be when you're older, Laila?

Laila: I want to be an accountant.

Samira: Why do you want to be an accountant?

Laila: I want to be an accountant because I like working with numbers. Accountants help people to organise their money.



Laila: What about you, Samira? What do you want to be?

Samira: I want to be a computer programmer. I think that it's an important job. I really enjoyed Miss Sabban's talk.

Laila: It's the perfect job for you. You're very good at using a computer!

Audioscript

- Miss Salma:** This week, we're going to talk about jobs. We've got a visitor today. This is Miss Sabban. She is a computer programmer.

Miss Sabban: Hello, everyone. I'm a computer programmer. I design programmes for computers, it's a fascinating job. Do you like computers?

Samira: Yes, I do.
- Miss Salma:** Have you got any questions for Miss Sabban? Please put up your hands.

Samira: How long have you been a computer programmer?

Miss Sabban: I've been a computer programmer for three years.
- Samira:** What do you want to be when you're older, Laila?

Laila: I want to be an accountant.

Samira: Why do you want to be an accountant?

Laila: I want to be an accountant because I like working with numbers. Accounts help people to organise their money.
- Laila:** What about you, Samira? What do you want to be?

Samira: I want to be a computer programmer. I think that it's an important job. I really enjoyed Miss Sabban's talk.

Laila: It's the perfect job for you. You're very good at using a computer!

End the lesson

- Say *Samira wants to be a computer programmer. It's the perfect job to her.* Ask *What's your perfect job?* Pupils respond.

Lesson 2

Outcomes

It is expected that pupils will:

- follow oral instructions
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen
- use correct intonation for questions and answers
- use and spell correctly learnt vocabulary
- complete meaningful sentences using given frameworks
- write meaningful sentences using jumbled words

Structures

What do you want to be when you're older?

I want to be an accountant.

The conjunction *because*:

I want to be an accountant because I like working with numbers.

The present perfect with *for*:

I've been a computer programmer for three years.

Functions

Talking about future jobs and careers

Expressing aspirations

Talking about the past

Topic

Jobs and careers

Resources

- Pupil's Book, page 64, Exercise 1, Listen and read
- Activity Book, page 61, Exercise 1, Read and complete
- Activity Book, page 61, Exercise 2, Write sentences
- Audio: Pupil's Book, Unit 13, Exercise 1
- Flashcards: *accountant*, *computer programmer*

Revision

- Hold up the flashcards for *accountant* and *computer programmer*. Ask *What does Samira want to be?* Encourage pupils to point at the right flashcard and elicit *She wants to be a computer programmer*. Ask *Why?* Elicit the full sentence *She wants to be a computer programmer because it's an important job*. Do the same for Laila. (*She wants to be an accountant because she likes working with numbers.*)

Pupil's Book, Page 64, Exercise 1

- Ask pupils to open their books at page 64. Ask them what else they can remember about the story.
- Tell pupils that you want them to listen for words which describe jobs.
- Play the recording again while pupils read. Elicit any adjectives (describing words) they found (*fascinating, important, perfect*). Write them on the board. Confirm that these are all words that can describe jobs.
- Put the class into groups of four. Ask them to choose roles and to practise reading the story. Monitor, checking their pronunciation and intonation.

Activity Book, Page 61, Exercise 1

- Ask pupils to open their Activity Book at page 61.
- Ask a pupil to read out the words in the box. Tell them that they need to complete the dialogue using the words.
- Point to the first dialogue. Choose a pair to read out the completed example.
- Pupils work in pairs to read and complete the dialogues.
- Check answers as a class, choosing pairs to read each dialogue.

Answers

1. How long
2. for three years
3. What
4. accountant
5. computer programmer
6. because she's good at
7. Why
8. because Maths

Activity Book, Page 61, Exercise 2

- Ask pupils to look at Exercise 2 at page 61. Explain that they need to write sentences using the given words and *for* and *been* to say how long they have done their job. Tell them they should use the structure [Miss Nawal] + has [been] [a teacher] for [four years].
- Ask a pupil to read out the example answer.
- Pupils work individually to write the sentences. When they have finished, ask them to compare answers with a partner.
- Check answers as a class. Choose pupils to read their sentences out.

Answers

1. Miss Nawal has been a teacher for four years.
2. Mrs Mallah has been an accountant for six years.
3. Mr Asmar has been a firefighter for eight years.
4. Mr Wakil has been a policeman for three months.

End the lesson

- Point to the adjectives (describing words) on the board. Ask pupils to suggest any other adjectives that could describe jobs. Accept any reasonable suggestions and add them to the list.

Lesson 3

Outcomes	<p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • use teacher introduction and other clues to understand new words when listening • make simple inferences when listening • respond to questions before, during and after listening • use knowledge of verb tenses to understand when things happen
Structures	<p><i>The present perfect with for:</i> How long have you worked as a librarian? I've worked as a librarian for fifteen years.</p>
Functions	<p>Talking about future jobs and careers Expressing aspirations Talking about the past</p>
Vocabulary	<i>interested, librarian</i>
Topic	Jobs and careers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 65, Exercise 2, Listen and choose ■ Pupil's Book, page 65, Exercise 3, Listen again and choose ■ Activity Book, page 62, Exercise 3, Read and circle ■ Audio: Pupil's Book, Unit 13, Exercise 2 ■ Audio: Pupil's Book, Unit 13, Exercise 3 ■ Flashcard: <i>librarian</i>

Revision

- Invite pupils to talk about jobs that members of their family do. Say *Who has the perfect job?* Elicit answers, e.g. *My uncle is a doctor.* Ask questions, e.g. *Why does he like his job?*



Presentation

- Present *librarian* using the flashcard. Explain that if you are *interested* in something you find it enjoyable. Ask students what they are interested in.

Pupil's Book, Page 65, Exercise 2

- Ask pupils to open their books at page 65. Invite a pupil to read out the question in Exercise 2. Ask them to say what the two jobs in the pictures are (*accountant* and *librarian*).
- Explain that they are going to listen to Laila talking to her Uncle Ali, and find the answer to the question.
- Play the recording right through while pupils listen. Ask *Which picture is Uncle Ali? What job does he do?* Elicit the answer (*the second picture – he's a librarian*).

2 **Listen and choose**
 What job does Laila's uncle do?

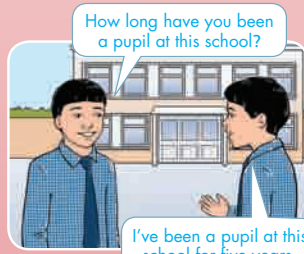
3 **Listen again and choose**

How long have you ...

1 been interested in libraries?	for twenty / thirty years
2 worked as a librarian?	for five / fifteen years
3 worked at the University of Jordan?	for twelve / two years

4 **Ask and answer**

- 1 How long have you been a pupil at this school?
- 2 How long have you lived in your house?
- 3 How long have you studied English?
- 4 How long have you known your best friend?



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Audioscript

- Laila: Hi, Uncle Ali. We're learning about jobs at school. Can I ask you some questions?
- Uncle Ali: Yes, of course.
- Laila: So, you're a university librarian. How long have you been interested in libraries?
- Uncle Ali: I've been interested in libraries for about 20 years. I first visited a university library when I was 17. I loved it.
- Laila: When did you study to be a librarian?
- Uncle Ali: I studied to be a librarian after I finished university.
- Laila: So how long have you worked as a librarian?
- Uncle Ali: I've worked as a librarian for fifteen years.
- Laila: For 15 years?
- Uncle Ali: Yes. In my first job, I worked in a small library in my town.
- Laila: What happened next?
- Uncle Ali: I got my job twelve years ago. Now I help university students to find books every day. I love my job!
- Laila: So you've worked in the library at the University of Jordan for twelve years?
- Uncle Ali: Yes, that's right.
- Laila: What an interesting job! Thanks, Uncle Ali.

Pupil's Book, Page 65, Exercise 3

- Ask pupils to open their books at page 65 and look at the questions in Exercise 3. Invite a pupil to read out the first question (*How long have you been interested in libraries?*) Point to the two possible answers, and read them out.
- Tell pupils they are going to listen to the recording again, and choose the correct answer to each question.
- Play the recording, as far as *I've been interested in libraries for about 20 years*. Pause the recording for pupils to circle the right answer.
- Play the rest of the recording, pausing when the answer to each question is given. Pupils complete the task.
- Play the recording right through again. Check answers as a class.

Answers

1. for twenty years
2. for fifteen years
3. for twelve years

Further practice

- Ask pupils to work in pairs and take the roles of Laila and Uncle Ali. They ask and answer the questions in their own words. Encourage them to use full sentences, e.g. *I've been interested in libraries for twenty years*.

Activity Book, Page 62, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book at page 62. Explain that they should read the sentences and circle the correct words in each sentence. Ask a pupil to read out the example sentence.
- Pupils work individually to complete the task, then compare their answers with a partner.
- Check answers as a class.

Answers

1. finished
2. for
3. How long
4. was
5. I've had
6. I've been

End the lesson

- On the board, write three jobs: *doctor, pilot, computer programmer*. Have a vote for the class's favourite job. Say *Who wants to be a doctor? Put up your hands*. Do the same for all three jobs, counting the number of hands.
- Give the result of the vote, saying *Our perfect job is ...*
- Invite some pupils to say why they would like to do a particular job.

Lesson 4

Outcomes

It is expected that pupils will:

- use prior knowledge and experience to listen when participating in simple conversations
- use simple sentences to talk with a partner about the past
- speak with pauses for clarity and emphasis
- use correct intonation for questions and statements
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

Structures

The present perfect with *for*:
How long have you been a pupil at this school?
I've been a pupil at this school for five years.

Functions

Talking about future jobs and careers
Expressing aspirations
Talking about the past

Topic

Jobs and careers

Resources

- Pupil's Book, page 65, Exercise 4, Ask and answer
- Activity Book, page 62, Exercise 4, Write questions and answers

Revision

- Ask pupils *Where do you live?* Invite a pupil to answer. Then ask that pupil, e.g. *How long have you lived in Amman?* Elicit an answer.
- Ask the class *How long has Rakan lived in Amman?* Elicit the answer. Encourage pupils to make a full sentence, e.g. *He has lived in Amman for five years.*

Pupil's Book, Page 65, Exercise 4

- Tell pupils to look at the questions in Exercise 4 at page 65. Explain that they are going to ask and answer the questions in a way that is true for themselves.
- Invite a pair to read out the example in the speech bubbles.
- Pupils work in pairs. Ask them to take turns asking and answering. Go round monitoring. Help them with pronunciation and intonation as needed.
- Invite pairs to demonstrate their dialogues for the class.

Answers

Pupils' own answers.

Activity Book, Page 62, Exercise 4

- Ask pupils to open their Activity Book at page 62 and describe the pictures in Exercise 4.
- Explain that they are going to write a question and an answer for each picture, using the words as prompts. Choose a pupil to read out the example question and answer.
- Pupils work individually to complete the task. When they have finished writing, encourage them to read out their questions and answers in pairs.
- Check answers as a class.

Answers

1. How long has she been a dentist? She has been a dentist for five years.
2. How long has he flown planes? He has flown planes for ten years.
3. How long have you worked in this office? I've worked in this office for seven years.
4. How long has he worked as a chef? He has worked as a chef for two years.

End the lesson

- On the board, write *I have ____ for ____ years.* Ask pupils to say one true sentence and one false sentence using these words. For example, *I have been a pupil at this school for three years. I have been interested in computers for five years.* Ask the rest of the class to guess which sentence is true and which is false.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- use English dictionaries to understand the meaning of new words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use simple sentences to talk with a partner about dreams
- write meaningful sentences using given frameworks

Structures

What do you want to be?
I want to be a scientist.
 The conjunction *because*:
I want to be a scientist because I love doing experiments.

Functions

Talking about future jobs and careers
 Expressing aspirations
 Talking about the past

Vocabulary

be born, dream (n), enough, enter (a competition), invention, inventor, machine, protect

Topic

Jobs and careers

Resources

- Pupil's Book, page 66, Exercise 5, Read and answer
- Pupil's Book, page 66, Exercise 6, Read again and answer
- Pupil's Book, page 66, Exercise 7, Ask and answer
- Activity Book, page 63, Exercise 5, Read and complete
- Activity Book, page 63, Exercise 6, Write answers
- Flashcard: *inventor*

Revision

- Say the beginning of a sentence with *because* and ask pupils to complete it. For example, say *Yousuf wants to be an astronaut because ...* Let pupils make suggestions.
- Do the same with other sentence beginnings, e.g. *I want to be a chef because ...*, *Fatima wants to be an architect because ...*, *We want to be scientists because ...* Accept all reasonable suggestions.

Presentation

- Write the new words from the text on the board: *invention, inventor, be born, machine, enter a competition, dream, enough, protect.*
- Present *inventor* using the flashcard. Say the word and ask pupils to repeat it. Explain that the new things an inventor makes are called *inventions*.
- Point to the other new words on the board. Read them out and ask pupils to repeat. Tell them to try to work out the meanings of these words when they find them in the text.

Pupil's Book, Page 66, Exercise 5

- Ask pupils to open their books at page 66 and look at the picture. Explain that the man in the picture is an inventor.
- Invite a pupil to read out the question at the top of the exercise. Explain that they are going to read the text to find the answer to the question.
- Pupils work individually to read the text quietly.
- Check the answer with the class. Ask a pupil to read out the words from the text that answer the question. (*Abdelrahman's brother works with him on his inventions.*)

5 Read and answer

Who works with Abdelrahman on his inventions?

The Young Inventor

Abdelrahman Alzorgan is an inventor from Jordan. He was born in 1990 in Tafilah. His father was a farmer. When he was a child, Abdelrahman helped him on the farm. Life on the farm was difficult because there wasn't enough water for the plants in the summer. In the winter, the plants got too cold.

While they were still at school, Abdelrahman and his brother Mohammad invented a new machine. The machine watered plants in the summer and kept them warm in the winter. The brothers wrote about the machine and entered a competition for students. Abdelrahman and Mohammad won a prize.

After he left school, Abdelrahman decided that he wanted to help more young people, so he taught



them about his ideas. He also started to work for a charity for young people. Abdelrahman thinks that it's very important to have dreams for the future. His dream is to help other people and to make the world better.

6 Read again and answer

- 1 Where did Abdelrahman grow up?
- 2 Why was life on the farm difficult?
- 3 What did the machine do?
- 4 What did the brothers do with their invention?
- 5 What did Abdelrahman decide to do to help young people in Jordan?
- 6 What is Abdelrahman's dream for the future? Why do you think that this is his dream?
- 7 Why do you think that Abdelrahman decided to help young people in Jordan?

7 Ask and answer

What is your dream for the future?

My dream for the future is to invent a new medicine to help people.

Pupil's Book, Page 66, Exercise 6

- Make sure that pupils have their books open at page 66. Explain that they are going to read the article from Exercise 5 again in pairs. Then they will read and answer questions about it. The last question is a critical thinking one (see page 153).
- Pupils work in pairs to read the text again and answer the questions. Monitor as they work. If they are having difficulty with any of the words, encourage them to look in their dictionaries.
- Check answers as a class, choosing a pair to read out each question and answer it. Ask any pairs who have a different answer to read it out.

Answers

1. He grew up in Tafilah.
2. Because it was too dry in the summer and too cold in the winter.
3. The machine watered plants in the summer and kept them warm in the winter.
4. The brothers wrote about their invention and entered a competition.
5. Abdelrahman started to work for a charity for young people and taught them about his ideas.
6. His dream is to help other people and make the world better. Pupils' own answers.
7. Pupils' own answers.

Further practice

- Ask pupils some more questions, for example:
 - *What job did Abdelrahman's father do? (He was a farmer.)*
 - *Were the two brothers young or old when they invented the machine? (They were young. [They were still at school.])*
 - *What does Abdelrahman think is very important? (To have dreams for the future.)*

Pupil's Book, Page 66, Exercise 7

- Ask pupils to open their books at page 66.
- Remind pupils of the meaning of *dreams for the future*. Explain *If you have a dream for the future, you want something very good to happen*.
- Tell pupils that they are going to talk about their own dreams. This is an example of experiential learning (see page 152). Ask a pair to read out the example in the speech bubbles.
- Ask pupils to work in groups of three or four. They take turns in their group to ask and answer the question. Encourage them to help each other with vocabulary as necessary. Ask them to practise saying their questions and answers.
- Bring the class together again and ask groups to tell the class about their dreams.
- List the best answers on the board. Ask the class to vote for their favourite idea.

Answers

Pupils' own answers.

Activity Book, Page 63, Exercise 5

- Ask pupils to open their Activity Book at page 63. Explain that pupils are going to read about what the young people want to be when they are older.
- Point to the phrases in the box, and ask pupils to read them out. Explain that they are going to use them to complete the gaps in the text.
- Ask pupils to work in pairs to read and complete the text.
- Check answers as a class. Choose three pupils to read out one complete paragraph each.

Answers

1. He loves doing experiments (B)
2. win a prize for his inventions (C)
3. and when she's older she wants to study science at Ma'an University (F)
4. she saw wolves and wild cats (A)
5. to be a teacher when he's older (E)
6. he won a school prize for his poem (D)

Activity Book, Page 63, Exercise 6

- Tell pupils that they are going to write answers to the questions. Choose two pupils to read out the example question and answer. Remind pupils that they need to look back at the text in Exercise 5 to find the correct information. Question 5 is an example of a critical thinking question.
- Pupils work individually to complete the task.
- When they have finished writing, ask them to compare their answers in pairs.
- Check answers as a class.

Answers

1. He wants to be a scientist.
2. He invented a toy robot for his brother.
3. She wants to be a scientist and help protect animals and the countryside.
4. He wants to be a teacher.
5. Pupils' own answers.

End the lesson

- Write the names of the three pupils on the board: *Tareq, Salma, Farid*. Tell pupils to close their books. Ask them *Which subjects are the pupils good at?* Write the subjects that pupils suggest under each name.
- Ask them to open their Activity Book again and check if they were right.

Lesson 6

Outcomes

- It is expected that pupils will:**
- use correct intonation for questions and statements
 - use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations
 - with a partner, prepare and present a simple dialogue to the class
 - show appreciation of listening to songs and rhymes in English
 - identify cause and effect in simple reading materials
 - write a paragraph using proper organisation

Structures

*What do you want to be when you're older?
I want to be a teacher.
The conjunction because:
I want to be a teacher **because** I like helping people.*

Functions

Talking about future jobs and careers
Expressing aspirations
Talking about the past
Demonstrating appreciation of a song

Vocabulary

tour guide

Topic

Jobs and careers


Resources


- Pupil's Book, page 67, Exercise 8, Listen and say
- Pupil's Book, page 67, Exercise 9, Talk about you
- Pupil's Book, page 67, Exercise 10, Sing
- Activity Book, page 64, Exercise 7, Listen, draw and say
- Activity Book, page 64, Exercise 8, Read, complete and match
- Activity Book, page 64, Exercise 9, Write about you
- Activity Book, page 78, Handwriting Practice
- Audio: Pupil's Book, Unit 13, Exercise 8
- Audio: Pupil's Book, Unit 13, Exercise 10
- Audio: Activity Book, Unit 13, Exercise 7
- Flashcard: *tour guide*

- Play the recording again, pausing after the first sentence. Point to the red arrow over the sentence, which moves down. Ask the class to repeat the sentence individually, making their voices go down at the end. Choose individuals to read the sentence again.
- Play the second sentence. Students read and repeat in the same way.
- Point to the pictures at random and ask pupils to read out the sentences using correct intonation.


Audioscript and answers

I live in Jordan.
Amman is a big city.

8  **Listen and say**



I live in Jordan.



Amman is a big city.

9 **Talk about you**


- accountant • architect
- dentist • farmer
- computer programmer
- nurse • pilot • scientist
- teacher • tour guide

What do you want to be when you're older?

I want to be a teacher.

Why do you want to be a teacher?

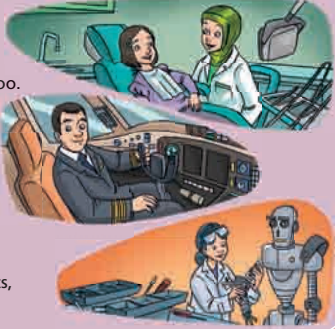
I want to be a teacher because I like helping people.

10  **Sing**

I want to be a dentist,
Because I like helping you.
I'll make the patients better.
And help them feel happy, too.

I want to be a pilot.
I want to fly a plane.
I'll go to different countries,
Then I'll come back again!

I'll be a great inventor.
I want to make new things.
I'll make machines and robots,
Or computers that can sing!



Revision

- Revise jobs. Make statements about pupils in the class and ask other pupils which jobs they should do. For example, say *Issa is good at science. He likes helping people. What job should he do?* Pupils make suggestions.

Presentation

- Present *tour guide* using the flashcard. Ask pupils to repeat the words after you. Ask *Where does a tour guide work?* Elicit ideas, e.g. *in a museum, in an old town, in a castle, at an animal park.*

Pupil's Book, Page 67, Exercise 8

- Explain to pupils that when you say a sentence in English, your voice can go up or down. This is called intonation. Tell them that they are going to listen to two sentences and hear how the voice changes from the beginning to the end.
- Ask pupils to open their books at page 67 and look at the pictures. Play the recording while pupils listen and read.

Further practice

- Ask pupils to read out the sentences again, but just changing one word, e.g. *I live in Salt. I work in Jordan. Amman is a beautiful city.* Make sure that they keep the same intonation.

Pupil's Book, Page 67, Exercise 9

- Ask pupils to look at the list of jobs in Exercise 9 at page 67. Choose a pupil to read out the list.
- Explain that they are going to talk about some of the jobs in the list. Invite a pair to read out the example dialogue in the speech bubbles.
- Ask pupils to work in pairs to take turns asking and answering in the same way. Remind them to use correct intonation. Then ask pupils to change partners and ask and answer again in a new pair. Go round to monitor and help.
- Invite pairs to say their dialogues for the class.

Pupil's Book, Page 67, Exercise 10

- Ask pupils to open their books at page 67.
- Ask pupils to describe what is happening in the three pictures. Explain that they are going to listen to a song about these three jobs.
- Now ask pupils to listen to the song and read the words. Play the recording. Check that pupils are following the words as they listen.
- Play the song again and encourage pupils to join in.
- Divide the class into three groups and ask each group to practise and sing one verse each. Then ask each group to sing its verse to the class.

Audioscript

I want to be a dentist,
Because I like helping you.
I'll make the patients better.
And help them feel happy, too.

I want to be a pilot.
I want to fly a plane.
I'll go to different countries,
Then I'll come back again!

I'll be a great inventor.
I want to make new things.
I'll make machines and robots,
Or computers that can sing!

Activity Book, Page 64, Exercise 7

- Ask pupils to open their Activity Book at page 64. Read out the first sentence and point to the arrow over the top. Explain that they are going to listen to the sentences and draw arrows.
- Play the first sentence on the recording. Ask the class to repeat and trace the arrow with their fingers.
- Play the other sentences one at a time. Encourage pupils to repeat them and draw an arrow slanting downwards each time.
- Play the recording again for pupils to repeat the sentences again using correct intonation.

Audioscript and answers

1. I don't like volleyball.
2. My father is an architect.
3. Alia walks to school.
4. It's my book.
5. They're from Jordan.
6. She's my sister.

Activity Book, Page 64, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book at page 64 and describe the pictures.
- Explain that pupils should complete the sentences in their own way. Then they need to match each sentence with one of the pictures.
- Ask pupils to work individually to complete the task, then compare their answers with a partner. Check answers as a class.

Answers

Pupil's own answers to complete the sentences
a. 3 b. 1 c. 2 d. 4

Activity Book, Page 64, Exercise 9

- Ask pupils to look at Exercise 9 at page 64.
- Explain to pupils that they are going to write a paragraph about what they want to be when they are older.
- You can provide an example model answer for pupils. Write this before class and read it to pupils. They should touch their ears if they hear a place where a comma should be, put their hands on their heads if they hear a full stop, and put up their hands for a capital letter. Write some of your sentences on the board and add punctuation as a class. You could also work on the structure of your model answer by asking if it had an introduction, a development and a conclusion.
- Remind them that they should write one introductory sentence, two or three development sentences and a concluding sentence. Ask them to look back at the texts in Exercise 5 as a model, but to use their own ideas.
- Ask pupils to write their paragraph on their own. Go round to monitor and help as needed.
- Invite pupils to read out their paragraphs to the class.

Answers

Pupils' own answers.

Classroom assessment

With reference to Lessons 5 and 6, pupils can:

Scoring criteria	Good	Fair	Poor
use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations			
write paragraphs using proper organisation			
show appreciation of listening to songs and rhymes in English			
draw conclusions from simple reading materials			
write meaningful sentences using given frameworks			

Classroom assessment

With reference to Unit 13, pupils can:

Scoring criteria	Good	Fair	Poor
follow oral instructions			
use English dictionaries to help understand unfamiliar words			
use and spell correctly learnt vocabulary			
use knowledge of verb tenses to understand when things happen			
write meaningful sentences using given frameworks			
use correct intonation for questions and statements			
with a partner, prepare and present a simple dialogue about jobs to the class			
identify cause and effect in simple reading materials			

End the lesson

- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on page 78.
- Praise the pupils' work in this unit. Tell them that if they work hard in all their school subjects, they will be able to choose their perfect job!

Lesson 1

Outcomes

It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- make simple inferences when listening
- use correct intonation for questions and answers

Structures

The modal verb *will* for future prediction with *there*:

Will there be enough water in the future?

Yes, **there will.**

Will there be hotels here?

No, **there won't.**

Short questions and answers with the modal verb *will*:

Will more sand cats live here?

Yes, **they will.**

Will sand cats become extinct?

No, **they won't.**

Functions

Making predictions for the future
Talking about wildlife and conservation
Talking about nature reserves in Jordan

Vocabulary

drop (v), *endangered*, *extinct*, *recycle*, *sand cat*,
trust (v), *usually*, *waste* (v)

Topic

Wildlife and conservation

Resources

- Pupil's Book, page 67, Exercise 10, Sing
- Pupil's Book, page 68, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 13, Exercise 10
- Audio: Pupil's Book, Unit 14, Exercise 1
- Flashcard: *recycle*, *sand cat*

Revision

- Ask pupils to open their books at page 67 and point to the song. Elicit any of the words that pupils can remember.
- Play the song and encourage pupils to sing along, following the words in their books.

Presentation

- Present *sand cat* using the flashcard. Ask *Have you ever seen a sand cat?* Encourage pupils to put up their hands if they have. Explain that there aren't many sand cats. They are *endangered*. Say *If all the sand cats die, they will be extinct*. Write *endangered* and *extinct* on the board. Get some pupils to repeat the words. Say *we don't usually see sand cats. Why?* (Because they are endangered.) Ask pupils to repeat, and explain that *usually* means *often*. Say *We must protect the sand cats. I trust that we will protect them*. Write *trust* on the board and ask pupils to repeat.
- Demonstrate *drop rubbish* by taking a piece of paper, screwing it up and throwing it on the floor. Say *Stop! Don't drop rubbish*. Ask pupils to repeat. Pick it up again and explain that paper can be used again. Say *Don't waste paper. Recycle it*. Present *recycle* using the flashcard. Write *recycle*

and *waste* on the board and ask some pupils to repeat.

- Present *will* for future predictions. Ask *Will there be sand cats in the future?* Write the question on the board, and ask pupils to repeat it. Write the two possible answers: *Yes, there will.* and *No, there won't.* Pupils repeat the answers.
- Say *Let's find out the answer*. Tell pupils they are going to read about a nature reserve.

Pupil's Book, Page 68, Exercise 1

- Ask pupils to open their books at page 68. Explain that in the story, Kareem and Samira's family visit a nature reserve. Ask *What will Kareem and Samira see there?* Ask them to look at the pictures and elicit their ideas.
- Play the recording. Pupils listen and read to find out whether their ideas were correct. (*They see a sand cat. They see a wonderful view. They see animals and plants.*)
- Make some incorrect sentences for pupils to correct, for example:
 - *The family go on a walk with a teacher. (They go on a walk with a tour guide.)*
 - *Kareem has seen a lot of sand cats. (Kareem hasn't seen a sand cat before.)*
 - *The sand cats will become extinct. (They won't become extinct. They protect them at the nature reserve.)*
 - *It is good to use lots of water. (It is good to use water carefully.)*
 - *The nature reserve doesn't have many visitors. (It has a lot of visitors.)*
 - *There will be a big hotel at the nature reserve in the future. (They won't build big hotels.)*

Unit
14

Will they become extinct?

1 Listen and read



Dad: Here we are. We're at Dhana Nature Reserve!

Kareem: There is a wonderful view.

Mum: Yes, there is. Let's take our suitcases into the hotel. This afternoon, we're going to go on a walk with a tour guide.



Guide: Look, there is a sand cat! Have you ever seen a sand cat before?

Kareem: No, we haven't.

Guide: We don't usually see sand cats because they are endangered.

Samira: Oh no! Will sand cats become extinct?

Guide: No, they won't. We protect the animals here.



Samira: What can we do to protect the plants and animals?

Guide: There are lots of things you can do. Use water carefully. Don't waste it. Don't pick the flowers and don't drop rubbish.

Kareem: We always recycle our rubbish at home.

Guide: That's very good.



Mum: Do a lot of visitors come here?

Guide: Yes, they do. We want visitors to come here, but it's important to protect the nature reserve. We won't build big hotels here. We will protect the animals and plants and we must trust that the visitors want to help us.

Dad: That's great. Thank you for showing us the nature reserve. You can trust us to help you!

Audioscript

1.
Dad: Here we are. We're at Dhana Nature Reserve!
Kareem: There is a wonderful view.
Mum: Yes, there is. Let's take our suitcases into the hotel. This afternoon, we're going to go on a walk with a tour guide.
2.
Guide: Look, there is a sand cat! Have you ever seen a sand cat before?
Kareem: No, we haven't.
Guide: We don't usually see sand cats because they are endangered.
Samira: Oh no! Will sand cats become extinct?
Guide: No, they won't. We protect the animals here.
3.
Samira: What can we do to protect the plants and animals?
Guide: There are lots of things you can do. Use water carefully. Don't waste it. Don't pick the flowers and don't drop rubbish.
Kareem: We always recycle our rubbish at home.
Guide: That's very good.
4.
Mum: Do a lot of visitors come here?
Guide: Yes, they do. We want visitors to come here, but it's important to protect the nature reserve. We won't build big hotels here. We will protect the animals and plants and we must trust that the visitors want to help us.
Dad: That's great. Thank you for showing us the nature reserve. You can trust us to help you!

End the lesson

- Ask pupils to suggest other animals that are endangered. List the animals on the board.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- listen to and participate in simple classroom conversations
- use knowledge of verb tenses to understand when things happen
- scan simple written materials to preview them for general content before starting to read
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

Structures

The modal verb *will* for future prediction with *there*:
Will there be enough water in the future?
Yes, **there will.**
Will there be hotels here?
No, **there won't.**
Short questions and answers with the modal verb *will*:
Will more sand cats live here?
Yes, **they will.**
Will sand cats become extinct?
No, **they won't.**

Functions

Making predictions for the future
Talking about wildlife and conservation
Talking about nature reserves in Jordan

Topic

Wildlife and conservation

Resources

- Pupil's Book, page 68, Exercise 1, Listen and read
- Activity Book, page 65, Exercise 1, Read, circle and match
- Activity Book, page 65, Exercise 2, Read and complete
- Audio: Pupil's Book, Unit 14, Exercise 1

Revision

- Ask *What can we do to protect plants and animals?* Write the question on the board, and ask pupils to repeat it after you. See if pupils can answer, with the ideas from the story. (*Use water carefully. Don't waste water. Don't pick the flowers. Don't drop rubbish. Always recycle rubbish.*)
- Ask pupils to suggest any other ideas they can think of. Note them on the board.

Pupil's Book, Page 68, Exercise 1

- Ask pupils to open their books at page 68. Elicit any other phrases or sentences they can remember from the story.
- Ask a pupil to read Dad's first speech. Play the speech to the class, pause the recording and ask the class to repeat. Continue in this way with the rest of the story, choosing a different pupil to read each speech.
- Divide the class into groups of five. Ask them to choose roles and to practise reading the story. Go round and monitor their pronunciation.
- Choose groups of pupils to read to the class.

Activity Book, Page 65, Exercise 1

- Ask pupils to open their Activity Book at page 65.
- Point to the answers at the bottom of the exercise. Explain that they are going to circle the right words to complete the answers. Then they should read the questions and match them with the correct answers.
- Pupils work in pairs to complete the task. When they have finished writing, ask them to practise asking and answering the questions with their partner.
- Check answers as a class. Invite pairs to read out each question and answer.

Answers

1. d, build 2. c, protect 3. a, haven't 4. e, do
5. b, pick

Activity Book, Page 65, Exercise 2

- Ask pupils to open their Activity Book at page 65.
- Ask a pupil to read the words in the box. Tell pupils that they are going to make sentences about how we can protect plants and animals. Explain that they need to use *will* or *won't* and the correct word from the box. Choose a pupil to read out the example sentence.
- Pupils can work individually to complete the task, then compare their answers with a partner.
- Check answers as a class.

Answers

1. We won't drop 2. We will protect 3. We will use
4. We won't pick 5. We will recycle

End the lesson

- Ask pupils *Do you recycle rubbish at home? What can we recycle? How could we help protect the animals? Will you help protect the animals?* Pupils answer. You could have a class project to be as environmentally friendly as possible.

Lesson 3

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- show understanding of main ideas from a simple oral presentation
- scan simple written materials to preview them for general content before starting to read
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen

Structures

The modal verb *will* for future prediction with *there*:

Will there be enough water in the future?

Yes, **there will**.

Will there be hotels here?

No, **there won't**.

Short questions and answers with the modal verb *will*:

Will more sand cats live here?

Yes, **they will**.

Will sand cats become extinct?

No, **they won't**.

Functions

Making predictions for the future
Talking about wildlife and conservation
Talking about nature reserves in Jordan

Topic

Wildlife and conservation

Resources

- Pupil's Book, page 69, Exercise 2, Listen and choose
- Pupil's Book, page 69, Exercise 3, Listen again and tick (✓) or cross (✗)
- Activity Book, page 66, Exercise 3, Read and write
- Audio: Pupil's Book, Unit 14, Exercise 2
- Audio: Pupil's Book, Unit 14, Exercise 3

Revision

- Say some true or false sentences with *will* or *won't* about the story on page 68. Pupils repeat each sentence and say *True* or *False*. For example, *Sand cats will become extinct. (False) The nature reserve will protect the sand cats. (True) Kareem and Samira won't recycle their rubbish. (False) There will be big hotels in the nature reserve. (False)*
- Invite pupils to say some more sentences with *will* or *won't* about the story. The rest of the class decide whether they are true or false.

Pupil's Book, Page 69, Exercise 2

- Ask pupils to open their books at page 69. Tell them that they are going to listen to a guide talking. Choose a pupil to read out the list in Exercise 1. Explain that they should tick the things they hear the guide talking about.
- Play the recording right through. Pupils tick the items they hear.
- Play the recording again and check answers. Pause after each question and answer to check the list and tick an item if they find it.

Audioscript

- Boy: Can you tell me about the nature reserve?
 Guide: Yes, of course. Lots of plants and animals live here. Some of the animals are endangered.
 Boy: Will the endangered animals become extinct?
 Guide: No, they won't. We protect the plants and animals here, so there will be more of them in the future.
 Boy: Will more sand cats live here in the future?
 Guide: Yes, they will. The nature reserve is a safe place for them.
 Boy: And what about the plants? Will they have enough water?
 Guide: Yes, they will. We use water carefully.
 Boy: Will more people visit the nature reserve?
 Guide: Yes, they will. There are lots of things for visitors to see and do here.
 Boy: But will people build big hotels?
 Guide: No, they won't. There won't be any big hotels here in the future.
 Boy: Thank you.

Answers

These items should be ticked:
 endangered animals
 protecting animals and plants
 sand cats
 water
 visitors to the reserve
 big hotels

- Invite pupils to read out one of the questions each. Play the recording right through. Pupils listen and complete the task.
- Check answers as a class. Play the recording, pausing after each of the questions. Elicit the answer from the class, then play the recording to confirm the correct answer.

Answers

1. X 2. ✓ 3. ✓ 4. ✓ 5. X

Activity Book, Page 66, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book. Explain that they are going to read and complete a conversation between Salma and Muna.
- Invite pupils to read out the sentences in the box. Tell pupils that they need to choose the correct sentences to complete the text. Pupils work in pairs to complete the task. Check answers as a class. Ask a different pair to read out each question and answer.

Answers

1. Lots of wild animals live there. (F)
2. Will the endangered animals become extinct? (C)
3. Do a lot of people visit the reserve? (A)
4. No, they won't. (D)
5. Yes, they will. (B)
6. They'll use water carefully and this will help the plants. (E)

End the lesson

- Ask the class *Would you like to work on a nature reserve?* Ask those who say *yes* to tell the class why.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and statements
- listen to and participate in simple classroom conversations
- use simple sentences to talk about wildlife and conservation
- use and spell correctly learnt vocabulary
- write meaningful questions and answers using jumbled words
- correct punctuation with the assistance of peers and teachers

Structures

The modal verb *will* for future prediction with *there*:

Will there be enough water in the future?

Yes, **there will**.

Will there be hotels here?

No, **there won't**.

Short questions and answers with the modal verb *will*:

Will more sand cats live here?

Yes, **they will**.

Will sand cats become extinct?

No, **they won't**.

Functions

Making predictions for the future
 Talking about wildlife and conservation
 Talking about nature reserves in Jordan

Topic

Wildlife and conservation

Resources

- Pupil's Book, page 69, Exercise 4, Ask and answer
- Activity Book, page 66, Exercise 4, Write
- Photocopiable Extra Practice Worksheet 6, page 169

2 Listen and choose

The guide talks about:

- | | |
|--|--|
| <input type="checkbox"/> endangered animals | <input type="checkbox"/> water |
| <input type="checkbox"/> not picking flowers or dropping rubbish | <input type="checkbox"/> visitors to the reserve |
| <input type="checkbox"/> protecting animals and plants | <input type="checkbox"/> big hotels |
| <input type="checkbox"/> sand cats | |

3 Listen again and tick (✓) or cross (X)



Will the endangered animals become extinct?



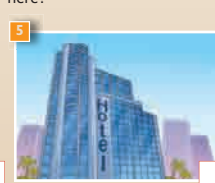
Will more sand cats live here?



Will plants have enough water?

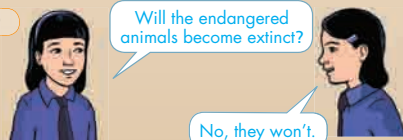


Will more people visit the nature reserve?



Will people build big hotels?

4 Ask and answer



Pupil's Book, Page 69, Exercise 3

- Ask pupils to open their books at page 69.
- Tell pupils they are going to listen to the recording again and answer the questions. Remind them that they should put a tick for *yes* and a cross for *no*. Write a tick and a cross on the board.

Revision

- At the top of the board, write *In the future ...* Under this, write some of the words from the unit: *extinct, sand cat, endangered, recycle, plants, protect, animals, rubbish*.
- Invite pupils to make predictions about the future, using one or more of the words on the board, e.g. *In the future, we will protect the animals.*

Pupil's Book, Page 69, Exercise 4

- Ask pupils to look at Exercise 3 at page 69. Explain that they are going to ask and answer questions with a partner, based on the questions in Exercise 3.
- Invite a pair to read out the example question and answer.
- Go round and monitor while pupils work in pairs. Check and help with pronunciation and intonation as needed.
- Invite pairs to demonstrate one question and answer each to the class.

Activity Book, Page 66, Exercise 4

- Ask pupils to open their Activity Book at page 66. Tell them that they are going to write questions and answers. Explain that they need to put the jumbled words in the right order to write the question. Then they should write an answer with *Yes* if there is a tick, and *No* if there is a cross.
- Read out the first set of jumbled words, and ask a pair to read the example question and answer. Ask pupils *What punctuation marks are there in the first question and answer?* Elicit that there is a question mark, a comma and a full stop.
- Pupils work individually to write the questions and answers. Go round and monitor, making sure that pupils pay attention to their punctuation.
- When they have finished writing, pupils compare their work in pairs. Ask them to practise reading out the questions and answers.
- Check answers as a class.

Answers

- Will more people visit the nature reserve? Yes, they will.
- Will they build big hotels? No, they won't.
- Will the endangered animals become extinct? No, they won't.
- Will more sand cats live here? Yes, they will.
- Will plants have enough water? Yes, they will.

Further practice: Photocopiable Extra Practice Worksheet 6

- For further practice of *will* to predict, make a copy of the photocopiable worksheet 6 on page 169 for each pupil.
- Explain to pupils that they need to complete the dialogue. They write Siham's questions, using *will* and the words in brackets. Then they can write the answers, using their own ideas.
- Pupils write their answers individually. Then encourage them to read out their dialogues with a partner.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
use knowledge of verb tenses to understand when things happen			
use simple sentences to talk about familiar and unfamiliar situations			
write meaningful sentences using given frameworks			
correct punctuation with the assistance of peers and teachers			

End the lesson

- Ask questions with *there* about what will happen in the future. Invite pupils to answer. For example: *Will there be more nature reserves? Will some animals become extinct? Will people recycle more rubbish?*
- If pupils give different answers, ask them to give reasons for their answers.

Lesson 5

Outcomes

It is expected that pupils will:

- use context and direct instruction to understand the meaning of new words
- recognise the correct stress of syllables in multi-syllable words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- use English dictionaries to help understand unfamiliar words in simple reading materials
- draw conclusions from simple reading materials

Structures

The modal verb *will* for future prediction with *there*:
Will there be enough water in the future?
 Yes, **there will.**
Will there be hotels here?
 No, **there won't.**
 Short questions and answers with the modal verb *will*:
Will more sand cats live here?
 Yes, **they will.**
Will sand cats become extinct?
 No, **they won't.**

Functions

Making predictions for the future
 Talking about wildlife and conservation
 Talking about nature reserves in Jordan

Vocabulary

amazing, balcony, outside, repair, soap, spectacular

Topic

Wildlife and conservation

Resources

- Pupil's Book, page 70, Exercise 5, Read and match
- Pupil's Book, page 70, Exercise 6, Read again and say *Yes* or *No*
- Activity Book, page 67, Exercise 5, Read and label A, B, C
- Activity Book, page 67, Exercise 6, Read and circle *Yes* or *No*
- A map of Jordan

Revision

- Ask *Which nature reserve did Kareem and Samira visit?* Elicit *Dhana Nature Reserve*.
- Show pupils where Dhana Nature Reserve is on the map of Jordan. Tell them it is the largest nature reserve in Jordan. Ask if they know of any other nature reserves. See if they can point them out on the map.

Presentation

- Present *amazing* and *spectacular*. Write the words on the board and ask pupils to repeat after you. Say the words again, and elicit where the stress falls in each word (*on the second syllable*). Tell them that both words are similar in meaning to *wonderful*. Say we use *spectacular* to describe something very large, that looks fantastic. Present *outside* reminding pupils of the meaning of *inside* and explaining that they are opposites.

Pupil's Book, Page 70, Exercise 5

- Ask pupils to open their books at page 70 and describe the photographs in Exercise 5.
- Explain that they are going to read a letter from Kareem and Samira to their grandparents, describing their holiday at Dhana Nature Reserve.
- Ask *What are Kareem and Samira going to do tomorrow?* Tell pupils to read the letter and find the answer.
- Pupils work individually to read the text and find out. Elicit the answer. (*Tomorrow they are going to go hiking in the nature reserve. They are going to stay in a tent.*)
- Ask pupils to find the other new words in the letter: *balcony* and *repair* and *soap*. See if they can work out the meaning of the words from context. If they have difficulty, ask them to look the words up in their dictionaries.
- Tell the pupils to read the text again and match each paragraph with the correct picture. Pupils can work in pairs to complete the task. Check answers as a class.

Answers

1. d 2. b 3. c 4. a

5 Read and match




Dear Grandma and Grandpa,
We are having an amazing time on holiday. Dhana Nature Reserve is spectacular and it's very interesting.

- 1 We arrived here yesterday afternoon. Our hotel is in the mountains. We can sit outside the hotel on the balcony and look across the valley at the nature reserve.
- 2 This morning, we visited the village of Dhana. Some of the houses and other buildings in Dhana are very old, but now people are repairing them. The village has got new streets and parks. It looks wonderful. I think that more people will live here in the future.
- 3 There is a craft shop in Dhana. The people from Dhana make everything in the shop. You can buy food, pictures, toys, clothes, soaps and jewellery. Kareem bought a toy sand cat and I bought a new bag.
- 4 Tomorrow, we are going to go hiking in the nature reserve. We are going to stay in a tent! Kareem and I are really excited.

Love from
Kareem and Samira




6 Read again and say Yes or No

- 1 The hotel is in the valley.
- 2 Dhana is an old village.
- 3 There are some old parks in Dhana.
- 4 The people from Dhana make crafts.



The hotel is in the valley.



No. The hotel isn't in the valley. It's in the mountains.

70

Pupil's Book, Page 70, Exercise 6

- Ask pupils to look at page 70.
- Explain that pupils are going to read the letter in Exercise 5 again. Then they will read the sentences and say *Yes* or *No*. Invite a pair to read out the example dialogue.
- Pupils work in pairs to read the text again and complete the task. Make sure that they are correcting the sentences that are wrong.
- Check answers as a class. Encourage them to read out the part of the reading text that gives the correct answer.

Answers

1. No. The hotel isn't in the valley. It's in the mountains.
2. Yes
3. No. There are some new parks in Dhana.
4. Yes

Activity Book, Page 67, Exercise 5

- Ask pupils to look at page 67.
- Remind pupils of the three parts of a paragraph. Point to the words at the top of the exercise. On the board, write *Introductory sentence*, *Development sentences*, *Concluding sentence*. Ask pupils what they can tell you about these.
- Tell pupils they are going to read about Ajloun Nature Reserve. Show them where it is on the map of Jordan. Tell them that they need to decide what type of sentences come after each gap, and write the correct letter. Read out the example answer.
- Pupils work individually to complete the task, then compare their answers with a partner.
- Check answers as a class.

Answers

Paragraph 1: B, C
Paragraph 2: B
Paragraph 3: A, B

Activity Book, Page 67, Exercise 6

- Ask pupils to look at page 67.
- Explain to pupils that they are going to read some statements about the text in Exercise 5 at page 67 and decide if they are true or false. If they are true, they circle *Yes*. If not, they circle *No*.
- Pupils work individually to read the sentences and circle the answers.
- When they have finished, ask them to check their answers in pairs. If they disagree about an answer, encourage them to look back at the text and find the sentence that gives the correct information.
- Check answers as a class.

Answers

1. Yes
2. No. People protect the forests and the trees.
3. No. They are safe in the forest.
4. Yes
5. No. They have small houses.
6. Yes

End the lesson

- Ask pupils to look back at the false sentences from Activity Book Exercise 6 and correct them.

Lesson 6

Outcomes

It is expected that pupils will:

- use correct intonation for questions and statements
- draw conclusions from simple reading materials
- read aloud short poems
- show appreciation of listening to rhymes in English
- with a partner, prepare and present a simple dialogue to the class
- write meaningful sentences to complete a dialogue
- locate and use reference materials found in the classroom and school library
- write paragraphs using proper organisation

Structures

The modal verb *will* for future prediction with *there*:

Will there be enough water in the future?
Yes, **there will**.

Will there be hotels here?
No, **there won't**.

Short questions and answers with the modal verb *will*:

Will more sand cats live here?
Yes, **they will**.

Will sand cats become extinct?
No, **they won't**.

Functions

Making predictions for the future
Talking about wildlife and conservation
Talking about nature reserves in Jordan

Topic

Wildlife and conservation

Resources

- Pupil's Book, page 71, Exercise 7, Listen and say
- Pupil's Book, page 71, Exercise 8, Match and say
- Pupil's Book, page 71, Exercise 9, Read and answer
- Activity Book, page 68, Exercise 7, Listen, draw and say
- Activity Book, page 68, Exercise 8, Write and say
- Activity Book, page 68, Exercise 9, Write
- Activity Book, page 78, Handwriting Practice
- Audio: Pupil's Book, Unit 14, Exercise 7
- Audio: Activity Book, Unit 14, Exercise 7
- Leaflets or other information about the Dibeen, Shaumari and Dhana Nature Reserves

Pupil's Book, Page 71, Exercise 7

- Ask pupils to open their books. Ask them to describe the pictures in Exercise 7.
- Remind pupils that in English, our voice can go up or down as we speak. This is called *intonation*. Tell them that they are going to listen to some short questions and answers. They should listen to the intonation in the sentences.
- Play the recording while the pupils listen and follow in their books. Ask them to trace the arrows with their fingers as they listen.
- Play the recording again, pausing after each sentence for pupils to repeat individually. Ask *Does the question go up or down?* Elicit *up*. Ask *Does the answer go up or down?* Elicit *down*.

7 Listen and say



Is it a leopard? Yes, it is.



Is it three o'clock? No, it isn't.

8 Match and say

<ul style="list-style-type: none"> ✓ Recycle X Drop X Pick X Waste ✓ Save 	}	<ul style="list-style-type: none"> flowers water paper rubbish plastic
--	---	---

Recycle plastic and paper. Don't drop rubbish.



9 Read and answer

How does the poet think that we should help our planet?

Look at all the animals
Around the world today.
It's important to protect them.
So that they're here to stay.

The camel and the lion.
The turtle and the deer.
We have to help our planet.
So they'll always be here.

We won't drop any rubbish.
And we'll save water, too.
We'll help the plants and animals.
It's the right thing to do.



How do you think that we should help our planet?

Audioscript

Is it a leopard? Yes, it is.
Is it three o'clock? No, it isn't.

Further practice

- Ask some more short questions about each picture, e.g. (picture 1) *Is it a sand cat? Is it a tiger?* (picture 2) *Is it two o'clock? Is it half past two?* Pupils respond.

Revision

- Say *Kareem* and *Samira are having a great holiday*. Write *great* on the board, and ask pupils if they can remember other describing words with a similar meaning from *Kareem* and *Samira's* letter. Elicit *amazing*, *spectacular*, *interesting*, *wonderful*. Write these up too.
- Ask them if they can think of any other adjectives like these. Elicit, for example *fantastic*, *fascinating*, *impressive*. Add them to the list on the board.

Pupil's Book, Page 71, Exercise 8

- Ask pupils to look at the two lists of words in Exercise 8 at page 71. Go round the class, inviting pupils to each read out one word from the lists.
- Explain that they need to match words on the left with words on the right. Ask them to work individually to do this. Check answers as a class.
- Then point to the ticks and crosses on the left. Tell pupils they should make sentences using the matched words. The sentences with a cross before them should start with *Don't ...*
- Choose a pupil to read out the example in the speech bubble.
- Let pupils work in pairs to make and practise their sentences.
- Invite pupils to say their sentences for the class.

Answers

Recycle plastic, Don't drop rubbish, Don't pick flowers, Don't waste paper, Save water

Pupil's Book, Page 71, Exercise 9

- Tell pupils they are going to listen to and read a poem. Ask pupils to look at the picture in Exercise 9 at page 71 and say what they think the poem will be about.
- Ask pupils to close their books and listen while you read the poem to them. When you have finished, elicit their ideas, e.g. *The poem was about protecting animals.*
- Ask pupils to open their books again. Invite a pupil to read out the question at the top of Exercise 9.
- Let pupils read the poem individually. When they have finished, elicit their answers to the question. This is an example of experiential learning (see page 152).
- Then, ask a pupil to read out the question at the bottom of the page. Elicit pupils' answers.

Answers

Pupils' own answers.

Further practice

- Divide the class into three groups. Invite each group to practise reading one verse of the poem.
- Ask the class to perform the poem, with each group reading their verse. If they can say their verse from memory, encourage them to do this.

Activity Book, Page 68, Exercise 7

- Ask pupils to look at page 68.
- Explain to pupils that they are going to listen to some questions and answers. They need to decide if each sentence goes up or down.
- Play the recording right through while pupils listen and read.
- Play the recording again, this time pausing after each question or answer for pupils to repeat, and draw an arrow.
- Ask pupils to work in pairs to practise reading the questions and answers with correct intonation.

Audioscript and answers

1. Is it a sand cat? Yes, it is.
2. Is it half past two? No, it isn't.
3. Are they extinct? No, they aren't.

4. Is it a vase? Yes, it is.
5. Is it endangered? No, it isn't.
6. Are they big hotels? Yes, they are.

Activity Book, Page 68, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book at page 68. Explain that they are going to work with a partner to complete the dialogue. Explain that they can use the words in the box to help them.
- Pupils work in pairs to write their dialogues. Go round to monitor and help as needed.
- When they have finished writing, ask pairs to practise reading out their dialogues.
- Pairs present their dialogues to the class. Make sure the class claps and says *Well done!* when they have finished.

Answers

Pupils' own answers.

Activity Book, Page 68, Exercise 9

- Ask pupils to look at page 68.
- Explain to the pupils that they are going to write two or three paragraphs about one of the nature reserves named.
- Pupils can use information from the Pupil's Book, and find out additional information from reference sources at school.
- Tell pupils that they cannot copy from reference books, but instead should rewrite the sentences they need, to show that they understand. You can practise this important skill in class with reference material, prior to the exercise.
- Remind pupils to write an introductory sentence, two or three development sentences and a concluding sentence for each paragraph.
- Pupils work individually to write their paragraphs.
- Invite some pupils to read out their paragraphs to the class.

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 14, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
listen to and participate in simple classroom conversations			
use knowledge of verb tenses to understand when things happen			
use correct intonation for questions and statements			
read aloud a short poem about animals			
write paragraphs about a nature reserve using proper organisation			

End the lesson

- Guide pupils to practise handwriting the short paragraph in the Activity Book on page 78.
- Praise the pupils for their hard work in the unit. Tell them that in the next unit, they will have the opportunity to review their work in Units 11 to 14.

Review 4

Lesson 1

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- speak with pauses for clarity and emphasis
- discuss simple reading materials to compare own ideas with those of peers
- use knowledge of verb tenses to understand when things happen

Structures

Revision of:
What is it made of?
It's made of clay/glass/metal.

Functions

Revision of:
Talking about a visit to a museum
Talking about objects from the past

Vocabulary

Revision of:
glass, guidebook, jug, object (n), pot, spectacular, talk (n), tour guide, vase

Topic

Revision

Resources

- Pupil's Book, page 72, Exercise 1, Listen and read
- Audio: Pupil's Book, Review 4, Exercise 1
- Wallchart: *At a museum; The world*

Revision

- Hold up classroom objects made of different materials. Ask the class *What is it made of?* Elicit the reply, e.g. *It's made of metal.*
- Use the wallchart to revise words for things in a museum. Invite a pair to come to the front of the class. Encourage one pupil to point to an object on the wallchart and ask questions about it, e.g. *What is it? What is it made of?* Their partner replies. Choose other pairs to do the same.

Pupil's Book, Page 72, Exercise 1

- Ask pupils to describe the pictures in Exercise 1 at page 72.
- Explain that this is Kareem's new homework project. Ask a pupil to read out the speech bubble and the title of the project.
- Ask the class if they have heard of the British Museum. Explain that the museum is in London, in England. Ask pupils to find London on a map using the wallchart. Ask the class what they think is in the museum (objects from all over the world).
- Ask the class *Which object in the pictures is the oldest?* Let them guess, without reading the text. Tell them to listen for the answer. Play the recording right through. The pupils listen and read.
- Ask the question again and elicit the answer. (The jewellery is the oldest. It is more than 2,000 years old. The mosaic is less than 2,000 years old, and the vase is 1,800 years old.)

- Make statements about the text and elicit *True* or *False* for each: *The British Museum has about 8,000 objects. (False. It has about 80,000 objects.) You can visit the British Museum with a tour guide. (True.) The jewellery in the photo is made of gold. (True.) The Roman mosaic has pictures of fish on it. (True.) The vase in the photo is Jordanian. (False. It is Egyptian.) Kareem went to the British Museum last year. (False. He hasn't been to the British Museum. He wants to go in the future.)*

Review 4

1

Listen and read

My homework project this week is about the British Museum in London.

The British Museum

The British Museum is a very well-known museum in London. It has about 80,000 objects from all over the world. The building is spectacular, too. This is a photo of the museum.

You can visit the British Museum with a tour guide or you can use a guidebook. There are sometimes talks about some of the objects in the museum, too.

In this photo, you can see some jewellery. It is more than 2,000 years old! It is made of gold.

There are some beautiful mosaics in the British Museum, too. This is an interesting Roman mosaic. It's from a house in the first century. It has a lot of different fish on it.

There are also lots of vases, jugs and pots in the museum. The vase in this photo is Egyptian. It's made of glass. It's from the second century and it's very colourful.

I want to go to London to visit the British Museum in the future. There are so many fascinating things to see!

12

Audioscript

Kareem: My homework project this week is about the British Museum in London. The British Museum is a very well-known museum in London. It has about 80,000 objects from all over the world. The building is spectacular, too. This is a photo of the museum. You can visit the British Museum with a tour guide or you can use a guidebook. There are sometimes talks about some of the objects in the museum, too. In this photo, you can see some jewellery. It is more than 2,000 years old! It is made of gold. There are some beautiful mosaics in the British Museum, too. This is an interesting Roman mosaic. It's from a house in the first century. It has a lot of different fish on it. There are also lots of vases, jugs and pots in the museum. The vase in this photo is Egyptian. It's made of glass. It's from the second century and it's very colourful. I want to go to London to visit the British Museum in the future. There are so many fascinating things to see!

End the lesson

- Invite a pupil to describe their favourite object from the photos, without saying what it is. The class guesses what they are describing.
- Choose a pupil who guessed correctly to take a turn describing another object.

Lesson 2

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- pronounce English words and sentences precisely and correctly
- skim simple written materials for the main ideas
- distinguish fact from opinion in simple reading materials
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- write meaningful sentences to answer questions

Structures

Revision of:
What is it made of?
It's made of clay/glass/metal.

Functions

Revision of:
Talking about a visit to a museum
Talking about objects from the past

Vocabulary

Revision of:
drop (v), endangered, recycle

Topic

Revision

Resources

- Pupil's Book, page 72, Exercise 1, Listen and read
- Activity Book, page 69, Exercise 1, Read and complete
- Activity Book, page 70, Exercise 2, Write answers
- Audio: Pupil's Book, Review 4, Exercise 1

Revision

- Revise words about wildlife and conservation. On the board, write *protect, water, recycle, pick, drop*. Ask *What can we do to protect plants and animals?* Invite pupils to answer the question using the words on the board. Write their ideas on the board, e.g. *Protect the nature reserves. Don't waste water. Recycle plastic and paper. Don't pick flowers. Don't drop rubbish.*

Pupil's Book, Page 72, Exercise 1

- Tell pupils to keep their books closed. Ask *What can you remember about Kareem's homework project?* Name some of the things Kareem wrote about in his project: *the jewellery, the mosaics, a vase*. See what pupils can tell you about each of these.
- Ask pupils to open their book at page 72. Play the recording right through, while pupils listen and read, to find out whether they remembered correctly.
- Ask pupils to work in pairs to read the project again. They can take turns to read one paragraph each. Go round and monitor to check their pronunciation.

- Guide pupils to point to facts (*It has about 80,000 objects*) and opinions (*This is an interesting Roman mosaic*) in the text.

Activity Book, Page 69, Exercise 1

- Ask pupils to open their Activity Books at page 69. Tell them to describe the two pictures in Exercise 1, and say what the places are (*the city of Salt and Dibeem Forest*).
- Point to the two letters and elicit who each letter is from and to (*letter 1: from Nadia to Fatima; letter 2: from Fatima to Nadia*).
- Point to the sentences in the box. Choose a pupil to read them out. Tell pupils that they need to choose the correct sentence to complete each gap. Ask a pupil to read out the first two sentences of Nadia's letter, including the example answer.
- Encourage pupils to work in pairs to read the letters and complete the task.
- Check answers as a class. Go round the class, asking each pupil in turn to read one sentence.

Answers

1. Have you ever been to Salt? (C)
2. In the museum there are pots, vases, coins and mosaics. (E)
3. It was made of glass. (A)
4. My favourite animals were the squirrels. (B)
5. We enjoyed a picnic in the forest. (F)
6. We had a great time! (D)

Activity Book, Page 70, Exercise 2

- Ask pupils to look at the questions in Exercise 2 at page 70. Tell them that they are going to answer the questions, using the information from the letters in Exercise 1.
- Choose a pupil to read out the first question and the example answer.
- Pupils work individually to write their answers. When they have finished, let them compare answers in pairs.
- Check answers as a class.

Answers

1. No, she hasn't.
2. There are pots, vases, coins and mosaics.
3. A blue vase.
4. They went hiking and ate a picnic.
5. The squirrels.
6. They put the rubbish in their bags carefully and recycled it at home.

End the lesson

- Explain that Kareem's project contains both facts and opinions. Read out the first paragraph, pausing after each sentence to ask *Is that a fact or an opinion?* Pupils answer. (*The British Museum is a very well-known museum in London—fact. It has about 80,000 objects from all over the world—fact. The building is spectacular, too—opinion. This is a photo of the museum—fact.*)

Lesson 3

Outcomes

It is expected that pupils will:

- with a partner, prepare and present a simple dialogue to the class
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- speak with pauses for clarity and emphasis
- use correct intonation for questions and statements
- write meaningful sentences using given frameworks
- write a simple information paragraph of four or five sentences
- write sentences in dictation exercises

Structures

Revision of:
The present perfect with *for*:
How long have you worked at the nature reserve?
I've worked here for ten years.
The modal verb *will* for future prediction
Will people in Dhana build a small museum?
Yes, they will.

Functions

Revision of:
Talking about future jobs and careers
Making predictions for the future
Talking about wildlife and conservation

Vocabulary

Revision of:
accountant, experiment (n), float (v), gently, protect, quietly, slowly, stone, waste (v)

Topic

Revision

Resources

- Pupil's Book, page 73, Exercise 2, Choose, ask and answer
- Pupil's Book, page 73, Exercise 3, Read, ask and answer
- Activity Book, page 70, Exercise 3, Listen, draw and say
- Activity Book, page 70, Exercise 4, Listen and complete
- Activity Book, page 71, Exercise 5, Write
- Audio: Activity Book, Review 4, Exercise 3
- Audio: Activity Book, Review 4, Exercise 4
- Audio: Pupil's Book, Unit 13, Exercise 10

Revision

- Ask *What job do you want to have in the future?* Choose pupils to answer, giving reasons, e.g. *I want to be an accountant because I like working with numbers.*
- Ask questions with *How long ...*, e.g. *How long have you studied English? How long have you been at this school? How long have you lived in this town?* Remind pupils to answer using *for*, e.g. *I've studied English for six years.*


Pupil's Book, Page 73, Exercise 2

- Ask pupils to open their books at page 73 and look at the pictures in Exercise 2.
- Invite a pupil to read out the list of jobs at the top of the exercise.
- Ask pupils to work with a partner to match the jobs and pictures. Check answers as a class. (*picture a – tour guide; picture b – scientist; picture c – chef; picture d – farmer*)
- Point to the words under each picture, and choose a pupil to read them out.
- Explain that pupils are going to work with a partner to practise dialogues like the example. Invite a pair to read the dialogue in the speech bubbles.
- Pupils then work in pairs. Go round to monitor and check their pronunciation. Help them with vocabulary as needed. Make sure pairs are taking turns to ask questions and answer them.

- Invite pairs to say their dialogues for the class. Make sure the other pupils praise their efforts when they have finished speaking.


2 Choose, ask and answer

• farmer • tour guide • chef • scientist




a

ten years



b

five years




c

three years



d


fifteen years



3 Read, ask and answer

The future of Dhana

- People in Dhana will build a small museum.
- People will open new shops.
- People won't hunt in the nature reserve.
- The plants and animals will be safe.
- People won't cut down trees.



Pupil's Book, Page 73, Exercise 3

- Ask pupils to look at the information about Dhana at page 73. Invite pupils to read out one item each from the list.
- Tell pupils that they are going to read the list together with a partner, then ask and answer questions about it.
- Encourage pupils to work with a different partner for this exercise. They should take turns to ask and answer. Remind them to start their questions with *Will ...?*
- Go round monitoring while pupils work.
- Invite pairs to say questions and answers for the class.

Suggested answers

Will people in Dhana build a small museum? Yes, they will.
 Will people open new shops? Yes, they will.
 Will people hunt in the nature reserve? No, they won't.
 Will the plants and animals be safe? Yes, they will.
 Will people cut down trees? No, they won't.

Activity Book, Page 70, Exercise 3

- Ask pupils to open their Activity Book at page 70. Remind them that sentences in English have intonation, meaning that the voice rises or falls from the beginning of the sentence to the end. Ask them to look at Exercise 7 on page 71 of their Pupil's Books to remind them how intonation is shown with arrows over the top of the sentences.
- Tell pupils they are going to listen to the intonation in some sentences. Play the recording right through, while pupils listen and read. Play the recording again, this time pausing after each sentence for the pupils to draw arrows going up or down over the sentence. Play the recording for a final time and pause to check each answer with the class.

Audioscript and answers

1. I want to be a teacher.
2. Is it an interesting guidebook? Yes, it is.
3. Is the jug made of stone? No, it isn't.
4. An orange floats in water.
5. He's an accountant.
6. Is it an experiment? Yes, it is.

Activity Book, Page 70, Exercise 4

- Ask pupils to look at page 70. On the board, write *quickly*. Elicit any other words ending in *-ly* that pupils can think of.
- Tell pupils that they are going to listen to sentences with *-ly* words in and then write them down. Play the recording once. Elicit that the adverbs in these sentences come after the verb doing word (verb). Play the recording again. Pause after each sentence for the pupils to write it down. Remind them to punctuate their sentences correctly. Check answers as a class.

Audioscript and answers

1. Sit down quietly.
2. He walks to school slowly.
3. Put the oil into the water gently.
4. Coins sink quickly in water.
5. Ride your bike carefully.
6. The balloon inflates quickly.

Further practice

- Ask pupils to suggest different *-ly* words that could be used in each sentence, e.g. *Sit down quickly*.

Activity Book, Page 71, Exercise 5

- Ask pupils to look at the list of phrases at page 71. Ask a pupil to read the title of the paragraph. Tell pupils to write a paragraph about how we can protect nature reserves in the future. They should use the phrases at the top of the exercise. Remind them to use *will* or *won't* in each sentence.
- Pupils work individually to write their paragraphs. Invite pupils to the front of the class to read their paragraph out. Encourage them to praise each other's work.

Answers

Pupil's own answers.

End the lesson

- Ask pupils to open their Pupils' Book at page 67. Elicit the different jobs that are mentioned in the song. Play the recording for them to listen and check. Play the song, while pupils read and sing along.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and statements
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- show appreciation of listening to rhymes in English
- read aloud short poems
- use knowledge of verb tenses to understand when things happen
- write meaningful sentences and paragraphs using given frameworks
- write a simple short speech of four or five sentences to present to the class

Structures

Revision of:
What is it made of?
It's made of clay/glass/metal.
 The zero conditional:
What happens if we put the spoon in water?
If we put the spoon in water, it sinks.
If you put wood in water, it floats.
What do you want to be when you're older?
I want to be a doctor.

Functions

Revision of:
 Talking about science
 Conducting an experiment
 Expressing conditions
 Talking about future jobs and careers
 Asking and answering questions

Vocabulary

Revision of:
clay, dream (n), metal, perfect (adj), plastics, sink (v), spoon

Topic

Revision

Resources

- Pupil's Book, page 74, Exercise 4, Ask and answer
- Pupil's Book, page 74, Exercise 5, Look and say
- Pupil's Book, page 74, Exercise 6, Look and say
- Activity Book, page 71, Exercise 6, Read and complete
- Activity Book, page 71, Exercise 7, Write and say

Revision

- Revise the zero conditional but do not teach grammar directly. On the board, write *float* and *sink*. Ask *What happens if I put a ruler in water?* Elicit the answer. (*It floats.*) Ask *What happens if I put a coin in water?* Elicit the answer. (*It sinks.*)
- On the board, write the sentence frame *If you put ____ in water, it ____*. Invite individual pupils to suggest different ways of completing the sentence, e.g. *If you put an orange in water, it floats.*

Pupil's Book, Page 74, Exercise 4

- Ask pupils to open their books at page 74. Tell them that they are going to read a poem. Ask them to describe the picture in Exercise 4, and guess what the poem will be about.

- Choose a pupil to read out the instructions at the top of the exercise. Remind pupils of the meaning of *rhyme*. Say *Which word rhymes with 'sun'?* On the board, write a list of words: *mum, dad, map, fun, long*. Ask the question again, and elicit *'Fun' rhymes with 'sun'*. *They are rhyming words.*
- Ask pupils to read the poem aloud with a partner and find the rhyming words.
- When they have finished reading, ask *Which are the rhyming words?* Pupils answer. (*sink, think, float, boat*)
- Read out the poem one line at a time, and ask pupils to repeat the line after you as a class and individually.

Further practice

- Ask pupils to close their books. Say the first few words of each line of the poem, and encourage the class to say the rest of the line from memory.

4 Ask and answer
Read the poem aloud. Find the rhyming words.

Our experiment by Mahmoud
If we put wood in water, it floats.
But if we use metal, it sinks.
What happens with plastic and glass?
Please tell me, what do you think?
Look at the things in the box.
Let's see if they sink or they float.
We'll do an experiment now.
Please give me the spoon and the boat.



5 Look and say
• the spoon
• the plane
• the boat
• the doll
• the jug
• the robot
• the bottle

What happens if we put the spoon in water?
If we put the spoon in water, it sinks.



6 Look and say

a.  b.  c.  d. 

It's a jug. It's made of glass.

74

Pupil's Book, Page 74, Exercise 5

- Invite a pupil to read out the list of objects in Exercise 5 at page 74. Tell the pupils to find each object in the picture in Exercise 4.
- Explain that pupils are going to talk about the objects with a partner. Ask a pair to read out the example question and answer in the speech bubbles.
- Remind pupils of the correct intonation for questions and answers
- Pupils work in pairs to ask and answer questions. This is an example of simulation (see page 152). Go round and monitor their pronunciation. Make sure they take turns to ask and answer.
- Ask pupils to swap partners and work in a different pair.
- Invite several pairs to say some of their questions and answers for the class. If any of the pairs have a different answer to any of the questions, tell them to put up their hands and elicit their answer. Ask *What is it made of?* Tell pupils that both answers are possible for some objects, for example, if the jug is empty, it may float. They would have to do an *experiment* to find out!

Pupil's Book, Page 74, Exercise 6

- Ask pupils to look at the pictures in Exercise 6 at page 74.
- Choose a pupil to read out the example in the speech bubble.
- Explain that they need to say what each object is and what it is made of.
- Let pupils work in pairs to make and practise their sentences. Go round and monitor.
- Check answers as a class. Invite pairs to say each description.

Answers

- It's a jug. It's made of glass.
- It's an elephant. It's made of wood.
- It's a vase. It's made of clay.
- It's a spoon. It's made of metal.

Further practice

- Ask pupils to read out each description again, but add one more sentence to it, e.g. *It's a jug. It's made of glass. It's very old.* See how many pupils can add different details to each description. Accept all reasonable answers.

Activity Book, page 71, Exercise 6

- Ask pupils to open their Activity Book and look at the dialogues in Exercise 6. Ask which two people are speaking in each dialogue (*Mahmoud and Amer; Nadia and Fatima*). Explain that they are talking about what jobs they would like to do.
- Invite a pupil to read out the words in the box. Tell pupils that they need to choose the correct words to complete the dialogues.
- Pupils work individually to complete the task.
- When they have finished writing, ask pupils to compare their answers by reading out the dialogues with a partner.
- Check answers as a class. Invite pairs to read out each dialogue.

Answers

- I want
- Why
- patients
- job
- dream
- scientist
- work
- endangered
- plants
- wonderful

Activity Book, page 71, Exercise 7

- Ask pupils to open their Activity Book at page 71 and look at Exercise 7.
- Explain that pupils will need to write about their favourite unit and why they liked it.

Answers

Pupils' own answers.

End the lesson

- Invite a pupil to come to the front of the class. Tell the pupil to choose a job. He or she should tell you quietly what job they have chosen, without letting the class know. Explain that they are going to roleplay someone who does that job.
- Say *This is (Mr Jammal). What is his job?* The class asks the pupil questions about what they do at work. Pupils try to guess the job.

Lesson 5

Outcomes

It is expected that pupils will:

- locate and use English reference materials found in the classroom and school library
- use table of contents and keyword search to locate specific information in print or electronic sources
- create a mind map of the main idea and the supporting details in simple reading materials
- write simple information paragraphs
- use and spell correctly learnt vocabulary
- speak with pauses for clarity and emphasis

Functions

Revision of:
Talking about wildlife and conservation

Vocabulary

outside, sand cat

Topic

Revision

Resources

- Pupil's Book, page 75, Exercise 7, Project: Protecting our world
- Project Worksheet 4, page 163
- Activity Book, page 78, Handwriting Practice
- Leaflets and other information about recycling and about protecting plants and animals (optional)
- Flashcard: *sand cat*

Pupil's Book, Page 75, Exercise 7

- Ask pupils to open their books at page 75. Ask a pupil to read the heading at the top of the page.
- Explain that they are going to do a project about different ways we can protect our world. This is activity-based learning (see page 152). You can also implement the jigsaw technique (see page 153).
- Put pupils into groups of four or five. Ask them to read the questions in section 1. Encourage them to do some research about ways of protecting the environment, using any available printed or electronic material. Ask them to try to find two or three new ideas from their research.
- Go round the class, eliciting answers from each group for each question. Praise their good ideas.
- Ask pupils to look at the mind map in section 2. Remind the class that a mind map is a good way of organising ideas and information before writing.
- Ask pupils to read out the different sections in the example mind map.
- Give out Project worksheet 4. Make sure pupils write the title of their project in the circle in the centre.
- Ask pupils to write their ideas in note form under the different sections of the mind map.
- Ask pupils to look at section 3. Tell them that they are going to use the ideas from their mind map to make a poster like the one in the book. Invite a pupil to read out Nada's poster.
- Tell pupils that they can also draw pictures to illustrate their posters.
- Let pupils work on their projects individually. Go round monitoring and helping.
- Invite pupils to the front of the class to present their projects to the class. Get the class to clap and say *Well done!* Remind them to use pauses correctly.

Revision

- Revise *sand cat*, using the flashcard. Ask pupils to say everything they can remember about sand cats, e.g. *Sand cats are endangered. They are protected in nature reserves. They won't become extinct.*

7  **Project: Protecting our world**

1 Read, ask and answer

- 1 What can we do at home to protect our world?
- 2 What can we do when we are travelling?
- 3 What can we do when we are outside our cities?

2 Make a mind map



3 Make a poster and tell the class

Protecting our world
By Nada

There are lots of ways we can help to protect our world. Save water. Use it carefully. Don't waste paper or plastic. You can use it again. Don't use the car for all of your journeys. Walk when you can. It's good for our world and it's healthy. Don't drop rubbish. Use a bin or take it home. Don't pick flowers.



Save water.
Use it carefully.

75

Classroom assessment

With reference to Review 4, pupils can:

Scoring criteria	Good	Fair	Poor
draw conclusions from simple reading materials			
pronounce English words and sentences precisely and correctly			
write a dictated paragraph using correct punctuation marks			
with a partner, prepare and present a simple dialogue to the class			
use knowledge of verb tenses to understand when things happen			
read aloud short poems			
locate and use English reference materials found in the classroom and school library			
create a mind map of the main idea and the supporting details: protecting plants and animals			
write a simple information paragraph about the future of a nature reserve			

End the lesson

- Ask pupils to say which ideas they liked best from the other pupils' projects. Have a class vote for the best idea.
- Guide pupils to practise handwriting the two sentences in the Activity Book on page 78.
- Congratulate pupils on completing the final unit of the course. Ask pupils to say which unit they enjoyed the most, and why.

Wordlist of Grade 6

accountant (U13)
 amazed (U5)
 amazing (U14)
 average (U4)

 balcony (U14)
 be born (U13)
 bench (U5)
 bird park (U5)
 blood test (U7)
 board the plane (U9)
 book fair (U3)
 bookshelf (U8)
 bottle (U11)
 bouquet (U8)
 busy (U7)
 butterfly park (U5)

 capital city (U4)
 cage (U5)
 car engine (U10)
 cave (U8)
 cedar tree (U8)
 Centigrade (U4)
 charity (U3)
 check (U1)
 check in (v) (U9)
 choose (U2)
 clay (U11)
 coach (n) (U11)
 coast (U4)
 collect (U9)
 collection (U10)
 community centre (U3)
 competition (U12)
 complete (U6)
 computer programmer (U13)
 coral reef (U4)
 craft (n) (U3)
 cross-country running (U6)
 cry (v) (U9)
 curator (U11)
 cushion (U10)
 customs (U9)

 deep (U2)
 degrees (U4)
 dictionary (U1)
 dinner (U7)
 donkey (U3)
 dream (n) (U13)
 drop (v) (U14)
 dry the dishes (U8)
 duck (n) (U5)

 Egypt (U3)
 Egyptian (U3)
 email (n) (U7)
 email (v) (U8)
 embroider (v) (U10)
 embroidery (n) (U10)
 Emirates (U3)
 Emirati (U3)
 encyclopaedia (U1)
 endangered (U14)
 enjoyable (U12)
 enormous (U8)
 enough (U13)
 enter (a competition) (U13)

era (U11)
 event (U3)
 experiment (n) (U12)
 extinct (U14)
 extremely (U2)

 face-painting (U3)
 fact (U3)
 fantastic (U8)
 far from (U2)
 fascinating (U4)
 festival (U3)
 fifth (U6)
 find (v) (U1)
 first (U6)
 flagpole (U2)
 float (v) (U12)
 fourth (U6)
 free (U5)
 fun fair (U3)

 gazelle (U4)
 geese (U5)
 gently (U12)
 glass (U11)
 global (U3)
 go through (U9)
 guidebook (U11)

 heat (v) (U12)
 hiking (U6)
 hope (v) (U1)
 hot air balloon (U12)
 hundred (U1)

 impressive (U2)
 index (n) (U1)
 inflate (U12)
 information (U1)
 injection (U7)
 ink (U12)
 inside (U2)
 interested (U13)
 international (U3)
 invention (U13)
 inventor (U13)
 invite (v) (U5)

 jewellery (U3)
 job (U13)
 jogging (U6)
 Jordan (U3)
 Jordanian (U3)
 journey (n) (U9)
 jug (U11)

 kilometre (U2)
 kite (U10)
 knife (U11)
 knit (U10)
 Kuwait (U4)

 land (v) (U9)
 Lebanese (U3)
 Lebanon (U3)
 librarian (U13)
 lizard (U4)
 look up (U1)
 lovely (U5)

 machine (U13)
 marathon (U6)

mark (v) (U1)
 marvellous (U2)
 meet friends (U5)
 mend a car/bike (U10)
 metal (U11)
 millimetre (U4)
 million (U11)
 model (n) (U3)
 modern (U2)
 money (U13)
 monkey (U5)
 mosque (U2)
 most (U1)

 national flag (U8)
 neighbour (n) (U7)
 normal (U12)
 notes (U7)
 numbers between 100 and 999 (U1)
 numbers between 1,000 and 2,000 (U2)
 numbers in the thousands (U6)

 object (n) (U11)
 observe (U12)
 old (U2)
 on their way (U8)
 opinion (U3)
 organise (U13)
 outside (U14)

 paint (v) (U3)
 palace (U2)
 partner (U1)
 passport (U9)
 patient (n) (U7)
 peacock (U5)
 peel (n v) (U12)
 perfect (adj) (U13)
 pick up (U8)
 pigeon (U5)
 plaster (n) (U7)
 plastic (U11)
 pot (U11)
 prefer (U3)
 prescription (U7)
 prize (n) (U6)
 problem (U7)
 programme (U13)
 protect (U13)
 puncture (n) (U10)
 puppet show (U3)
 purple (U12)
 purse (U10)
 put up (your hand) (U13)

 Qatar (U6)
 quietly (U12)

 race (n) (U6)
 rainfall (U4)
 rally (n) (U6)
 really (U2)
 recite (U7)
 recycle (U14)
 repair (U14)
 repeat (U1)
 result (n) (U7)
 ring (n) (U12)
 rise (v) (U12)

runner (U6)
 sailing (U5)
 sand (U4)
 sand cat (U14)
 sand dune (U4)
 sandstorm (U4)
 sandwich (U8)
 Saudi Arabia (U4)
 second (U6)
 sell (U10)
 sewing machine (U10)
 shade (n) (U5)
 sink (v) (U12)
 sixth (U6)
 size (n) (U9)
 skating (U3)
 slowly (U12)
 snorkelling (U6)
 soap (U14)
 sometimes (U4)
 speak English (U10)
 spectacular (U14)
 spell (v) (U1)
 spoon (U11)
 sports stadium (U6)
 square metre (U9)
 stall (n) (U3)
 statue (U2)
 stone (U11)
 storyteller (U3)
 striped (U11)
 student (U10)
 suitcase (U9)

 tablets (U7)
 tale (U3)
 take off (v) (U9)
 take part (U6)
 taking (U2)
 talk (n) (U13)
 task (U8)
 technology (U11)
 teddy bear (U9)
 temperature (U4)
 third (U6)
 thousand (U2)
 tidy up (U8)
 tiny (U10)
 tour guide (U13)
 traditional (U3)
 trust (v) (U14)
 turkey (U5)

 UAE (U3)
 underground (adj) (U2)
 University (U7)
 unwell (U7)
 usually (U14)

 vase (U8)
 verse (U7)

 wash the car (U8)
 waste (v) (U14)
 weave (v) (U10)
 weaving (n) (U10)
 well-known (U2)
 Western (U1)
 wide (U2)
 wonderful (U8)
 work (n) (U1)
 writer (U3)

Teaching strategies

There are a variety of *teaching strategies* that instructors can use to improve pupils' learning. The list below shows you some ways to make your classes more engaging.

Activity-Based Learning

Activity-based learning offers activities that guide pupils to understand new concepts through engaging them in real 'to-do' tasks. This leads to better retention of the acquired knowledge and at the same time it leaves a positive impact on the pupil's attitude towards learning. For example, in the Pupil's Book in Unit 3, page 15, Exercise 8, *Talk about your favourite festival* the teacher encourages pupils to talk about a festival they have been to, and they can also bring in a photograph or do a drawing of the festival to show to the class.

Other examples of activity-based learning are the projects in the Pupil's Book on pages 19, 39, 55 and 75. Also where possible pupils can be encouraged to continue their learning in carrying out tasks at home, for example asking their own parents or grandparents about their experiences as in Unit 10 TB page 101 or trying some of the experiments in Unit 12 TB page 121.

Experiential Learning

- This aims at involving pupils in classroom tasks. Thus, the learning process is that of self-construction and not passive reception of input. Your role as an EFL teacher is that of a facilitator in the learning process and provider of related tasks. An example in the Pupil's Book is Exercise 6 on page 19 of Review 1, Project: *My town*.

Before the activity

- Ask pupils to look at Exercise 6 on page 19. Go through the exercise as outlined in the Teacher's Book, Review 1 in Lesson 5.
- Explain to pupils that they will be writing about their own town using the project in the Pupil's Book as a model. They can research the information in school or at home.

During the activity

- Ask pupils to think about what they would like to include in their writing and to think about the words they will need to express their ideas.
- Pupils then use the English that they learn in class to write some paragraphs. They can add pictures if they wish.
- Get a couple of pupils to present their projects to class.

After the activity

- You can ask pupils to display their projects on the classroom wall.

All other Projects in the Pupil's Book involve pupils in experiential learning.

Other experiential activities are included on: page 7, exercise 8; page 15, exercise 8; page 23, exercise 8; page 29, exercise 4; page 43, exercise 8; page 47, exercise 9; page 51 exercises 8 and 9; page 59, exercise 10; page 66, exercise 7; page 71, exercise 9; and the discussion activities on pages 30, 50 and 58.

Simulations

These are specific tasks to implement activity-based learning. They provide hands-on experiences that engage pupils. Pupils enjoy doing the tasks and realise that learning can be fun. The role of the EFL teacher is to ensure that pupils have the appropriate material to complete the task. An example in the Pupil's Book is Exercise 7 on page 15 of Unit 3, *Ask and answer*.

Before the activity

- Ask pupils to look at page 15 and Exercise 7. Pupils read the example dialogue.
- Go through the different activities listed; ask questions to check that they understand them.
- Encourage them beforehand to get pictures and realia.

During the activity

- Put pupils into pairs and explain that they have to ask and answer questions about some items from the list.
- Pupils ask and answer the questions using their own ideas as well as items from the list.

After the activity

- Ask several pupils to perform their dialogues to the class.

The following are exercises in the Pupil's Book that implement this type of learning: page 17, exercise 3; page 27, exercise 8; page 38, exercise 5; page 53, exercise 4; page 74, exercise 5.

Group Work

Group work offers pupils the chance to work according to their own uniqueness, individual characteristics, styles and preferences. Moreover, they get immediate feedback about their performances from other members of the group. There are various ways to implement group work. Your role as an EFL teacher is to manage this type of activity. You could allocate pupils to groups of equal size or you could ask them to volunteer to be members of a group. Suggest a name for each group using concepts which pupils can easily associate with as part of their experience, such as colours (blue, green, yellow, etc), animals (giraffe, oryx, gazelle, etc) or shapes (circle, triangle, square, etc). Pupils will enjoy having a name that gives them a sense of belonging. Group work can take different forms, such as pair work, cooperative learning and collaborative learning. For example, look in the Pupil's Book on page 30 in Unit 6, Exercise 7, *Read and answer*.

Before the activity

- Ask pupils to look at Exercise 7 on page 30. Go through the exercise as outlined in the Teacher's Book, Unit 6, Lesson 5.

During the activity

- Pupils discuss the importance of charities. They listen carefully to other people in the group.

After the activity

- Groups share their ideas and opinions with the class.

Teaching strategies

Pair work is a type of group work in which two pupils are put together to work on a task. This encourages pupils to participate more enthusiastically in discussions. Pupils feel less threatened about engaging than if they have to face a larger group or the teacher and other classmates in a teacher-fronted class. An example of pair work is Exercise 3, page 5, *Ask and answer*, in Unit 1 of the Pupil's Book.

Before the activity

- Ask pupils to look at the pictures on page 5.
- Choose different pupils to read the speech bubbles.

During the activity

- In pairs, pupils ask similar questions and answer using the information from exercise 3.

After the activity

- Check answers as a class.

Cooperative and Collaborative Learning

Cooperative and collaborative learning takes place during group or pair work. Each pupil has a role that he or she can play according to his or her ability and preference, for example: a guide or spokesperson in a presentation of a Project. You can change the grouping system in every task or every now and then so that pupils take on different roles within the group.

The Jigsaw Technique

Within the principles of cooperative learning, in the jigsaw technique every pupil plays a significant role. Pupils are first divided into small groups of 4 or 5 and are assigned the topic. Second, pupils, within their small groups, are responsible for researching or writing one aspect of the task. Then, each member meets with the pupils who have the same mini-task in the other groups of the class. This group is named 'the expert group' because all members have researched the same subtopic. This technique helps pupils who have difficulty in learning as it offers them the chance to interact with others who have worked on the same task. Once they become 'experts', the pupils go back to convene with members of their own group and will work together (as a jigsaw group) on organising their work into a unified output. Members have to work cooperatively as one team to achieve their goal in the task and contribute to the success of their presentation of the activity.

This technique can be applied in all the Projects in the Review units in the Pupil's Book.

Critical Thinking

Critical thinking is a mode of thinking about a topic that typically involves (a) raising a question, (b) gathering information, (c) reaching a conclusion, (d) assessing assumptions and (e) communicating. Your role as an EFL teacher is to guide the pupils through the stages starting from asking questions and finding answers to solving problems. Most critical thinking exercises in the Pupil's Book are found in the *Read and answer* exercises. Pupils have to go beyond the reading task to answer a question that requires various level of thinking, such as connecting, inferring, analysing, judging, etc. An example in the Pupil's Book is in Unit 3, page 14, Exercise 5, *Read again and say opinion or fact*.

Before the activity

- Say *Open your Pupil's Book. Turn to page 14.*
- Invite individual pupils to read out the sentences.

During the activity

- Pupils work in pairs to find the sentences in context and discuss whether they are fact or opinion.
- Monitor their discussions.

After the activity

- Ask some pairs to say their answers to the class.

The following are exercises that include critical thinking:

In the Pupil's Book: page 30, exercise 6, item 7; page 34, exercise 5, item 6; page 66, exercise 6, item 6.

In the Activity Book: page 6, exercise 6, question 6; page 10, exercise 6, question 5; page 14, exercise 5, questions of opinion or fact; page 14, exercise 6, question 5; page 25, exercise 6, question 5; page 40, exercise 6, question 6; page 63, exercise 6, question 5.

Assessment strategies

This section describes and analyses *assessment strategies* and presents samples that show how they might be used in the classroom. There are various ways to group such strategies; different techniques serve different purposes.

Performance-Based Assessment (all skills)

Performance-based assessment is the process of using pupils' activities, rather than tests or surveys, to assess skills and knowledge. Use portfolios as a method of reporting such assessment. A portfolio can be a folder that allows the teacher to record pupils' performances during activities such as oral recounts and projects, etc.

The following is a table that can be used to keep a record of a pupil's activity. An example is given.

Pupil's Name: _____ **Date:** _____

Activity & outline of the topic	Purpose & objectives of the activity	Expected outcomes to be achieved	Achieved outcomes	Is the pupil working towards outcomes?	Has the pupil yet to master the skills you are developing?
Project, Pupil's Book, page 19, 'My town'	asking and answering questions to describe his/her town researching for information working in pairs/groups writing and presenting a project	Teacher's Book, page 44	organising ideas in a mind map	He/she is trying hard	Has to work on interviews, good in writing skills, needs encouragement in presentation

When you ask pupils to act or roleplay for the class, the performances could be recorded. Review a sample of the performances against a set of criteria.

The following could be used to assess pupils' singing and presentation skills, for example.

Singing Skills

<p>Song: _____</p> <p>Pupils being evaluated: _____</p> <p>Skills checklist (20 points possible)</p> <p>_____ energy and projection (3)</p> <p>_____ singing in unison (4)</p> <p>_____ expression (4)</p> <p>_____ tonal quality (3)</p> <p>_____ correct rhythm (3)</p> <p>_____ posture (3)</p> <p>_____ total points for singer(s) (20)</p> <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Observation (all skills)

Observation is a direct means of learning about pupils. It involves seeing and recording what they know or do not know and what they can or cannot do. One important method of observation involves taking anecdotal notes, which are either written during a lesson, as pupils work in groups or individually, or written after a lesson. One way to facilitate this process is to select five pupils per day for observation.

Photocopy or write out and copy the following rubrics in the form of tables for each pupil. The first records anecdotal notes of listening and speaking, and the second records pupils' attitudes and social behaviour.

Write the name of the pupil on each sheet. With these sheets you observe each pupil four times a year. You can change this to suit your situation. You can do it more often if you have smaller classes, for example four times a term. Under 1st/2nd/3rd/4th write the dates you carry out each observation. Ideally, you will see an improvement as time goes on.

Assessment strategies

Listening and speaking		1 st	2 nd	3 rd	4 th
Name	Dates				
Code M = Most of the time S = Sometimes N = Not yet					
Understands what the teacher says and what he/she hears in the audio material					
Asks the teacher to repeat utterances he/she cannot understand					
Speaks appropriately to the addressee					
Speaks confidently in front of the class					
Communicates clearly					

Attitudes and social behaviour		1 st	2 nd	3 rd	4 th
Name	Dates				
Code M = Most of the time S = Sometimes N = Not yet					
Is willing to be challenged					
Is involved during class sessions					
Expresses enjoyment as a result of hard work and achievement					
Cooperates with others, i.e. provides help to others when needed					
Contributes to group work, i.e. is productive					
Displays sensitivity towards others					
Respects others					
Learns from watching others					

Communication (speaking skills)

Pupils may have difficulty getting their various points across clearly. When it comes to *communication*, what they say and what they do not say are equally important. You can use situations such as interviews and classroom discussions to assess your pupils. Interviews involve observing and questioning pupils to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections and ability to communicate or apply concepts.

The following is an example of a performance task interview which could be used in Review 4.

Performance Task Interview

Materials: Blank activity chart with question prompts

Instructions: Devise a blank chart with three sections like the one below. You may like to use different activity types in the first column. This chart is completed as an example.

My answers

	Have you ever ...	Would you like to ...	Could you ... when you were young?
ice-skate			
go to a Book Fair			
eat mujaddara			
watch sports at a sports stadium			
help someone who is ill			
dry the dishes at home			
go on a plane			
use a computer			

Assessment strategies

My partner's answers

	Have you ever ...	Would you like to ...	Could you ... when you were young?
ice-skate			
go to a Book Fair			
eat mujaddara			
watch sports at a sports stadium			
help someone who is ill			
dry the dishes at home			
go on a plane			
use a computer			

_____ 's answers

	Have you ever ...	Would you like to ...	Could you ... when you were young?
ice-skate			
go to a Book Fair			
eat mujaddara			
watch sports at a sports stadium			
help someone who is ill			
dry the dishes at home			
go on a plane			
use a computer			

Complete one chart for yourself, adding ticks and crosses or short phrases as appropriate. Ask a pupil to come to the front and demonstrate the activity. Ask them the questions and complete the pupil's answers in the second part of the chart. Explain that pupils will work in pairs and take turns to ask their partner the questions and complete the chart.

Pupils then change pairs to work with another partner. Using the data from their completed chart, they answer questions in the third person about the first pupil they worked with. Their new partner writes the name of the pupil they are asking about in the third section of the chart and completes the chart for them.

Now you can assess the pupils using the following *problem-solving checklist*.

Criteria	Pupil 1	Pupil 2
1. Uses the present perfect tense correctly		
2. Uses the verb <i>would like</i> correctly		
3. Uses the modal verb <i>can</i> in the past correctly		
4. Shows correct intonation and pronunciation		

Reflection (all skills)

Reflecting on experiences and practices is not just about learning from mistakes, but also about being self-aware. The reflective feedback task that concludes the performance task above provides a good example of this. It helps pupils to make reasoned judgements about their performance and development. Reflection and self-assessment skills are demonstrated by the active and creative seeking of knowledge for problem solving.

Graphic organisers are an important tool to help pupils reflect. They are maps that involve pupils in thinking skills such as sequencing or comparing and classifying, to create representations of concepts and processes. These mental maps depict complex relationships and can make abstract ideas more visible and concrete. Examples of graphic organisers are webbing, *what we Know/Want to know/Learnt* (K-W-L) charts, and both self-evaluation and peer evaluation.

Reflective Feedback

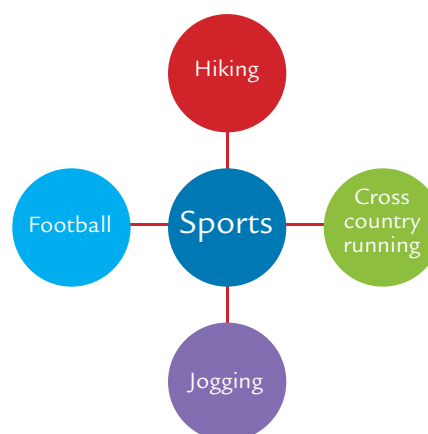
Ask each pupil to circle one of the faces for each question to find out how they felt about the activity.

How did you feel about this activity?

1. I understand what I have to do. 😊 😐 😞
2. I find it easy. 😊 😐 😞
3. I don't need help to do it. 😊 😐 😞
4. I would like to do it again. 😊 😐 😞
5. I had enough time to do it. 😊 😐 😞

Webbing (reading skills)

Webbing is one way of making a visual representation of a lexical set. The pupils can create these in their exercise books or you can ask them to make some to put on the classroom walls. You can then revise lexical sets whenever you have a few spare minutes.



Assessment strategies

Assessment Comments:

Understanding of the main lexical set: Good ___ Fair ___ Poor ___
 Ability to provide examples: Good ___ Fair ___ Poor ___
 Accuracy in writing examples: Good ___ Fair ___ Poor ___

You can assess the success of such a technique by using the following table.

	Good	Fair	Poor
Understanding of the main lexical set			
Ability to provide examples			
Accuracy in writing examples			

K-W-L Charts (what we Know, what we Want to know, what we Learnt)

Before the unit, K-W-L charts enable you to gain an awareness of pupils' backgrounds, prior knowledge and interests. Afterwards, they help you to keep a record of what has now been learnt.

Sample K-W-L Chart

K	W	L
The past continuous affirmative form	The past simple and the past continuous with while	

Before beginning a unit of study, ask pupils to fill in the K and W columns by asking them what they already know and what they want to know by the end of the unit. For example, in the K-W-L chart above, pupils already know how to use the past continuous to say what they were doing at a particular time, having met this in Action Pack 5 (New Edition); they will learn how to combine this with the past simple in a sentence with while in Unit 9 of this level. This helps to keep pupils focused and interested during the unit and gives them a sense of accomplishment when they fill the L column following the unit.

Conferencing

In conferences, the English teacher meets with one pupil at a time to discuss feedback on a writing task. This can be done for a short while in the classroom while the other pupils are engaged in doing class work assignments. The purpose is to give the pupil the opportunity to ask for clarification of the teacher's comments and receive immediate feedback to help in editing the written work. The teacher meets with different pupils every time. They get to understand the pupils' intended meaning of the produced text in case it was unclear. This one to one 'teacher-student conferencing' has proved to be more effective than traditional methods of assessment as it provides both elements to discuss and clarify any relevant issues. This strategy can be applied in all the writing activities in the Pupil's Book and the Activity Book.

Self-Evaluation and Peer Evaluation (all skills)

Ask pupils to reflect on, make a judgement about and then report on their own or a peer's behaviour and performance. Use the responses to evaluate both performance and attitude. Typical assessment tools could include sentence completion, Likert scales or checklists.

Likert Scaling is a method in which a concept is measured

according to a set of items that can be rated on a 1-to-3 response scale. The following is an example of a peer evaluation checklist for use in a situation in which pupils introduce themselves to the class.

Peer evaluation of an oral presentation

	3=Good	2=Fair	1=Poor
Spoke appropriately			
Used complete sentences			
Spoke clearly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Used gestures correctly			
Answered questions from other pupils			
Total (out of 21)			

Peer evaluation of a piece of writing

	3=Good	2=Fair	1=Poor
Use of an introductory sentence for the paragraph (if applicable)			
Use of correct vocabulary			
Use of correct spelling			
Use of correct punctuation			
Use of correct language			
Total (out of 15)			

You can also guide your pupils to assess their own performance:

Teamwork Score Checklist	
NAME: _____	
Circle Yes or No.	
I helped my partner.	YES NO
I watched my partner closely.	YES NO
I did my best to gesture clearly.	YES NO

Cause-Effect Relationship (speaking skills)

One of the objectives at this level is that children learn relationships between concepts. *Cause-effect* is a form of assessment that reveals the learner's understanding of consequences that can arise from feelings and actions which can, in turn, affect future feelings and actions. In the following task, you can check pupils' understanding of *why* and *because*. Write the questions 1-5. Pupils read the questions, then match the two halves of the answers 1-5 and a-e.

Assessment strategies

- Why do people go to book fairs?
 - Why is it important to use water carefully?
 - Why are you going to visit your neighbour?
 - Why does a ruler float in water?
 - Why do people recycle their rubbish?
- | | |
|---|---------------------------------------|
| 1. People go to book fairs because | a. plants and animals need water too. |
| 2. It is important to use water carefully because | b. they want to protect our planet. |
| 3. I am going to visit my neighbour because | c. they love reading. |
| 4. A ruler floats in water because | d. it is made of wood. |
| 5. People recycle their rubbish because | e. she has been unwell. |

Now you can assess the pupils' performance using the following scoring criteria:

Five correct items: Excellent (4)
 Four correct items: Good (3)
 Two to three correct items: Fair (2)
 None to one correct item: Poor (1)

Concepts in Systems (speaking skills)

Assessment is organised around the major themes that the pupils have learnt. *Concepts in systems* is a form of assessment that shows the pupils' ability to make connections between concepts and recognise how these fit into larger systems. This reflects whether pupils have acquired a certain level of higher-order thinking skills. The following task shows the pupils' level of understanding of imperative verbs.

Tick (✓) the things you should do to help the planet. Put a cross (✗) next to the things you shouldn't do.

- Use water carefully.
- Pick flowers.
- Protect endangered animals.
- Recycle paper and glass objects.
- Waste water.
- Drop rubbish in nature reserves.
- Build big hotels in nature reserves.
- Protect our planet.

You can use the following to assess pupils' performance:

- Use water carefully. ✓
- Pick flowers. ✗
- Protect endangered animals. ✓
- Recycle paper and glass objects. ✓
- Waste water. ✗
- Drop rubbish in nature reserves. ✗
- Build big hotels in nature reserves. ✗
- Protect our planet. ✓

Compare and Contrast (speaking and writing skills)

Comparison and contrast is a form of assessment that is used to show whether pupils have mastered the skill of depicting similarities and differences. Comparing two things means recognising the ways in which they are alike. Contrasting things means recognising the ways in which they are different. The key frame questions are: *What things are being compared? How are they similar? How are they different?* Exercise 1 is an oral task based around comparing and contrasting animals. Exercise 2 is a written task, which pupils could do either for homework or as a project. These tasks could be done at the end of Unit 4.

Exercise 1:



big impressive beautiful fast endangered

Before the activity

- Pupils look at the photos of the animals.
- They need to compare and contrast the animals using the words in the box and *not as ... as*. They can also use any other words that they can think of.

During the activity

- Pupils ask questions: *Is a chicken as beautiful as a peacock?*
- Pupils respond accordingly: *No, it isn't. A chicken isn't as beautiful as a peacock.*
- Pupils swap roles so they both get a chance to ask and answer the questions.

After the activity

- Get a few pairs to ask and answer the questions in front of the class.

Exercise 2



enjoyable exciting interesting good fascinating

Before the activity

- Revise the activities depicted in the pictures and the adjectives in the word box, eliciting what they mean.
- Also ask questions to confirm that students understand how to make comparisons with *not as ... as*.

During the activity

- Tell pupils that you would like them to write about the activities. They need to write six sentences using the words in the word box.
- Give them an example: *Ice-skating is not as enjoyable as snorkelling.*
- Pupils can start this in class or they can do it for homework.

After the activity

- Display their work on the classroom walls.

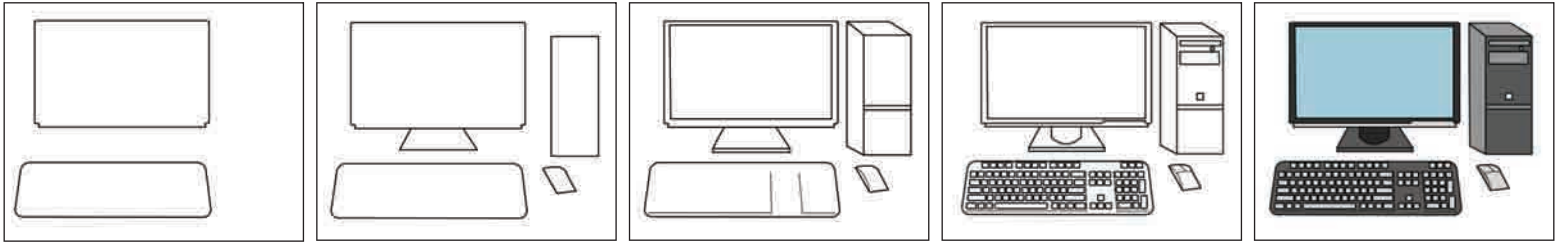
- _____
- _____
- _____
- _____
- _____
- _____

Use the following criteria to assess the pupils' achievement:

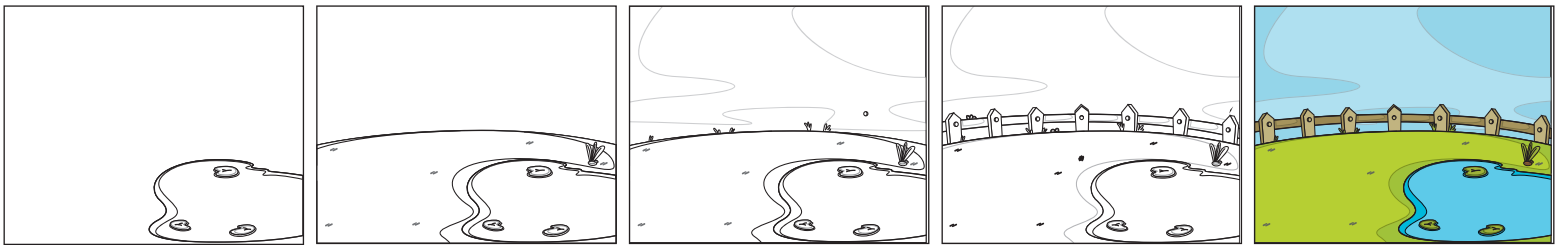
6: Excellent 2-3: Fair
 4-5: Good 0-1: Poor

Example sketches

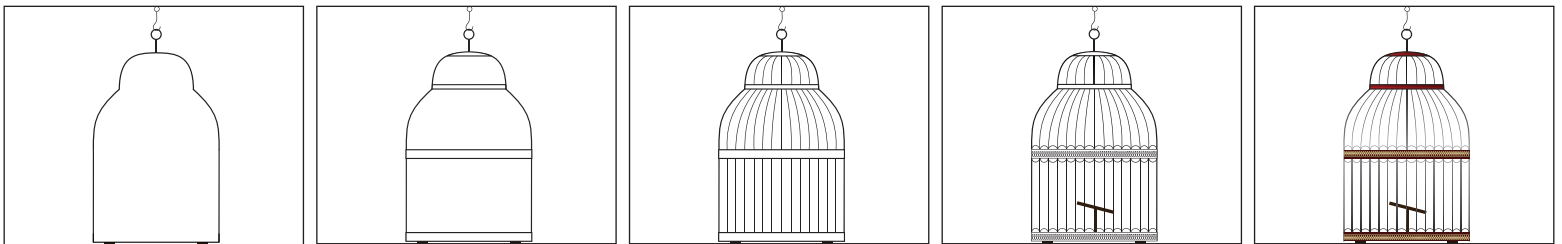
A computer



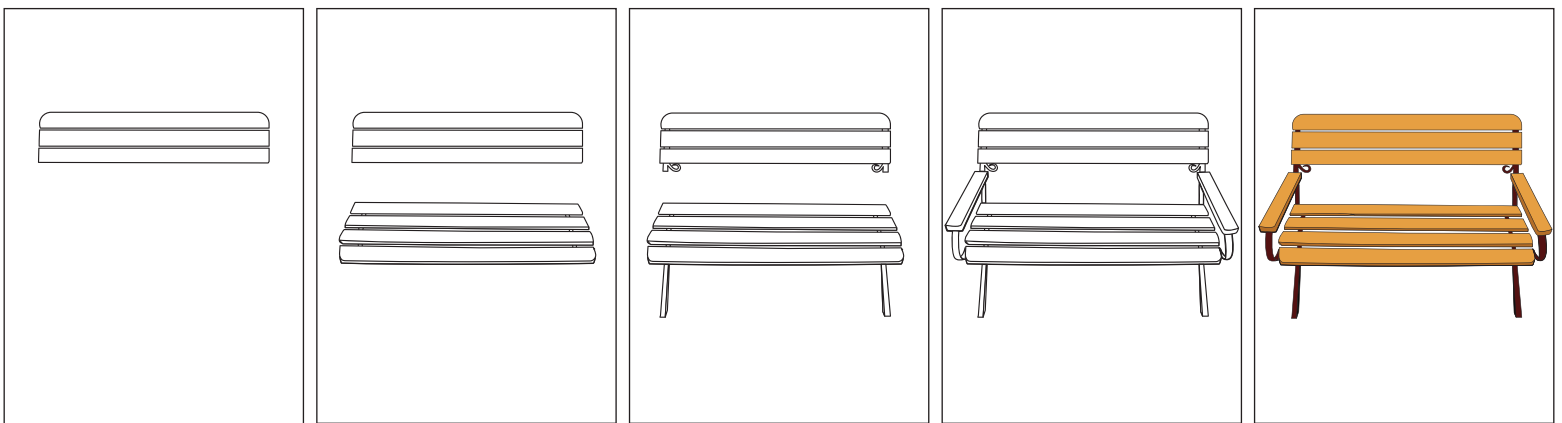
A lake



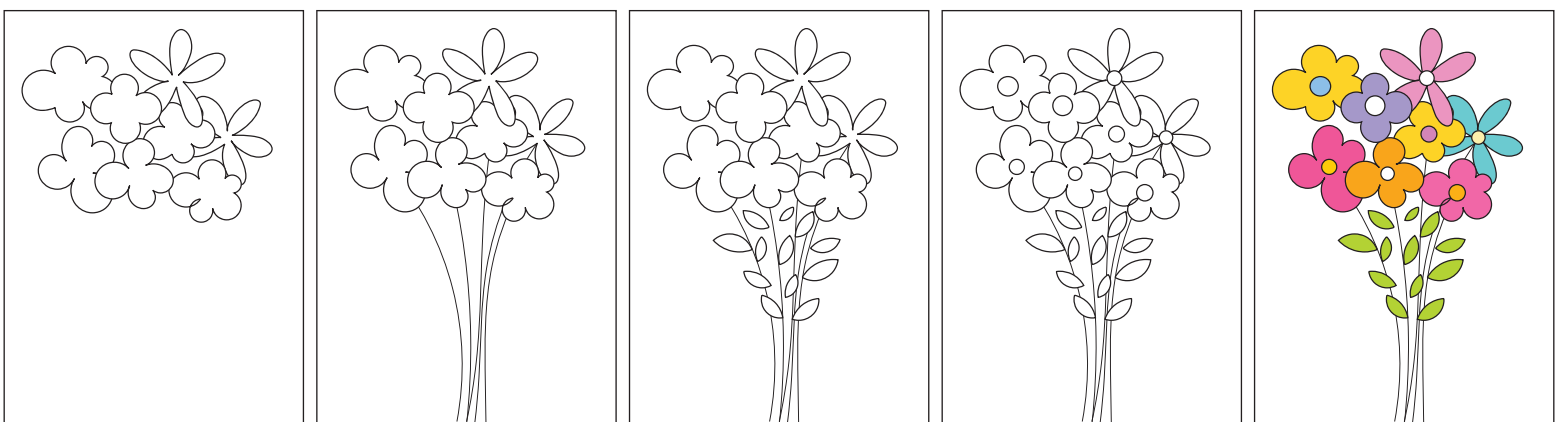
A cage



A bench

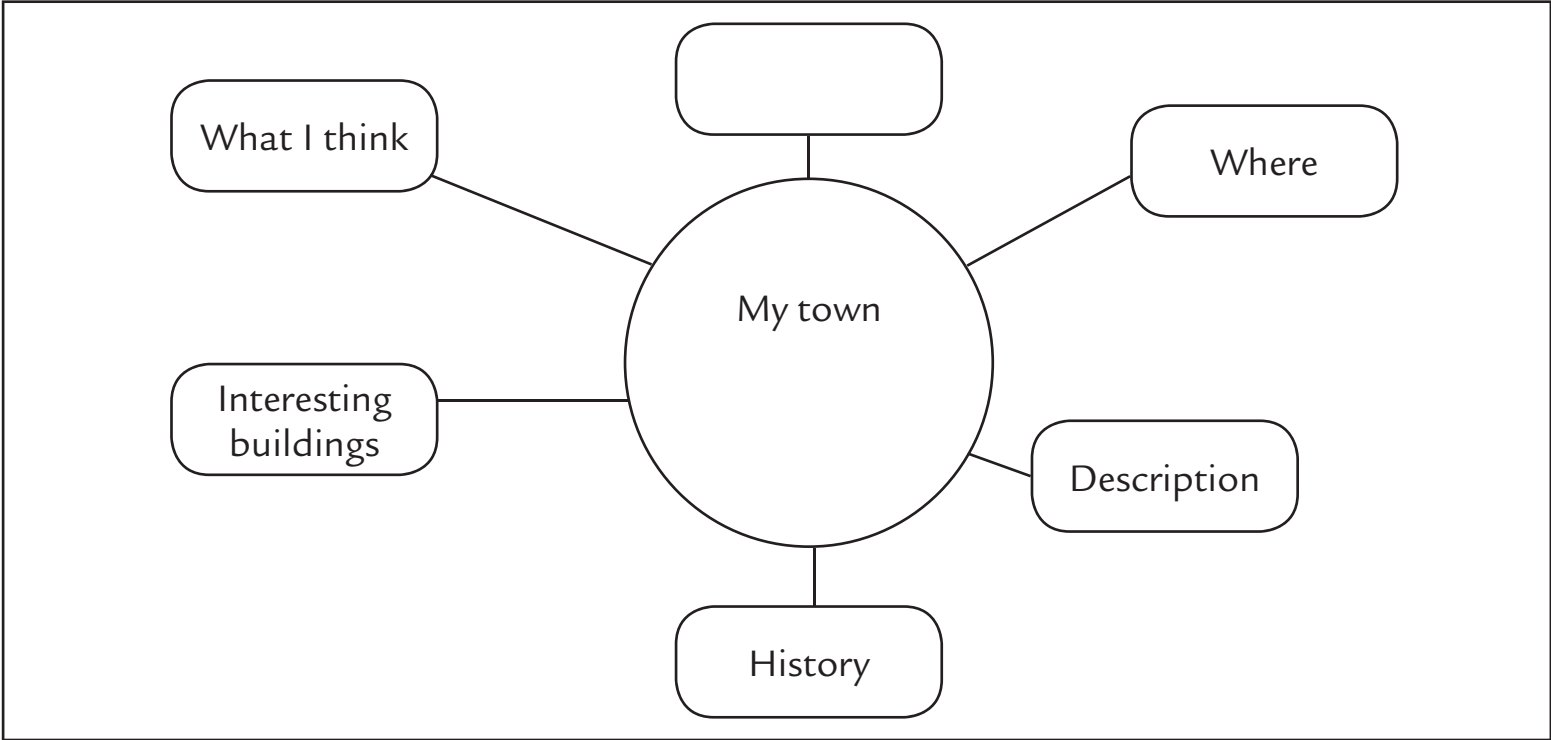


A bouquet



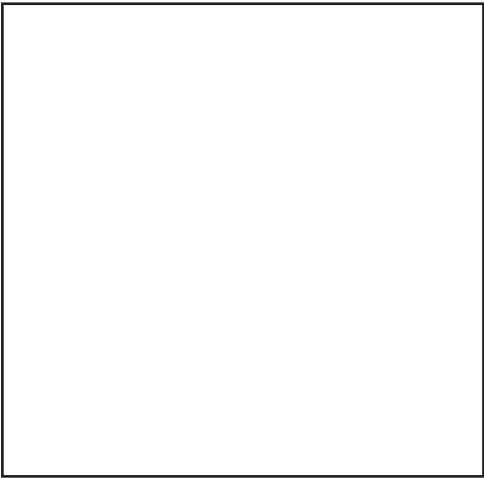
Photocopiable project worksheets

Project worksheet 1: My town



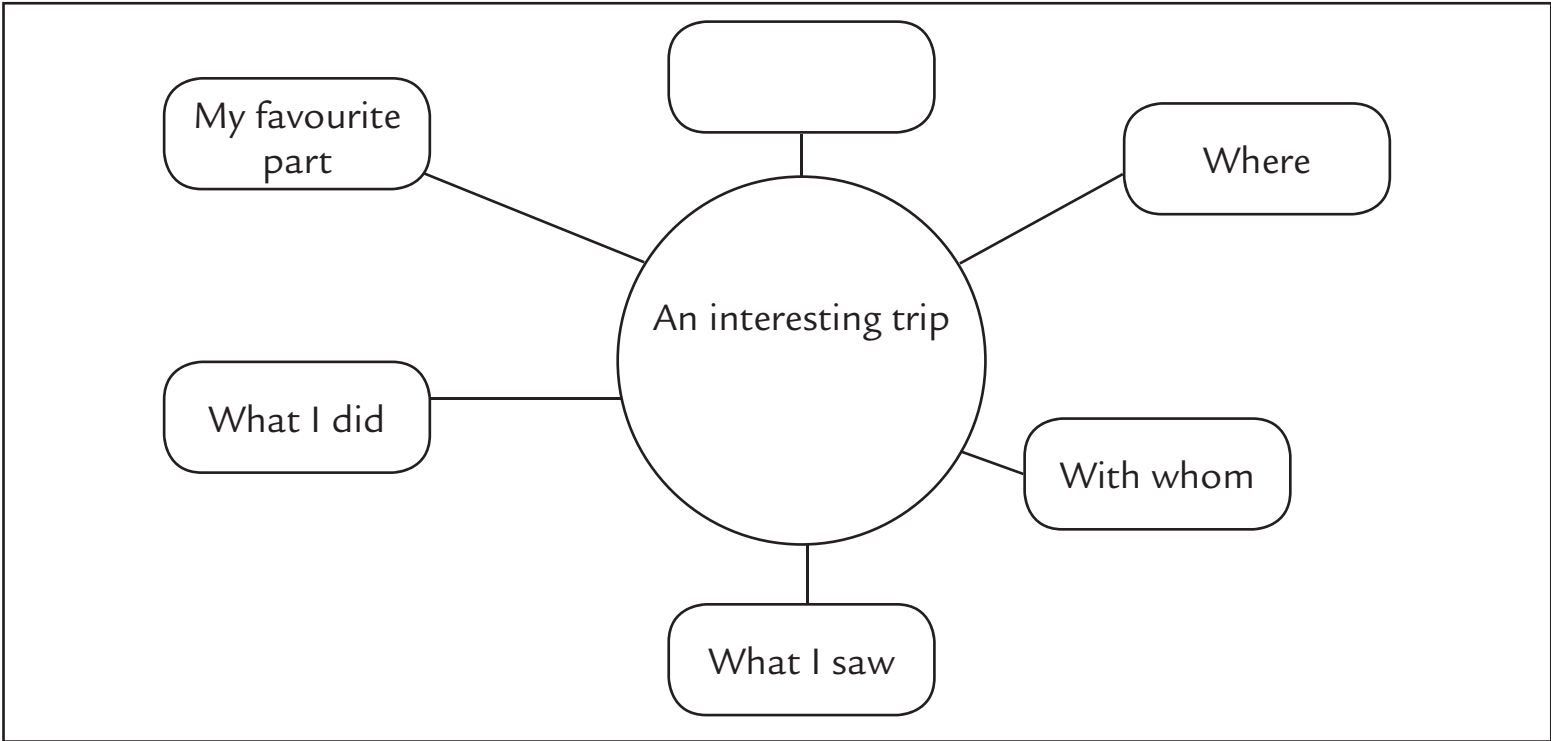
My town: _____

By _____



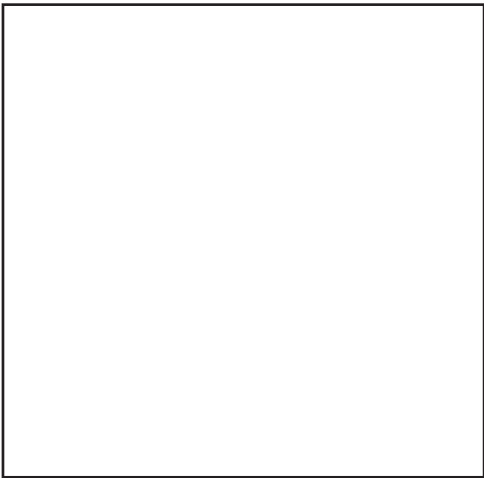
Photocopiable project worksheets

Project worksheet 2: *An interesting trip*



An interesting trip: _____

By _____



Photocopiable project worksheets

Project worksheet 3: *Write a story*

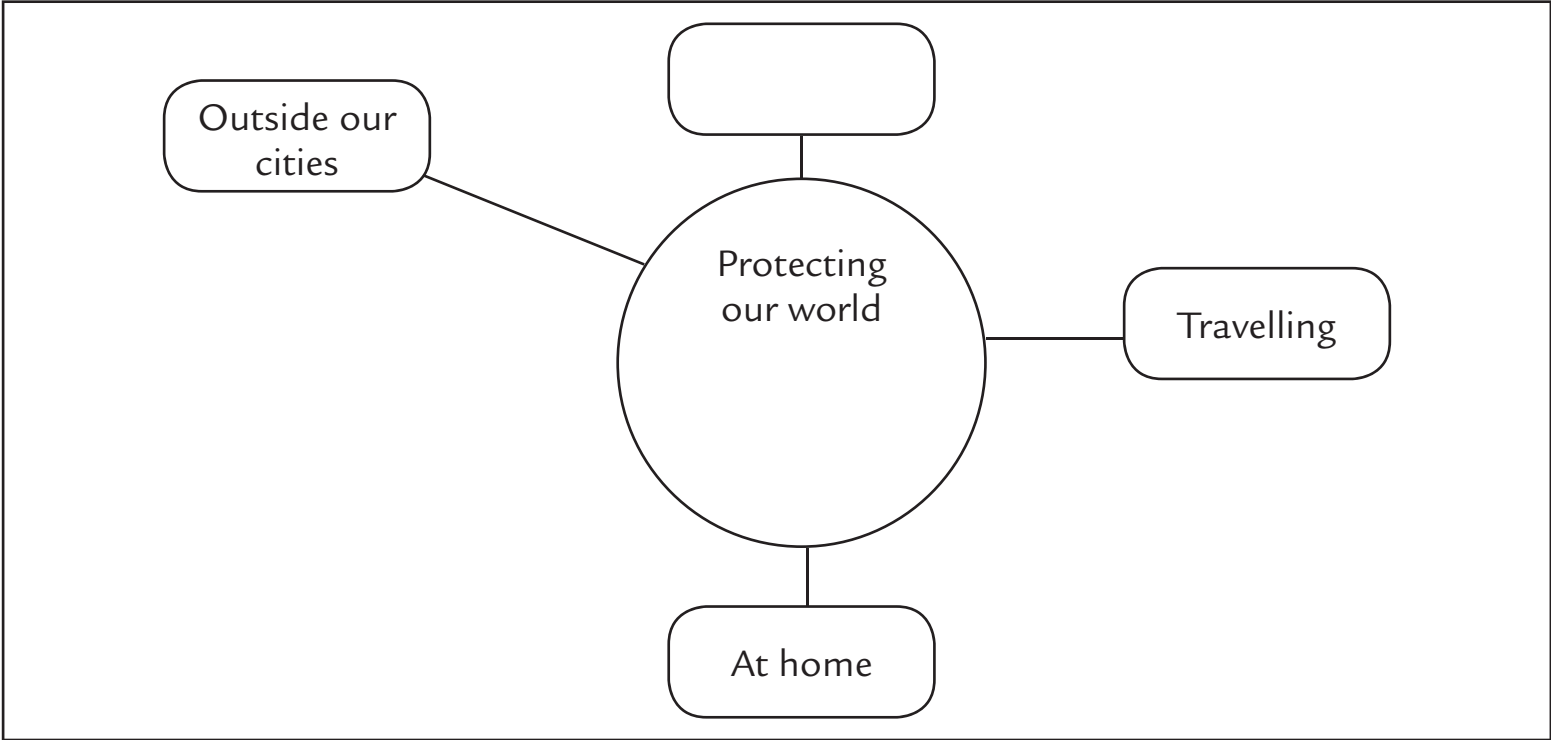
Title	
Who?	
Where?	
What?	
The problem	
The problem solved	

Story title: _____

by _____

Photocopiable project worksheets

Project worksheet 4: *Protecting our world*



Protecting our world

By _____

--	--	--

Photocopiable extra practice worksheets

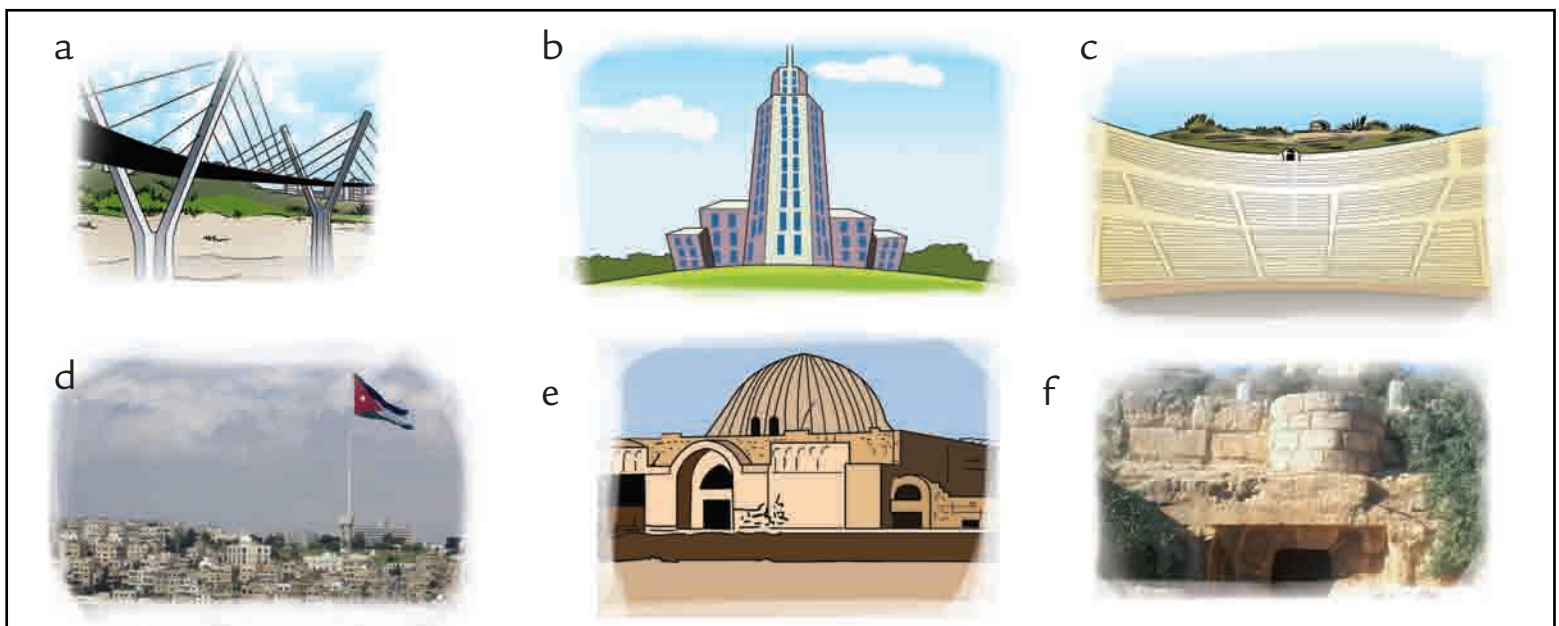
Extra practice worksheet 1

Read and match the numbers.

1,900	two thousand
425	one hundred and thirty-six
2,000	three hundred
300	one thousand, nine hundred
1,700	four hundred and twenty-five
136	one thousand, seven hundred

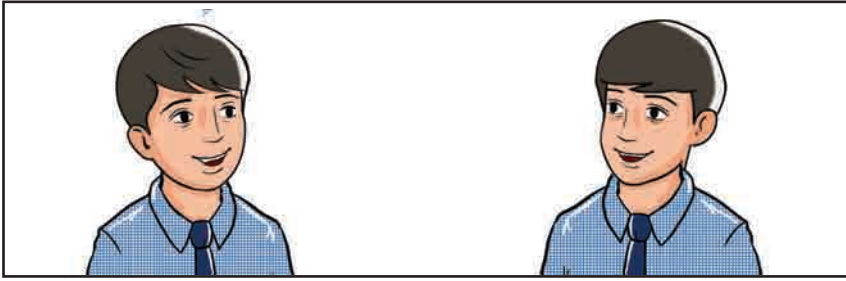
Circle and read.

1. Abdoun Bridge is 425 / 45 metres long.
2. The skyscrapers are 1,850 / 85 metres tall.
3. The Roman Theatre is 190 / 1,900 years old.
4. Raghadan Flagpole is 127 / 1,270 metres tall.
5. Umayyad Palace is about 130 / 1,300 years old.
6. Al-rakim cave is about 12 / 9 metres deep.



Photocopiable extra practice worksheets

Extra practice worksheet 2



Write and complete. Say.

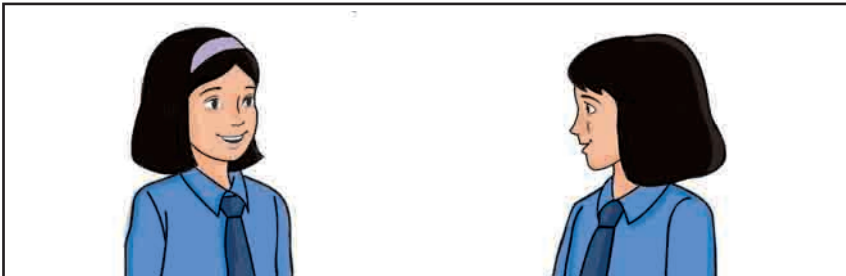
Faisal: I'm going to the water park on Saturday afternoon.
like / you / come / Would / to / ?

Yousuf: I'm sorry, I can't.
Saturday / the / to / on / I'm / going / afternoon / museum

Faisal: Friday / on / you / free / Are / afternoon / ?

We're going to the bird park.

Yousuf: Yes, _____



Write and Say.

Majeda: _____

Eiman: _____

Majeda: _____

Eiman: _____

Photocopiable extra practice worksheets

Extra practice worksheet 3

Complete the questions using the pictures. Answer the questions.

Rakan isn't well today.

1. Has he _____ a _____ ?

_____ X



2. _____ he had _____ ?

_____ ✓



3. _____ he _____ _____ ?

_____ X



4. _____ he _____ his _____ ?

_____ ✓



5. _____ he _____ to _____ ?

_____ X



Photocopiable extra practice worksheets

Extra practice worksheet 4

Look at the pictures. Complete the sentences with the words in brackets. Complete the story.

1.



Saleem _____ (meet) his friend Ibrahim while he _____ (walk) home from school.

2.



Saleem _____ (see) his uncle's car while he _____ (talk) to Ibrahim.

3.



Uncle Khaled _____ (speak) to the boys while Aunt Ruba _____ (wait) in the car. "Would you like to come to the football match this weekend?" he asked.

4.



Uncle Khaled _____ (buy) some drinks while the boys _____ (read) about the teams.

5.

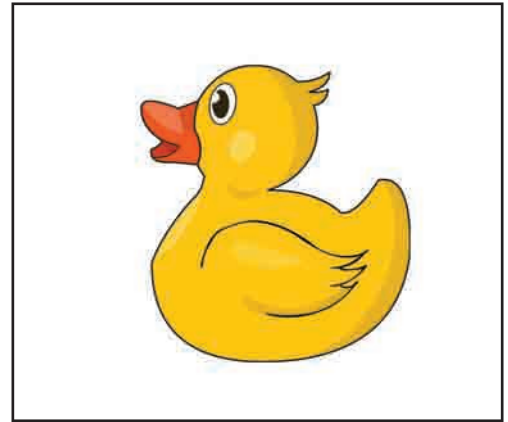
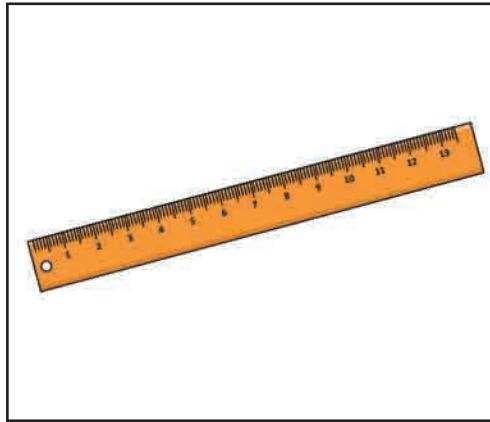
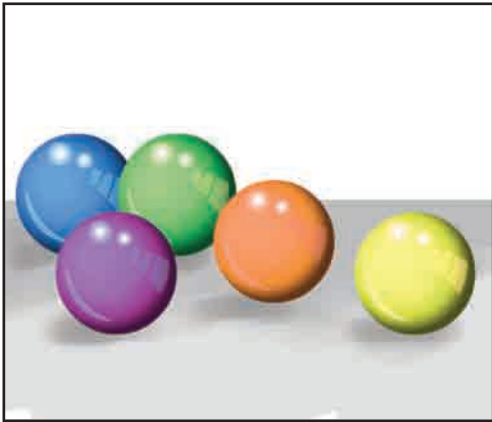


Photocopiable extra practice worksheets

Extra practice worksheet 5

Match and write.

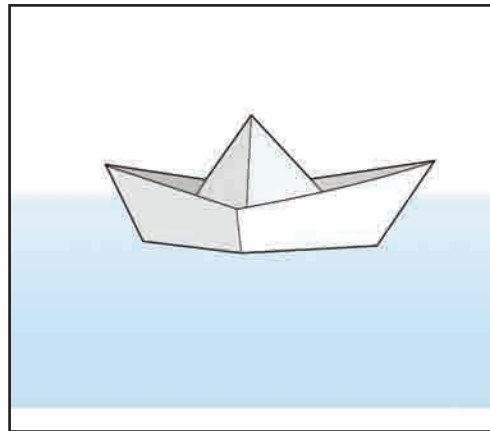
paper glass wood plastic metal



1. _____

2. _____

3. _____



4. _____

5. _____

Look at the pictures again. Do they sink or float? Complete and write.

If you put _____ in water, it _____ .

1. _____

2. _____

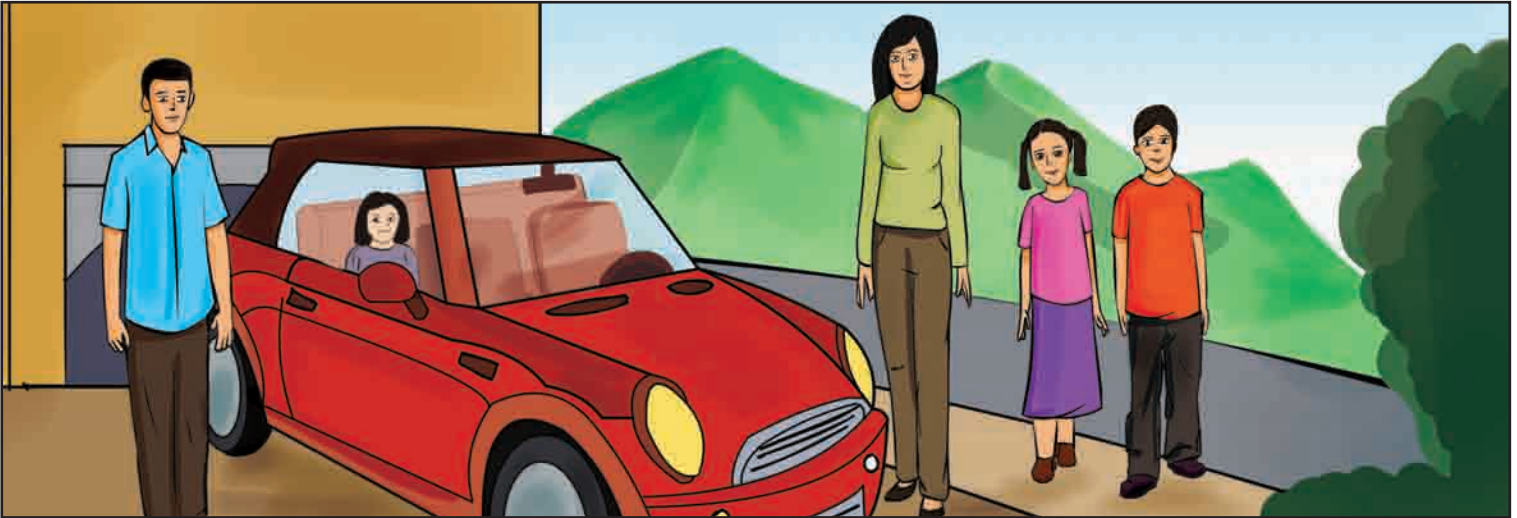
3. _____

4. _____

5. _____

Photocopiable extra practice worksheets

Extra practice worksheet 6



Make questions with *Will*. Then write short answers.

Alia: We're going to the nature reserve on Saturday.

Siham: That's great!

_____ ? (you / see / any sand cats)

Alia: _____

Siham: Sand cats are endangered.

_____ ? (they / become / extinct)

Alia: _____

Siham: _____ ? (you / have / picnic)

Alia: _____

Siham: _____ ? (you / recycle / rubbish)

Alia: _____

Siham: A lot of people visit the nature reserve.

_____ ? (there / be / big hotels / future)

Alia: _____

Siham: You'll have a wonderful time. The nature reserve is spectacular.

Alia: Would you like to come with us? I can invite a friend.

Siham: _____ !

Listening tests

1 Listen and complete

Today you are going to do a project.

First, (1) _____ an encyclopaedia to find out information. (2) _____ at the index to find the number of the page. That's right.

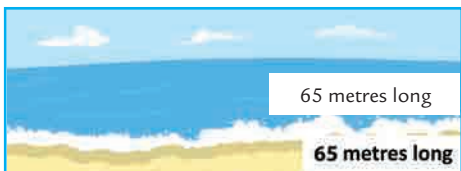
Now you can do your project. Look up (3) _____ in a dictionary to check the spelling.

Have you (4) _____? Good. Now (5) _____ your partner's work.

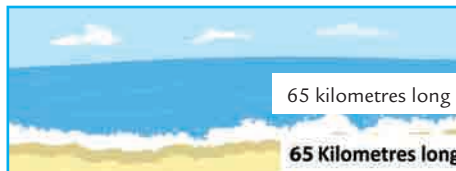
Well done! Now I can (6) _____ your work.

2 Listen and choose

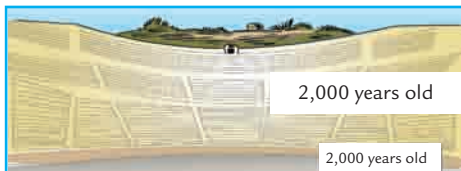
1. a.



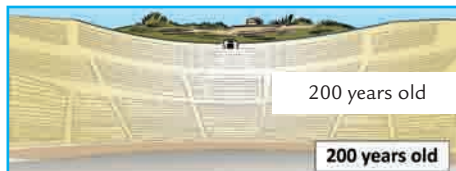
b.



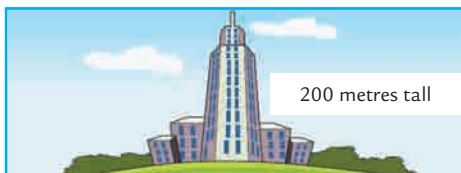
2. a.



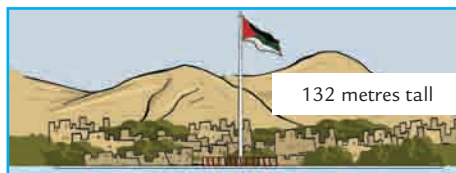
b.



3. a.



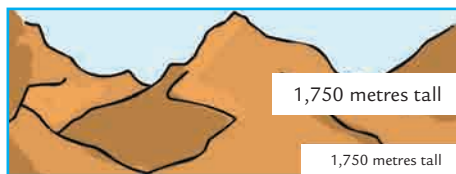
b.



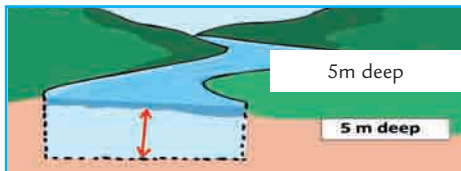
4. a.



b.



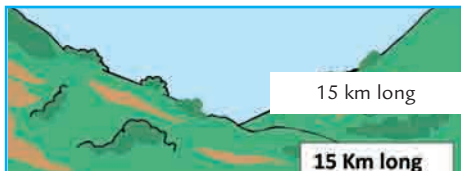
5. a.



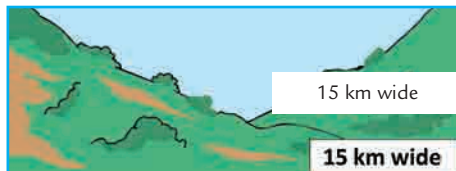
b.



6. a.



b.





Listening tests


3 Listen and complete the questions. Write the answer


1. What are you doing on Saturday afternoon? Are you _____? _____
2. We're going to the theme park. Would you like _____? _____
3. What are you doing at the _____? _____
4. We're going to the planetarium tomorrow. Can you come _____? _____
5. Would you like to play football on _____? _____
6. Zeinab is meeting her friends on Friday. Can I _____? _____

4 Listen and tick

1. a. 


b. 


2. a. 

b. 

3. a. 

b. 

4. a. 

b. 

5. a. 

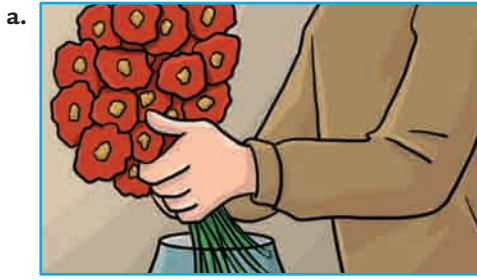
b. 

6. a. 

b. 

Listening tests

5 Listen and match





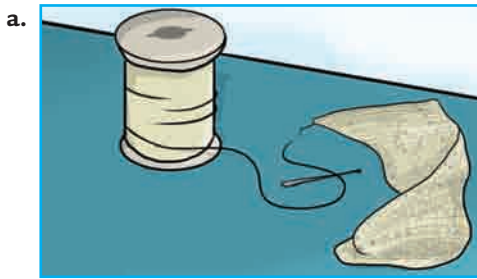


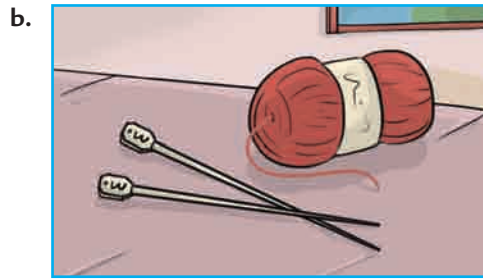






6 Listen and tick



















Listening tests

7 Listen and tick

1.

a.

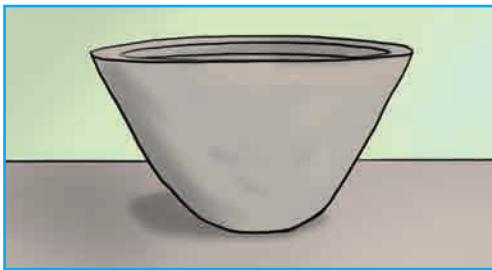


b.

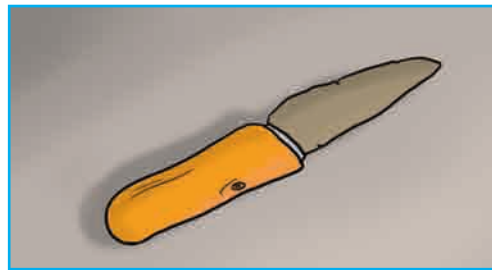


2.

a.



b.



3.

a.

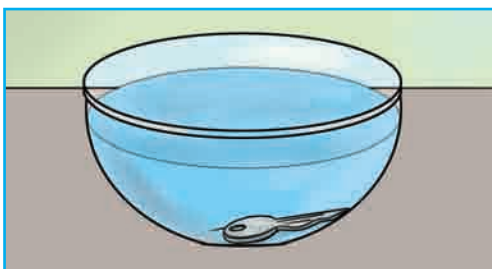


b.



4.

a.



b.



8 Listen and complete

What do I want to be? I want to be a (1) _____. Why? I want to be a tour guide (2) _____. I love travelling. I like meeting people and I like (3) _____ English. In the (4) _____, people (5) _____ travel more. It will be (6) _____ to have tour guides. I would like to visit many places in (7) _____ and many countries round the (8) _____. Being a tour guide is my (9) _____ job. That's my (10) _____ for the future.

Audioscripts and answers

1 Listen and complete

Today you are going to do a project. First, use an encyclopaedia to find out information. Look at the index to find the number of the page. That's right. Now you can do your project. Look up words in a dictionary to check the spelling. Have you finished? Good. Now check your partner's work. Well done! Now I can mark your work.

- Answers:** 1. use
2. Look
3. words
4. finished
5. check
6. mark

2 Listen and choose

Narrator: 1
Boy 1: How long is Zarqa River?
Boy 2: It's about 65 kilometres long.
Narrator: 2
Girl 1: How old is the theatre?
Girl 2: It's about two thousand years old.
Girl 1: That's really old!
Narrator: 3
Boy 1: Look! It's more than one hundred and eighty metres tall.
Boy 2: The flagpole or the skyscraper?
Boy 1: The skyscraper.
Narrator: 4
Woman: The rocks at Wadi Rum are 1,750 metres tall.
Narrator: 5
Boy 1: How deep is the River Jordan?
Boy 2: It's about five metres deep.
Narrator: 6
Man: The Jordan Valley is 15 kilometres wide.

- Answers:** 1. b
2. a
3. a
4. b
5. a
6. b

3 Listen and complete the questions. Write the answer

- 1 What are you doing on Saturday afternoon? Are you free?
Yes, I am.
2 We're going to the theme park. Would you like to come?
Yes, I'd love to.
3 What are you doing at the weekend?
I'm visiting my grandparents.
4 We're going to the planetarium tomorrow. Can you come with us?
I'm sorry, I can't.
5 Would you like to play football on Saturday morning?
Yes, please.
6 Zeinab is meeting her friends on Friday. Can I go with her?
Yes, you can go.

- Answers:** 1. free; Yes, I am.
2. to come; Yes, I'd love to.
3. weekend; I'm visiting my grandparents.
4. with us; I'm sorry, I can't.
5. Saturday morning; Yes, please.
6. go with her; Yes, you can go.

4 Listen and tick

Narrator: 1
Boy: I'm very excited. We're going to the sports stadium at the weekend.
Narrator: 2
Girl: I've watched sports on television, but I haven't been to a sports stadium.
Narrator: 3
Boy: Have you ever tried hiking, Dad?
Man: Yes, I have. I've been hiking with Uncle Jaber.
Narrator: 4
Boy: I haven't tried snorkelling, but I've tried ice-skating.
Narrator: 5
Girl: Khaled is second in the race. Well done, Khaled!
Narrator: 6
Boy 1: My uncle ran in the Dead Sea Marathon.
Boy 2: That's great. How far did he run?
Boy 1: He ran forty-two kilometres.

- Answers:** 1. b
2. a
3. b
4. a
5. b
6. b

Audioscripts and answers

5 Listen and match

Narrator: 1

Girl: Let's help Mum and Dad. I'll tidy up. I'll put the books on the bookshelf.

Narrator: 2

Boy: I'll wash the car.

Narrator: 3

Girl: Next I'll put some flowers in a vase.

Narrator: 4

Boy: We can help Mum to make lunch. I'll wash the vegetables.

Narrator: 5

Girl: I'll set the table.

Narrator: 6

Girl and boy: After lunch, we'll both have a rest!

Answers: a. 3
b. 5
c. 1
d. 6
e. 2
f. 4

6 Listen and tick

Girl: Mum, can I ask you some questions please?

Woman: Yes, of course.

Girl: What could you do when you were young? Could you do embroidery?

Woman: No, I couldn't. But I could knit. I could make mosaics, too.

Girl: That's great. Could you make models?

Woman: No, I couldn't. But I could fly a kite.

Girl: Could you use a computer when you were young?

Woman: No, I couldn't. We didn't have computers then. But I could speak English and do Maths.

Girl: You could cook, too! You helped Grandma make the lunch.

Woman: That's right.

Answers: b. ✓
c. ✓
e. ✓
g. ✓
h. ✓
i. ✓

7 Listen and tick

1. People used this jug to carry water. It's made of glass.
2. It's not made of metal. It's made of stone. It's a knife.
3. If you put wood in water, it floats.
4. If you put metal in water, it sinks.

Answers: 1. a
2. b
3. b
4. a

8 Listen and complete

What do I want to be? I want to be a tour guide. Why? I want to be a tour guide because I love travelling. I like meeting people and I like speaking English. In the future, people will travel more. It will be important to have tour guides. I would like to visit many places in Jordan and many countries round the world. Being a tour guide is my perfect job. That's my dream for the future.

Answers: 1. tour guide
2. because
3. speaking
4. future
5. will
6. important
7. Jordan
8. world
9. perfect
10. dream

Speaking tests

Speaking tests should evaluate the pupils' skills in presenting correct information using appropriate communication skills, which include error-free language, appropriate choice of vocabulary and good contact with the audience. Pupils should not feel threatened by such an activity; encourage them to approach the speaking tests confidently. Some types of tasks require pupils to present information about themselves to the whole class, while others require pair work. The following are sample tasks that follow the same instructions found in the Pupil's Book.

1. Talk about you

Pupils tell their partners about a city or town in Jordan they have visited. Pupils use *There is/are* and *There was/were* to tell each other about the place.

2. Look and say

Look at the wallchart *In the town*. Pupils take turns to talk about what they can see on the wallchart.

3. Look, ask and answer

Look at the two festivals on page 14 of the Pupil's Book. In pairs, pupils take turns to ask each other questions about the festivals, using *Would you like ...?*

4. Look and say

Look at the wallchart *The world*. Pupils work with their partners to compare the weather in the different countries.

5. Talk about you

In pairs, pupils take turns to ask each other about their leisure plans, using *What are you doing ...?*

6. Talk about you

Look at the wallchart *Sports and activities*. Pupils take turns to ask their partners which sports or activities they have tried.

7. Talk about you

Pupils look at the pictures on page 53 of the Pupil's Book. They tell their partners about tasks they do to help their parents at home.

8. Look and say

Look at the wallchart *At the airport*. Pupils take turns to say what they can see on the wallchart and what happens when you go on a plane journey.

9. Talk about you

Pupils ask and answer questions about what they could and couldn't do when they were very young.

10. Look and say

Look at the wallchart *At a museum*. Pupils take turns to describe the objects they can see, and name their favourite object.

11. Talk about you

Pupils take turns to ask each other *What do you want to be?* and talk about jobs and careers.

12. Ask and answer

Pupils take turns to ask and answer questions about their predictions for the future, using *will* and *won't*. They also ask *What is your dream for the future?*

Speaking tests

You can use one of the following assessment tools for the speaking tasks. The first is more appropriate for class presentations and the second for pair work activities, which involve formal interaction.

Speaking Checklist		
Pupil's name: _____ Date: _____		
Activity: _____		
The pupil can...	YES	NO
use correct facts		
present information in a logical sequence		
talk without grammatical errors		
talk with correct pronunciation of words		
use a clear voice and appropriate volume		
use appropriate intonation		
maintain eye contact with classmates		
be creative in giving information		

Speaking scale			
Pupil's name: _____ Date: _____			
Activity: _____			
The pupil can...	Excellent	Well	Fair
stay on task and communicate effectively			
use appropriate tone and intonation			
respond to cues and develop the interaction			
demonstrate natural pauses			
self-correct and respond appropriately			
use correct structures that help comprehensibility			
use appropriate vocabulary and expressions			

Reading tests

1. Read and tick (✓) or (✗) cross

Dear Fatima,

There was a summer festival in our town last week. Have you ever been to a festival?

The festival is about twenty years old. It's a week long. There are many stalls there and things for children to do. In my Dad's opinion, it's the most interesting event in the year.

We loved looking at the enormous book stall. There were hundreds of books by writers from different countries. In my opinion, the books by the Jordanian writers were the best. My mum bought me a book about animals and we bought a story book for my little cousin, Ibrahim.

There were lots of stalls at the fair. My brother likes stories, so he went with my dad to listen to the author reading her story. I prefer puppets, so I went to the puppet show. Then we went to the face painting stall. That was fun.

Mum was happy too. She went to the craft market and bought a beautiful mosaic.

It was great! I'm going to the festival again next year. Would you like to come? You would love it.

Best wishes

Amal

	Yes	No
1. It was the first festival in Amal's town.	<input type="checkbox"/>	<input type="checkbox"/>
2. There was a small book stall.	<input type="checkbox"/>	<input type="checkbox"/>
3. Amal's new book is about animals.	<input type="checkbox"/>	<input type="checkbox"/>
4. Amal listened to a story.	<input type="checkbox"/>	<input type="checkbox"/>
5. Amal and her brother went to the face painting stall.	<input type="checkbox"/>	<input type="checkbox"/>
6. Amal wants Fatima to come to the festival next year.	<input type="checkbox"/>	<input type="checkbox"/>

Answers: 1. No (it's twenty years old) 2. No (the book stall was enormous) 3. Yes 4. No (she went to the puppet show) 5. Yes 6. Yes

2. Read and answer the questions

Hello! I'm Omar. I'm a tour guide at the nature reserve at Ajloun. I have loved animals since I was at school, so it's my perfect job.

Today I'm going to tell you about my work. I've worked at the nature reserve for five years.

Here at the nature reserve we protect animals, birds, trees and plants. The work is important because some plants and animals are endangered.

This is a spectacular place. We have a lot of visitors, but we won't build big shops and hotels here. It will be a quiet place for everyone to enjoy in the future.

I teach the visitors about what they can do to protect plants and animals. Our visitors won't waste water or pick flowers. They will take their rubbish home and recycle it.

We have made a guidebook. It's made of recycled paper, of course! It gives information about the nature reserve and tells people about our dreams for the future.

1. Where does Omar work?

2. Why is it his perfect job?

3. How long has Omar worked there?

4. Why is the work important?

5. Will they build big shops and hotels? Why?

6. What information does the guidebook have?

Answers:

1. He works at the nature reserve at Ajloun. 2. Because he has loved animals since he was at school. 3. He has worked there for five years. 4. Because some of the plants and animals are endangered. 5. No, they won't, because they want the nature reserve to be a quiet place for people, plants and animals. 6. The guidebook tells people about the nature reserve and about their dreams for the future.

Writing tests

1. Choose and complete

punc	chi	jewel	plas	broi	guide	snor
tinct	pass	coun	fa	kil		

- _____ word
- _____ometres
- _____scinating
- _____ckens
- _____kelling
- em_____dery
- _____ture
- _____book
- _____tic
- ac_____tant
- _____ lery
- ex_____

Answers: 1. password 2. kilometres 3. fascinating
4. chickens 5. snorkelling 6. embroidery 7. puncture
8. guidebook 9. plastic 10. accountant 11. jewellery
12. extinct

2. Use the words from Exercise 1 to complete the sentences

- Ghada can't ride her bike. I'll mend the _____ .
- The _____ is made of metal and glass.
- Type in your _____ .
- I haven't tried _____ , but I've been swimming.
- If you put _____ in water, it floats .
- I couldn't do _____ when I was young, but I could make clothes.
- Pigeons aren't as big as _____ .
- The Roman Theatre is _____ .
- I've bought the _____ . We can learn about the museum.
- The castle is 120 _____ from Amman.
- Elephants won't become _____ because they are protected.
- She has been an _____ for three years.

Answers: 1. puncture 2. jewellery 3. password
4. snorkelling 5. plastic 6. embroidery 7. chickens
8. fascinating 9. guidebook 10. kilometres 11. extinct
12. accountant

3. What are you doing at the weekend?

On Friday I'm ...

4. Write about sports and activities you have and haven't done.

5. Write the sentences about the past using the words in brackets

- We (see) our grandparents while we (walk) to the bird park last Saturday.
- We (tidy) up while we (wait) for our uncle and aunt yesterday.
- Is he thirsty? No, he (have) a drink while he (watch) the puppet show.
- They (meet) their friends while they (visit) the nature reserve last year.
- Aunt Muna (talk) to the children while she (paint) their faces last weekend.

Answers:

- We saw our grandparents while we were walking to the bird park last Saturday.
- We tidied up while we were waiting for our uncle and aunt yesterday.
- He had a drink while he was watching the puppet show.
- They met their friends while they were visiting the nature reserve last year.
- Aunt Muna talked to the children while she was painting their faces last weekend.

6. Complete the questions with the correct form of the word, then answer the questions

_____	go	_____	_____	_____	_____	_____	_____	_____	_____
-------	----	-------	-------	-------	-------	-------	-------	-------	-------

- Would you _____ to watch sports at a sports stadium?
[✓] _____
- Are you _____ anything on Saturday?
[X] _____
- Have you ever _____ ice-skating?
[X] _____
- Could he _____ English when he was four?
[✓] _____
- Are they _____ on holiday this year?
[✓] _____
- _____ she like to be an accountant when she is older?
[X] _____

Answers:

- like - Yes, I would. 2. doing - No, I'm not. 3. tried - No, I haven't. 4. speak - Yes, he could. 5. going - Yes, they are. 6. Would - No, she wouldn't.

Vocabulary Activities

1. Picture Fun

The following are various activities that require the use of pictures. You can use the Pupil's Book, flashcards and magazine pictures that you or your pupils bring to class.

Activity 1

- Sort flashcards pictures into two topic areas, e.g. *sports* and *places*.
- Mix up these cards with a random selection of other items and give the cards out to pupils.
- Pupils find the cards pictures representing the two topic areas and name each item on the cards.

Activity 2

- Choose a topic area, e.g. *animals* (Unit 14).
- Explain to the pupils that you are going to say a vocabulary term related to animals, e.g. *a sand cat*. Pupils have to look through the pages of Unit 14 to find as many pictures as they can that show a sand cat.
- Once they find a picture, they raise their hands. At the end, pupils count how many examples they have of pictures of sand cats.
- An alternative could be for them to find examples of all types of animals in the pictures. See how many they can find.

Activity 3

- Pupils bring in photos of famous people. Ask them to work in pairs to say what they think the person would like to do.
- Pupils take turns to make sentences using would like and names of sports and activities.

2. Letters and Concepts

Activity 1

- Prepare a handout of a table of six columns, or draw the table on the board as below, and ask pupils to copy it into their notebooks.
- Choose five themes from the Pupil's Book and write each theme in a column at the top (leave the first column blank, as below).
- Now ask a pupil to give a letter of the alphabet. Pupils write it in the first column. They then work in pairs and fill in each row with a word that is related to each theme and which starts with that letter. Note that sometimes a column may remain blank if they cannot think of a relevant word.
- Other pupils can suggest other letters. When the game is over, pupils count the number of words they have filled in. The one who has the largest number is the winner.

	animals	places	fairs and festivals	sports and activities	travel
l	lizard	lake			land
c	chicken	castle	crafts	cross country running	coach
p	peacock	palace	puppet shows	painting	passport
f		flagpole	face painting	football	flight attendant
s	sand cat	sea	stall	snorkelling	suitcase

Activity 2

After a unit is complete, try the following classroom activity for pupils to review the vocabulary.

- Ask pupils to work in groups. Assign a group leader.
- The leader gives a letter, and the other pupils write a word that they can remember from the unit.

	Unit 14
a	amazing
c	cat
e	endangered, extinct
p	pick, protect
n	nature reserve
r	repair, recycle, rubbish
w	waste, water, will

Vocabulary Activities

3. Odd one out

- Choose three words from a vocabulary set, for example: *patient, prescription, injection*, plus one 'odd one out', for example: *hiking*.
- You can say the words, use flashcards, draw pictures or write the words on the board in any order.
- Pupils say the odd word out.

4. Picture Sequences

- For this activity, you will need to draw a sequence of pictures on the board, or prepare flashcards that you can display clearly on the wall or board. You will then need to copy the sequence together with two alternative sequences.
- Pupils look at the sequence and find the matching one from the choices.
- They say why the sequence is correct by naming what is in the pictures. The example below uses animals, but any vocabulary set can be used:

Sequence 1: Draw a lizard, a lizard, a gazelle, a lizard, a lizard, a gazelle, a bear and giraffe.

- Ask which of the following patterns matches sequence 1.

Sequence 2: Draw a lizard, a gazelle, a lizard, a lizard, a gazelle, a bear, a giraffe, a lizard.

Repeat above Sequence 1 (this is the correct answer).

Sequence 3: Draw a lizard, a lizard, a gazelle, a lizard, a lizard, a bear, a giraffe, a gazelle.

5. What is in a word?

- This activity is useful to develop pupils' general vocabulary and to practise spelling.
- Write three words on the board, for example: *sand, cat, fair*.
- Write *fascinating* on the board below the three words. Pupils work out which of the three words use the same letters that appear in *fascinating* (answer: *cat*).

6. Read and answer the questions

- When pupils are familiar with game 5, you can develop the game to be more challenging.
- Choose a word they have recently learned. Make sure it is quite a long word. Write it on the board, for example: *international*.
- Pupils make as many words as they can which use the letters from the word, in any order, for example: *it, an, on, lot, nine* etc.

7. Sequences

- This game can be used for numbers or times.
- Write a sequence of numbers or times on the board, but with one of the sequence missing. Pupils identify the missing item by working out the sequence. For example, for time (the answer is 250):

100, 150, 200, ? , 300, 350

8. The flower game

- Tell the pupils you have thought of a word. They have to guess the word by working out the letters that spell it.
- Choose a word they have recently learned, for example: *coast*.
- On the board, write underlines for each letter:
- Pupils take turns to call out a letter. If the letter is in the word, you add it to the underlines. For example, if they say *o*, put: o _ _ _ _ .
- If they call a letter that is not in the word, for example *p*, then you draw the first stage of a flower: draw the stem. Write the letter *p* on the board next to the flower stem so they know not to use this letter again.
- Continue the game until they have spelled the word correctly. If you have drawn the full flower – a stem, two leaves, and a flower with six petals – they have lost.

Vocabulary Activities

9. What am I?

- Prepare flashcards with the name of a job or an animal on them, for example: teacher, elephant. Give a card to each pupil face down.
- The pupil shows the card to their partner without looking at it. They must then ask questions to find out which job/animal they are, for example: Do I work in a school?
- Pupils continue until they guess correctly. If you wish, ask pupils to count how many questions they need to ask before they guess correctly. The winner is the pupil who guesses after the fewest number of questions.

10. The list game

- Say a word from a lexical set they have learned, for example *bottle* for museum objects. Pupils then go round the class taking it in turns to say other museum objects they know.
- If a pupil is stuck or gets a word wrong, change the lexical set, for example: say *accountant* for jobs. Pupils then continue with other jobs or careers.

11. Picture dictionary

- Split the class into 2 teams.
- Have pupils from each team draw simple pictures of objects they've learned about on the board for the other team to guess the words. You can set a limited time for the team to guess the word.
- The team who guesses more words will win.

12. A hunt

- Think of an object in the classroom. It can be a piece of furniture, pupils' belongings or your own.
- Ask the students to guess what you've thought of. Share with them your point of reference for feedback: its location, the first letter or the concept.
- As pupils suggest answers, give feedback if they're close to the object.
- Alternatively you can divide the class into 2 teams; one thinks of an object and the other guesses it.

13. Going on a field trip

- Tell the students that the class is going on a field trip. Let them choose the theme for the trip.
- Divide the class into groups. Each group writes down words that relate to the theme of the trip. They have to write as many as they can think of.
- The group that has the largest number of correct words wins.

14. Listen and guess

- Have a pupil come to the front of the class and mime an action.
- The other pupils have to use sentences to guess what the action is.

15. It's missing?

- Have objects from the classroom on your desk. Allow time for pupils to see them.
- Hide one item. Pupils have to guess what is missing.
- Then you can add and/or hide other items depending on how much time you have.

Grammar games

1. Who is it?

- Use the following game to practise language expressing wishes (language from Unit 3).
- Prepare the charts below to photocopy, or copy them onto the board.
- Ask pupils *Who is it?* Say the following sentences (answers in brackets).

I'd like to buy a book. (Mariam)

I'd prefer to see the storyteller. (Sameer)

I wouldn't like to watch the puppet show. (Mariam)

I would like to visit the craft stall. (Sameer)

	buy a book	see storyteller	puppet show	craft stall
Sameer	X	✓	✓	✓
Mariam	✓	X	X	X

2. Spot the difference

- Use the following game to practise the conjunctions *and* and *but* (language from Unit 6).
- Prepare two pictures of a classroom. The pictures are the same in all but a few details. Include items of vocabulary they know, for example: ruler, school books, picture, tables, chairs, bookshelf, bin, desks, laptop, etc.
- Pupils say what is the same and what is different in each picture using *and* and *but*, for example: *Picture 1 and picture 2 have four school books. Picture 1 has a bookshelf but picture 2 does not have a bookshelf* etc.

3. What am I doing at the weekend?

- Use the following game to practise the present continuous for future arrangements (language from Unit 5).
- Draw an Olympic-style podium on the board and divide the class into three teams.
- Bring into the class a selection of items, for example: a ticket for a football match, a snorkelling mask, a passport (or pretend ones), a sun umbrella etc. Alternatively, you can draw these items on the board.
- Hold up each item or point to each picture. Teams take turns to guess what you are going to do, for example:
(Hold up the ticket:) *You are going to a football match.*
(Hold up the snorkelling mask:) *You are going snorkelling.*
(Hold up the passport:) *You are going on a plane journey.*
(Hold up the sun umbrella:) *You are going to go to the beach.*
- See which team gets the most correct answers. At the end, write each team's name or number on the podium on the board: first, second or third.

4. A story

- This activity practises the past continuous and the past simple (language from Unit 9).
- Tell the pupils that you had an adventure yesterday. They must find out what happened by asking questions.
- Make a statement with *while* to begin the story. Say, for example *While I was coming to school yesterday ...* Pupils put up their hands to suggest what happened, e.g. *You met an old man.* Make the beginning of the next sentence, e.g. *While I was talking to the old man ...* Pupils suggest what happened next. Continue in this way until the story is finished.
- The point of the game is that the adventure that happened to you will be invented by the pupils' suggestions. This can lead to some interesting and fun ideas! Encourage them to make as many suggestions as they can.

5. The mime game

- This game can be used to practise *will* for decisions made at the moment of speaking (language from Unit 8).
- Say *Help your mum and dad! What will you do?.*
- Divide the class into two teams, or groups.
- A person from each team or group takes turns to mime helping with a household task. For example, they mime washing the car. The other team guesses and says *I'll wash the car.*
- Continue until all the pupils have had the chance to mime an action. See which team has guessed the most correct answers.

Grammar games

6. Add a sentence

- This game can be used to practise *I want to be ... because ...* (language from Unit 13).
- Go round the class. Each pupil makes a sentence about what job they want to do and why. For example: *I want to be an inventor because I like making things.*
- The next pupil repeats the first pupil's sentence says a new sentence of their own.
- The next pupil repeats the first two pupils' sentence and adds another one, and so on. See how long the pupils can go on for!

7. The best holiday

- This game can be used to practise *There was/There were* (language from Unit 1).
- Tell pupils they are going to describe a perfect holiday that they had last summer. It does not have to be a real holiday; they can use their imaginations!
- Go round the class. Each pupil makes a sentence using *There was/There were* to describe the holiday, for example: *There was a fantastic nature reserve. There were spectacular views.*
- See how many sentences the class can make. Praise pupils who add any adjectives etc.

8. Noughts and crosses

- This game can be used to practise the present perfect (language from Unit 6), or any other grammar point from the course.
- Draw a blank noughts and crosses grid on the board.
- Divide the class into two teams.
- Ask the first team a question using the present perfect, for example: *Have you ever tried ice-skating?* A pupil from that team puts their hand up. They answer truthfully *Yes, I have/No, I haven't*, and then ask the second team a question using the present perfect, for example: *Have you ever run a marathon?* If the answer and question are correct, that team chooses where to go first on the grid with a nought.
- A pupil from the second team must now answer the first team's question, then ask another question using the present perfect. If their answer and question is correct, that team chooses where to go next on the grid with a cross.
- Continue until one team gets a line across the grid. That team is the winner.










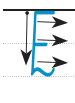






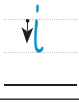
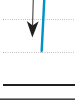
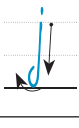




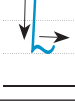


9. Guess what it is

- Divide the class into two teams.
- Have one pupil from a team come to the front of the class and face the pupils.
- Write a word on the board. Ask the pupil's team to describe what the word is without naming it. They can use structures from Unit 1 *There is/There are*. Give a limited amount of times they can describe the word.
- Alternatively, the pupil in front of the class can ask questions about the word using *How long/tall/old ...* from Unit 2.
- The team who guesses the words within the limited number of guesses wins.




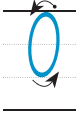



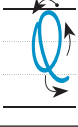





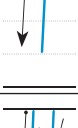
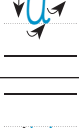


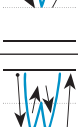

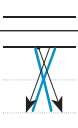
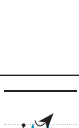

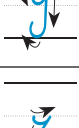

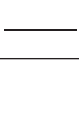
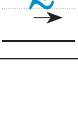
10. Write a letter

- Ask the students to write a short letter to someone in class. Let them address their peers using as many details about them as possible. They have to use *In my opinion, I'd like you to .../Would you please ...* from Review 1 and Unit 5. (Tell them this is only a game and it's not graded.)
- When pupils have finished the task, collect all letters and put them in an envelope or a box.
- Pick one letter at a time. Read it aloud. Ask pupils to guess to whom it is written.
- Every time you have free time at the end of a class, you can use one or more of the letters.

Letter formation guidelines

Lower case formation	Upper case formation
 pull back, around, up, and down, add join	 pull down, up, over and down, across
 pull down, up, around, add join	 pull down, up, around and in, around and in
 pull back and around, continue up to next letter if necessary	 pull back and around
 pull back, around, up and down, add join	 pull down, up and around
 pull across, back and around, continue up to next letter if necessary	 pull down, across, across, and across
 loop up and around, pull back, down, cross, add join	 pull back, down, across
 pull back, around, up, down and under, loop round if joining	 pull back, around, down
 pull down, up, over, and down, add join	 pull down, pull down, across
 pull down, add join, dot	 pull down
 pull down, curve around, loop around if joining, dot	 pull down, curve around
 pull down, loop around, pull in, pull out, add join	 pull down, slant in, slant out, add join
 pull down, add join	 pull down, across
 pull down, up, over, down and up, over and down, add join	 pull down, slant down, slant up, pull down

Letter formation guidelines

 pull down, up, over and down, add join	 pull down, slant down, pull up
 pull back and around, add loop if joining	 pull back and around
 pull down, up and around, add loop if joining	 pull down, up and around
 pull back, around, up, down and up, continue to next letter if joining	 pull back and around, cross
 pull down, up, and over, continue to next letter if joining	 pull down, up, around, and in, and slant down
 pull back, in, around and back, add join	 pull back, in, around, down, and back around
 pull down, join to next letter, cross at end of word	 pull down, across
 pull down, around, up and down, continue to next letter if joining	 pull down, around, up, pull down
 slant down, up, add join	 slant down, slant up
 slant down, up, down, up, add join	 slant down, up, down, up
 pull forward and round, lift, pull back and round, continue to next letter if joining	 slant down across, slant down across
 pull down, curve round, pull up, pull down and loop back and round	 slant in, slant, and down
 across, slant down, and cross, continue to next letter if joining	 across, slant down, across

Letter formation guidelines

Photocopiable page

Irbid is a modern city.

Jerash is in the north of Jordan.

Mukawir is an important place for weaving.

I am doing a project about Petra Museum.

Ajloun Nature Reserve is a beautiful place.

There are many rooms inside Azraq Castle.

Wordlist of Grade 1

apple (U:18)	feet (U:19)	please (U:1)
apples (U:17, 20)	fish (U:17, 18)	raining (U:12)
arms (U:19)	five (U:4, 6, 10, 15)	red (U:2, 3, 5, 6)
bag (U:3, 4, 5, 6, 15)	foot (U:19)	ride a bike (U:16, 20)
ball (U:15)	four (U:4, 6, 10)	robot (U:3, 4, 5)
banana (U:18)	friend (U:7, 10)	run (U:16, 20)
bananas (U:20)	game (U:9)	sad (U:12)
bathroom (U:8, 15)	girl (U:4, 5)	salad (U:17, 18, 20)
bathtub (U:11)	girls (U:1)	school (U:7)
bed (U:11)	goodbye (U:4)	seven (U:6, 10)
bedroom (U:8)	green (U:2, 3, 4, 5, 6)	shelf (U:11)
bike (U:14)	hands (U:19)	shirt (U:13)
bird (U:4, 6)	happy (U:12, 20)	shoes (U:13)
black (U:3, 6)	head (U:19)	shop (U:13)
blue (U:2, 3, 5, 6)	hello (U:1)	sister (U:7)
book (U:3, 4, 5, 10)	her (U:7)	sit down (U:1, 5)
box (U:11, 15)	his (U:7)	six (U:6, 10)
boy (U:5, 10)	hop (U:16, 20)	skirt (U:13)
boys (U:1)	hot (U:12)	socks (U:13)
bread (U:18, 20)	ice cream (U:18, 20)	sofa (U:11, 15)
brother (U:7, 10)	in (U:8, 11, 19)	sports centre (U:16)
bus (U:14)	jacket (U:13)	stand up (U:1, 5)
can (U:6)	juice (U:17, 18, 20)	sunny (U:12)
car (U:4, 7, 14, 15)	jump (U:16, 20)	swim (U:16)
CD (U:9)	kitchen (U:8, 15)	table (U:2, 3, 4, 5, 6)
CD game (U:15)	legs (U:19)	tea (U:17, 18)
chair (U:2, 4, 5, 6)	living room (U:8, 15)	teacher (U:7, 10)
chicken (U:17, 18, 20)	man (U:19)	ten (U:6, 10)
classroom (U:2)	milk (U:17, 18)	thank you (U:1)
clock (U:2, 5, 6)	mouth (U:19)	this (U:1)
close (v) (U:12)	mum (U:7, 10, 15)	three (U:4, 6, 10)
cold (U:12)	my (U:7)	touch (U:19)
computer (U:9, 15)	name (U:1)	train (U:14)
dad (U:7, 10, 15)	nine (U:6, 10)	tree (U:4, 6)
date (U:18)	nose (U:19)	trousers (U:13)
dates (U:20)	on (U:11)	TV (U:11)
doll (U:9, 15)	one (U:4, 6, 10)	two (U:4, 6, 10)
door (U:2, 5, 6)	open (U:12)	under (U:11, 19)
draw (U:19)	orange (colour) (U:13)	wall (U:11)
dress (U:13)	orange (U:18, 20)	washing machine (U:13)
ear (U:19)	park (U:12)	water (U:20)
egg (U:18)	pen (U:3, 5, 6)	white (U:3, 4, 5, 6)
eight (U:6, 10)	pencil (U:3, 4, 5, 10)	window (U:2, 3, 5)
eye (U:19)	pink (U:13)	yellow (U:3, 5, 6)

Wordlist of Grade 2

alphabet (U:15)	headache (U:7 & U:8)	tall (U:11 & U:12)
alright (U:7)	help (U:3 & U:4)	tennis (U:14)
animal (U:5)	home (U:7)	tennis racquet (U:13 & U:16)
aunt (U:2 & U:4)	hungry (U:7 & U:8)	thirsty (U:7 & U:8)
baby (U:2)	ill (U:7 & U:8)	tidy bedroom (U:3 & U:16)
bear (U:5 & U:8)	Jordan (U:1 & U:4)	tiger (U:5)
big (U:5 & U:8)	letter (U:15 & U:16)	time (U:10)
board (U:1 & U:4)	lion (U:5 & U:8)	tired (U:7)
breakfast (U:12)	live (v) (U:2 & U:4)	today (U:3)
brown (U:11 & U:12)	long (U:11)	toothache (U:7 & U:8)
brush teeth (U:10)	lunch (U:12)	T-shirt (U:13 & U:16)
cake (U:9 & U:12)	notebook (U:13)	turn (U:1)
catch (U:6 & U:8)	numbers 11-21 (U:9)	turtle (U:6 & U:8)
children (U:1)	nut (U:9 & U:12)	uncle (U:2 & U:4)
climb (U:6 & U:8)	o'clock (U:10 & U:12)	visit (U:3 & U:4)
cooking (U:14 & U:16)	olive (U:9 & U:12)	visitor (U:10 & U:12)
cousin (U:2 & U:4)	page (U:1)	walk (U:6 & U:8)
cycling (U:14 & U:16)	painting (U:14 & U:16)	watch (U:10)
dates (U:10)	park (U:3 & U:4)	who (U:2)
days of the week (U:3 & U:4)	-pencil case (U:1 & U:4)	wrong (U:15)
desk (U:1 & U:4)	play (U:3 & U:4)	young (U:5 & U:8)
earache (U:7 & U:8)	playing football (U:4 & U:14)	zoo (U:3 & U:4)
elephant (U:5 & U:8)	playing tennis (U:16)	
Excuse me (U:7)	present (U:13)	
fig (U:9 & U:12)	pyjamas (U:13 & U:16)	
fly (U:6 & U:8)	read (U:3 & U:4)	
football (U:13 & U:16)	reading (U:14 & U:16)	
fox (U:6)	right (U:15)	
get up (U:10 & U:12)	rubber (U:1 & U:4)	
giraffe (U:6 & U:8)	ruler (U:1 & U:4)	
go to bed (U:10 & U:12)	running (U:14 & U:16)	
go to school (U:10 & U:12)	salad (U:14 & U:16)	
good morning (U:1 & U:4)	school (U:3)	
grandma (U:2 & U:4)	(school) trip (U:3)	
grandpa (U:2 & U:4)	see (U:5)	
grandparent (U:2)	short (U:11 & U:12)	
grey (U:11 & U:12)	sing (U:6 & U:8)	
guess (U:6 & U:8)	small (U:5 & U:8)	
half past (U:10 & U:12)	stomachache (U:7 & U:8)	
hat (U:13 & U:16)	stork (U:6 & U:8)	
have breakfast (U:10)	sunglasses (U:13 & U:16)	
have lunch (U:10)	surname (U:15 & U:16)	
	sweet (U:9 & U:12)	

Wordlist of Grade 3

a lot of (U:10, U:15 & U:16)	favourite (U:2, U:4, U:5, U:7, U:8, U:12 & U:16)	menu (U:6 & U:8)	snowy (U:5 & U:8)
airport (U:3 & U:9)	February (U:2, U:4, U:5, U:6, U:7, U:8, U:12 & U:16)	mountain (U:10, U:11 & U:12)	speak (v) (U:10)
April (U:13)	finish (U:2)	museum (U:9, U:12 & U:16)	sports centre (U:9 & U:15)
Arabic (U:2)	flag (U:13)	near (U:9 & U:12)	spring (U:5 & U:8)
aubergine (U:6, U:8 & U:15)	flower (U:13 & U:16)	new (U:2, U:4, U:9 & U:10)	stamp (U:14)
August (U:13)	fly (v) (U:3, U:4, U:7, U:11 & U:12)	newspaper (U:7)	start (U:2, U:13 & U:16)
autumn (U:5 & U:8)	forget (v) (U:10, U:13 & U:15)	next to (U:1, U:4, U:9, U:14 & U:16)	summer (U:5 & U:8)
baker's (U:14 & U:16)	fridge (U:1)	November (U:13)	take (v) (U:7, U:8, U:10, U:11, U:12 & U:13)
balloon (U:1, U:4 & U:13)	frog (U:11 & U:12)	nurse (U:3 & U:4)	teacher (U:3, U:4, U:10, U:11, U:12, U:13 & U:16)
basketball (U:7, U:8 & U:15)	fruit (U:14, U:15 & U:16)	October (U:13 & U:16)	teeth (U:15, U:16)
before (U:15 & U:16)	garden (U:7 & U:8)	opposite (U:14 & U:16)	theatre (U:9 & U:12)
bin (U:1, U:4 & U:10)	goat (U:11 & U:12)	owl (U:11 & U:12)	timetable (U:2 & U:4)
book (U:1, U:4, U:7, U:8, U:10, U:14, U:15 & U:16)	good (U:15 & U:16)	perfume (U:13 & U:16)	tomorrow (U:1, U:4 & U:7)
bookshop (U:14 & U:16)	good night (U:1)	phone (U:7 & U:8)	toothbrush (U:15)
brush (v) (U:15 & U:16)	guide (U:10, U:11 & U:12)	photo (U:1, U:2, U:4, U:7, U:8, U:10, U:11 & U:12)	town (U:9 & U:16)
building (U:9 & U:12)	healthy (U:6, U:15 & U:16)	pilot (U:3 & U:4)	toy (U:14 & U:16)
butcher's (U:14 & U:16)	hear (v) (U:11)	plane (U:3, U:4, U:7 & U:9)	toy shop (U:14 & U:16)
buy (U:13, U:14 & U:16)	hill (U:9 & U:12)	plant (v) (U:13)	train station (U:9 & U:12)
Canada (U:5, U:8 & U:16)	holiday (U:8, U:13 & U:16)	post office (U:14 & U:16)	travel (v) (U:3, U:4, U:5 & U:10)
card (U:13)	hospital (U:3, U:4 & U:9)	put (v) (U:10 & U:16)	vegetable(s) (U:6, U:8, U:14, U:15 & U:16)
cat (U:11, U:12 & U:16)	hotel (U:9 & U:12)	rainy (U:5 & U:8)	wardrobe (U:1 & U:4)
chef (U:3 & U:4)	ice-skating (U:5 & U:8)	ready (U:1, U:2 & U:8)	wash (v) (U:15 & U:16)
chemist's (U:14 & U:16)	important (U:13)	restaurant (U:3, U:4, U:6, U:9, U:12 & U:14)	weather (U:5, U:8 & U:16)
city (U:9 & U:12)	Islamic Education (U:2 & U:4)	rice (U:6, U:7, U:8 & U:16)	windy (U:5 & U:8)
coffee (U:6 & U:8)	January (U:13 & U:16)	ring (v) (U:7 & U:8)	winter (U:5 & U:8)
cold (U:5, U:8 & U:11)	July (U:13 & U:16)	river (U:11 & U:12)	wolf (U:11 & U:12)
cook (v) (U:7 & U:8)	June (U:13 & U:16)	Roman (U:9 & U:12)	work (v) (U:3, U:4 & U:16)
cooker (U:1 & U:4)	lamb (U:6, U:7, U:8, U:14, U:15 & U:16)	rubbish (U:10)	write an email (v) (U:7 & U:8)
country (U:3, U:4 & U:5)	leave (U:2)	safe (U:11)	
December (U:13)	lentil(s) (U:6 & U:8)	scarf (U:13 & U:16)	
delicious (U:6, U:8 & U:13)	leopard (U:11 & U:12)	Science (U:2 & U:4)	
do exercise (v) (U:15 & U:16)	lesson (U:2, U:4 & U:10)	season (U:5, U:8 & U:16)	
do homework (v) (U:10)	March (U:13 & U:16)	September (U:13)	
doctor (U:3 & U:4)	market (U:9, U:12, U:13, U:14 & U:16)	set the table (v) (U:7 & U:8)	
drink (v) (U:10, U:11, U:12 & U:15)	Maths (U:2, U:3 & U:4)	shoe shop (U:14 & U:16)	
drive (v) (U:3)	May (U:13)	shout (v) (U:10, U:12 & U:15)	
eagle (U:11, U:12 & U:16)	meal (U:6, U:7, U:8 & U:16)	sky (U:11)	
eat (v) (U:11, U:12, U:15 & U:16)	meat (U:14, U:15 & U:16)	sleep (v) (U:10, U:11, U:12 & U:15)	
English (U:2, U:4, U:10 & U:16)	medicine (U:14)	snowman (U:5 & U:8)	
excuse me (U:14 & U:16)			

Wordlist of Grade 4

across (U:7, U:9)	dry (U:10)	mobile phone (U:14)	U:18)
after (U:1, U:3, U:4, U:6, U:9, U:13, U:18)	DVD (U:14)	morning (U:4, U:9, U:10, U:12, U:13, U:15, U:16)	stadium (U:2, U:4, U:11)
afternoon (U:7, U:9, U:11, U:12, U:13)	east (U:6, U:9, U:10)	mosaic (U:16, U:18)	stage (U:11, U:13)
air (U:17, U:18)	enjoy (U:14, U:18)	mouse (U:3)	star (U:10, U:13, U:14, U:18)
Arabic (U:1, U:4)	evening (U:12)	neck (U:12)	steps (U:7, U:9, U:11)
around (U:1, U:4, U:10, U:11, U:16, U:17)	famous (U:15)	night (U:10, U:13, U:14, U:18)	stone (U:11)
arrive (U:6, U:15, U:16)	farm (U:6, U:9, U:10)	north (U:6)	story (U:16, U:18)
beach (U:5, U:9, U:14, U:16, U:18)	fast (U:2, U:4, U:5, U:10)	past (n) (U:11, U:12, U:13, U:14, U:18)	street (U:11, U:13)
beautiful (U:8, U:12, U:13, U:15, U:16, U:18)	football match (U:2, U:6, U:7)	P.E. (U:1)	sun (U:7, U:9, U:10, U:17)
between (U:11, U:13)	forest (U:8, U:9, U:11, U:13)	people (U:2, U:5, U:8, U:9, U:11, U:12, U:13, U:14, U:15, U:18)	sun hat (U:6, U:9, U:17)
boat (U:5, U:9, U:16)	fountain (U:11, U:13)	pick (v) (U:6, U:9, U:17)	swim (U:2, U:3, U:4, U:5, U:7, U:9, U:11, U:15)
bottom (U:5, U:9, U:15)	frightened (U:8, U:12)	picnic (U:6, U:7, U:9, U:16)	table tennis (U:2, U:4, U:6, U:7, U:9, U:14, U:18)
break (n) (U:1)	fun (U:2, U:4, U:7, U:10, U:12, U:13, U:14, U:17)	planet (U:10, U:13)	take (v) (U:5, U:6, U:7, U:9, U:17, U:18)
bridge (U:7, U:9, U:13, U:16)	gate (U:7)	planetarium (U:10, U:13)	team (U:4)
bright (U:10, U:13)	gentle (U:17)	plant (v) (U:6, U:9, U:12, U:17, U:18)	tent (U:12, U:13, U:14, U:17, U:18)
brush (n) (U:6, U:9)	glass (U:5, U:9)	play the piano (U:5, U:7, U:9)	the Earth (U:10, U:13)
bronze (U:9, U:16)	go up (U:7)	postcard (U:5, U:9, U:10, U:16)	think (U:4, U:8, U:14)
camel (U:12, U:14, U:15)	ground (U:17)	pretty (U:8, U:13, U:15)	top (U:7, U:9, U:11, U:13)
camera (U:6, U:9)	grow (v) (U:17)	printer (U:3)	tower (U:16)
canyon (U:15)	gold (U:16)	project (n) (U:3, U:4, U:7, U:9, U:13, U:18)	tunnel (U:15)
careful (U:17)	hall (U:1, U:2)	pool (U:11, U:12, U:13)	turn around (U:10, U:13, U:17)
carry (U:12, U:14, U:15, U:17)	handball (U:2, U:4, U:7)	pupil (U:1, U:7, U:13)	twelfth (U:7, U:9)
carve (U:15, U:18)	help (v) (U:2, U:6, U:7, U:12, U:13, U:14, U:17, U:18)	radio (U:14, U:18)	use (v) (U:3, U:4, U:6, U:7, U:12, U:13, U:14, U:17)
cave (U:15)	hole (U:17)	rocks (U:15, U:18)	valley (U:6, U:9)
castle (U:5, U:9)	hotel (U:5, U:9, U:11, U:14, U:15)	room (U:3, U:7, U:10, U:15, U:18)	village (U:14, U:16)
CD (U:14, U:18)	Islamic Education (U:1, U:5)	roots (U:17)	volleyball (U:2, U:4, U:9, U:14, U:15, U:17)
century (U:7, U:9, U:15, U:16)	jackal (U:8, U:13)	rug (U:16)	wait (U:5, U:7, U:9, U:12, U:17, U:18)
chicken (U:1, U:3, U:6, U:7, U:9)	keyboard (U:3)	sail (U:2, U:4, U:5, U:17)	wake up (U:7)
clean (U:2, U:17, U:18)	laboratory (U:1)	same (U:11)	warm (U:3, U:6, U:7, U:13)
clothes (U:12)	last week (U:14, U:16, U:18)	sea (U:5, U:9, U:16, U:17)	water (v) (U:17, U:18)
coin (U:16, U:18)	last year (U:14, U:18)	send (U:3, U:4, U:7, U:16, U:18)	waterfall (U:3, U:18)
colourful (U:16)	laugh (v) (U:14)	sew (U:12)	wave (v) (U:12)
diary (U:3, U:4, U:9, U:12, U:13, U:14, U:18)	leaf/leaves (U:9, U:17, U:18)	shade (U:17)	weekend (U:4, U:9, U:11, U:13)
dolphin (U:5, U:9, U:17)	learn (v) (U:3, U:4, U:10, U:12, U:15)	shark (U:5)	west (U:6, U:9, U:10)
dangerous (U:8, U:9)	library (U:1, U:3, U:4, U:6, U:7, U:10, U:15, U:17, U:18)	sheep (U:16)	wet (U:10, U:13)
dark (U:10, U:13, U:14)	light (adj) (U:10)	ship (U:12)	win (U:2, U:4)
day (U:1, U:4, U:10, U:12, U:13, U:17)	look down (U:7, U:9)	show (v) (U:1, U:13, U:15)	wolf (U:8, U:9, U:13)
decide (v) (U:12, U:15)	lunchtime (U:16)	silver (U:16, U:18)	wood (U:17)
deer (U:8, U:9, U:13, U:18)	make a video (U:5, U:7, U:9)	sixth (U:16)	wool (U:16)
desert (U:12, U:14, U:18)	map (U:16, U:18)	Social Studies (U:1)	yesterday (U:12, U:13, U:14, U:15, U:16, U:18)
different (U:11, U:13)	monitor (U:3, U:4)	south (U:6)	
dig (v) (U:17, U:18)	moon (U:10, U:13)	spade (U:17, U:18)	
drink (n) (U:10, U:12)		squirrel (U:8, U:9, U:13,	

Wordlist of Grade 5

ago (U6, U9)
all (U2, U3, U5, U7, U15, U17)
along (U1)
also (U10)
answer (v) (U5)
Arabian Oryx (U12, U13)
architect (U16, U18)
astronaut (U16, U18)

band (U15)
baklava (U10)
because (U12, U13, U14, U15, U17, U18)
become (U15)
bee (U2, U7)
beginning (U13)
blanket (U7)
blouse (U8, U9)
bowl (n) (U11, U13)
bowling (U8)
bowling alley (U8)
bracelet (U7, U9)
butter (U10, U13)

carefully (U15)
celebrate (U15)
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