

# 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><b>Song:</b> _____</p> <p><b>Pupils being evaluated:</b> _____</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><b>Comments:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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### 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 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> write the dates you carry out each observation. Ideally, you will see an improvement as time goes on.

# Assessment strategies

Listening and speaking		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Name	Dates				
Code <b>M</b> = Most of the time <b>S</b> = Sometimes <b>N</b> = 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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Name	Dates				
Code <b>M</b> = Most of the time <b>S</b> = Sometimes <b>N</b> = 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

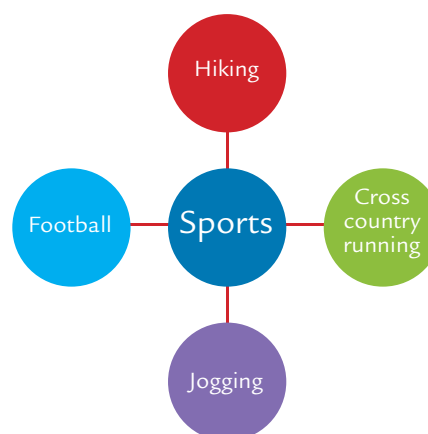
Ask each pupil to circle one of the faces for each question to find out how they felt about the activity.

### 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

1. Why do people go to book fairs?
  2. Why is it important to use water carefully?
  3. Why are you going to visit your neighbour?
  4. Why does a ruler float in water?
  5. Why do people recycle their rubbish?
- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. People go to book fairs because</li> <li>2. It is important to use water carefully because</li> <li>3. I am going to visit my neighbour because</li> <li>4. A ruler floats in water because</li> <li>5. People recycle their rubbish because</li> </ol> | <ol style="list-style-type: none"> <li>a. plants and animals need water too.</li> <li>b. they want to protect our planet.</li> <li>c. they love reading.</li> <li>d. it is made of wood.</li> <li>e. she has been unwell.</li> </ol> |
|---|--|

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.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

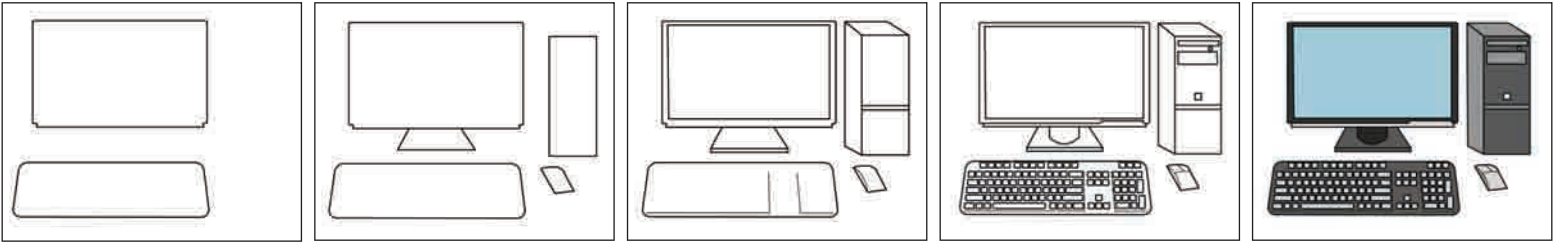
Use the following criteria to assess the pupils' achievement:

6: Excellent      2-3: Fair  
 4-5: Good        0-1: Poor

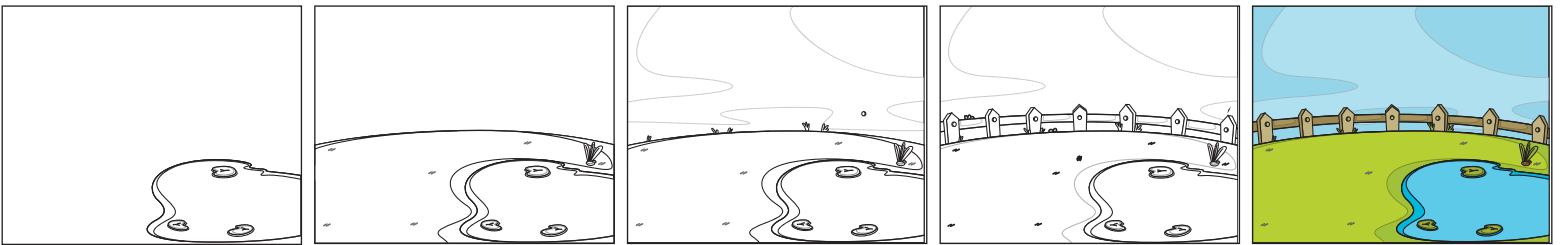


# Example sketches

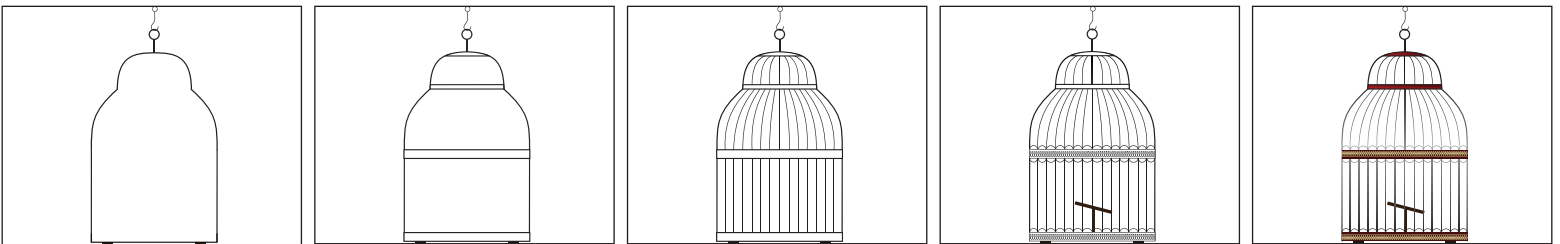
A computer



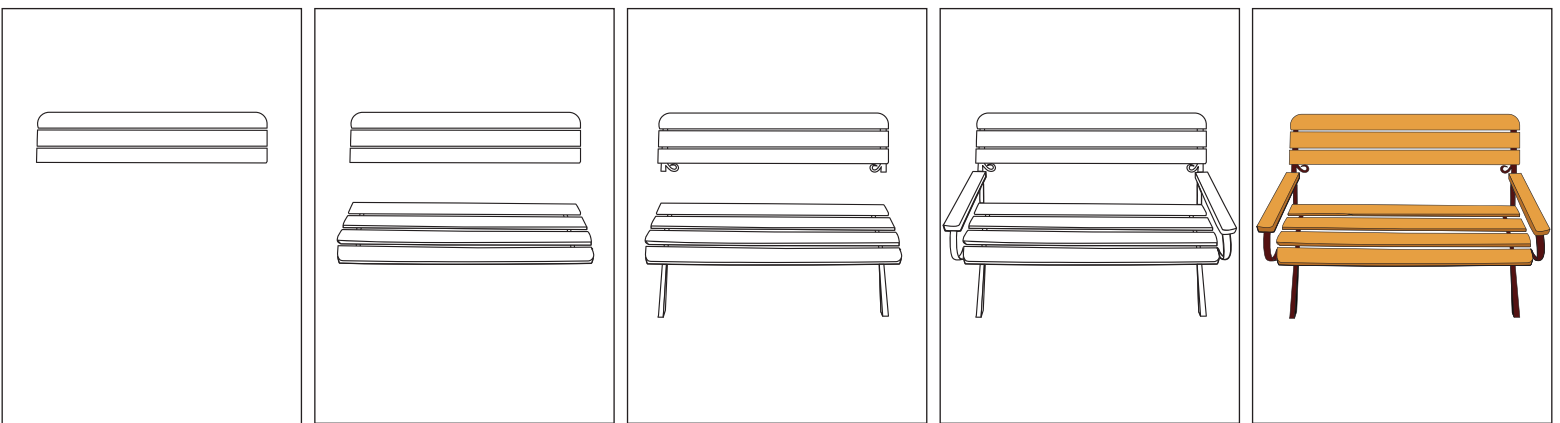
A lake



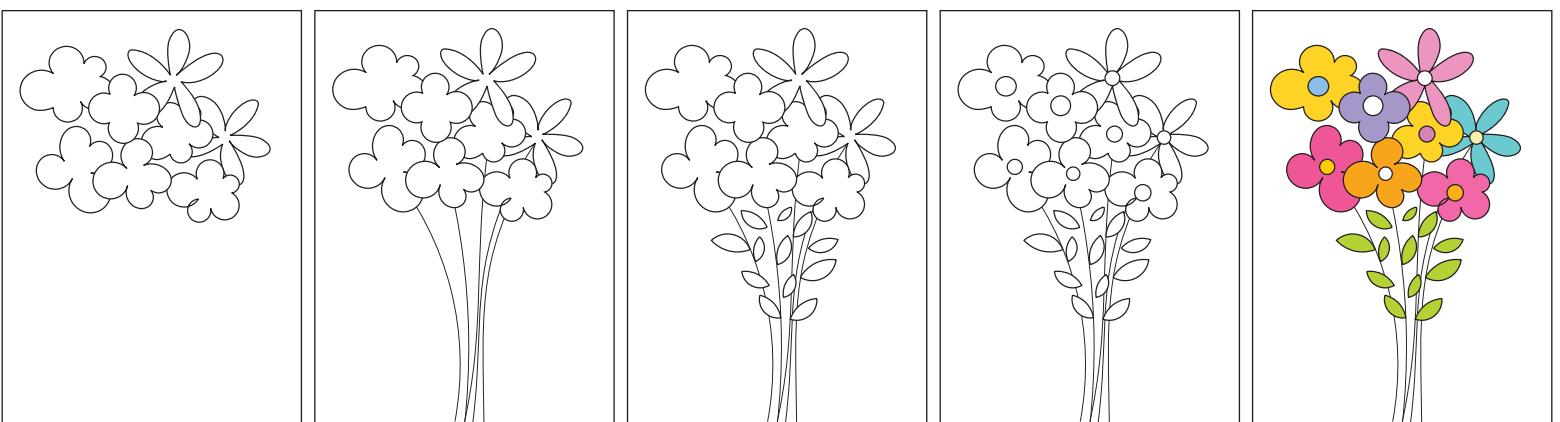
A cage



A bench

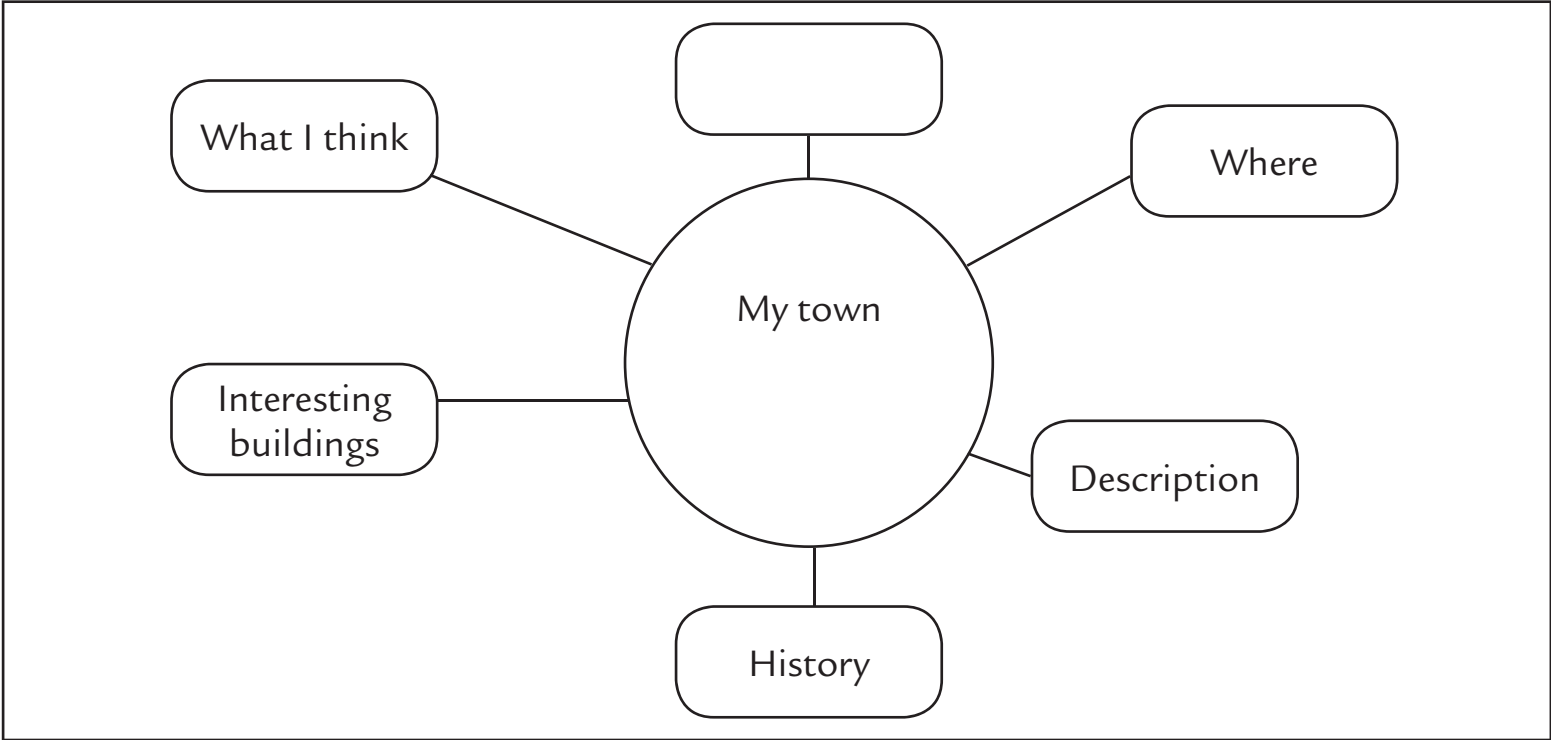


A bouquet



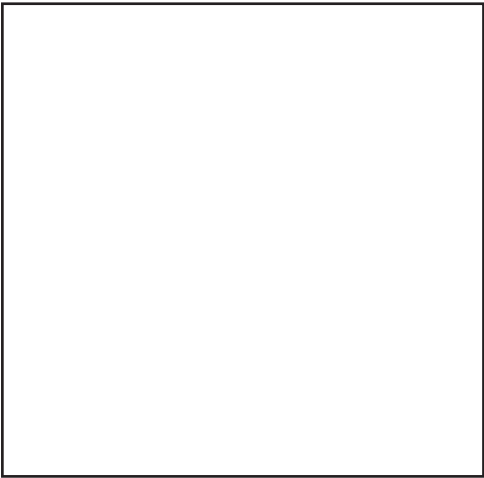
# Photocopiable project worksheets

## Project worksheet 1: *My town*



My town: \_\_\_\_\_

By \_\_\_\_\_



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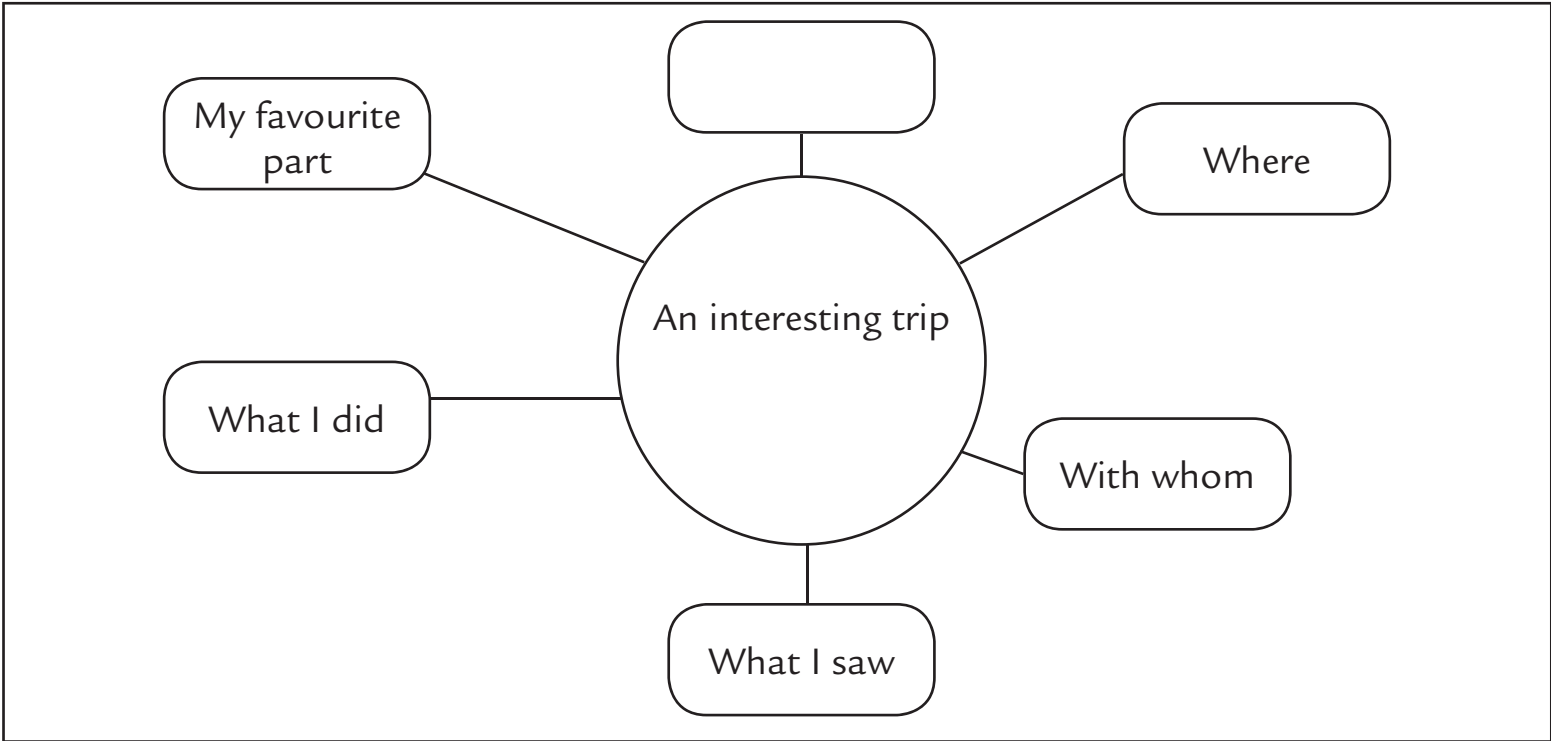
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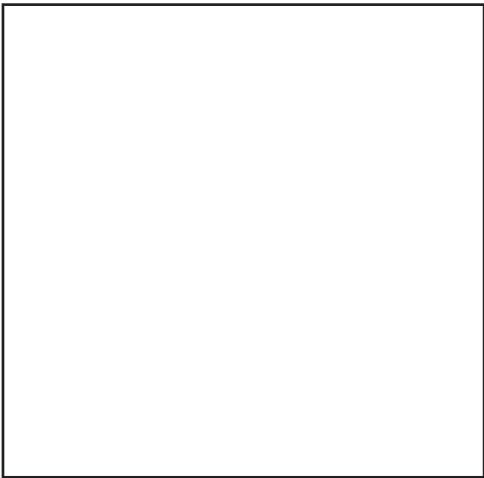
# Photocopiable project worksheets

## Project worksheet 2: *An interesting trip*



An interesting trip: \_\_\_\_\_

By \_\_\_\_\_



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# Photocopiable project worksheets

## Project worksheet 3: Write a story

Title	
Who?	
Where?	
What?	
The problem	
The problem solved	

Story title: \_\_\_\_\_

by \_\_\_\_\_

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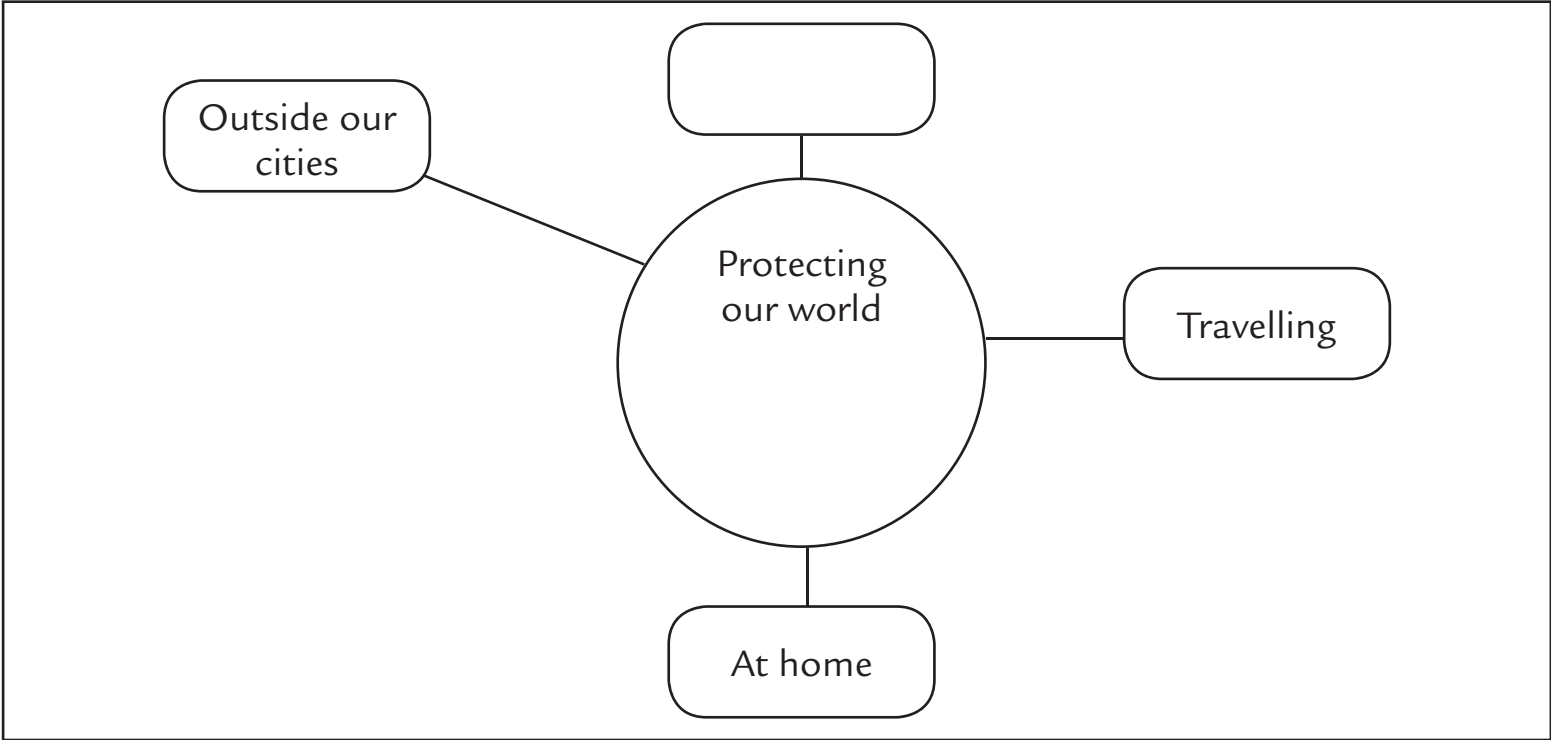
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# Photocopiable project worksheets

## Project worksheet 4: *Protecting our world*



Protecting our world

By \_\_\_\_\_

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# Photocopiable extra practice worksheets

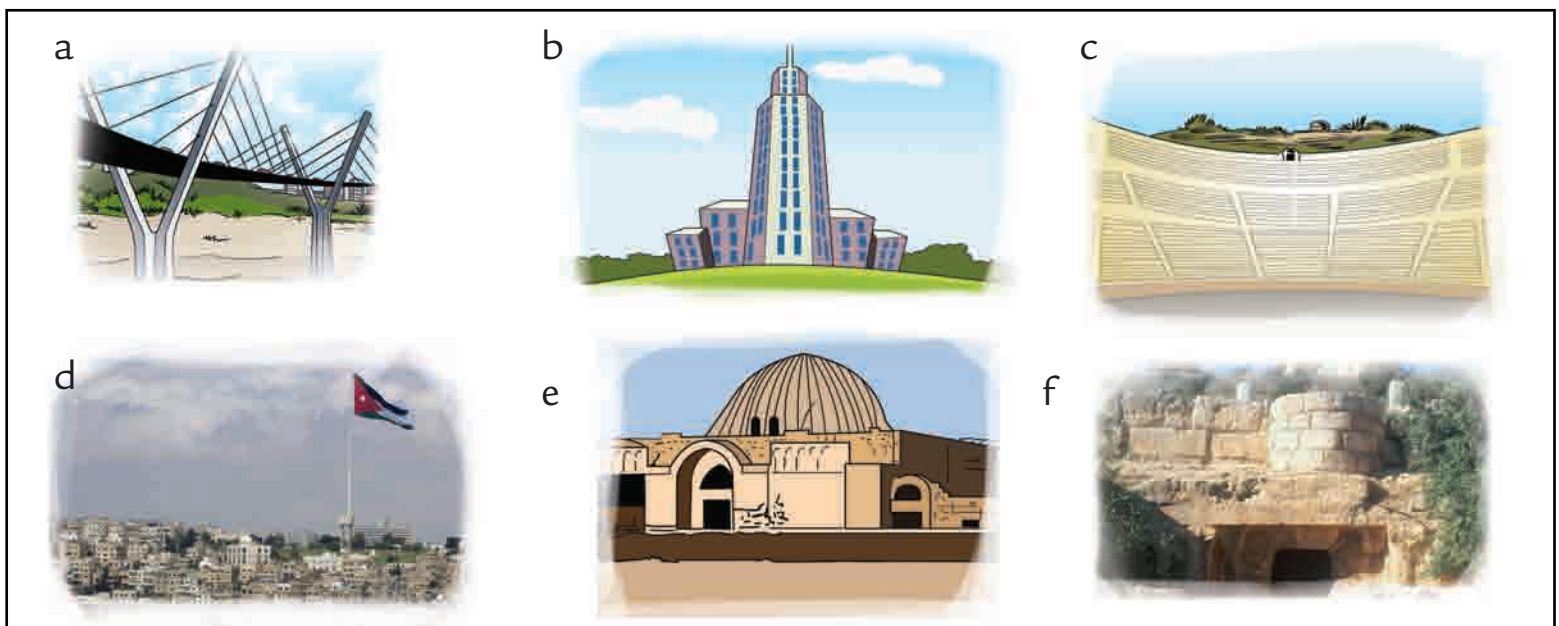
## Extra practice worksheet 1

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

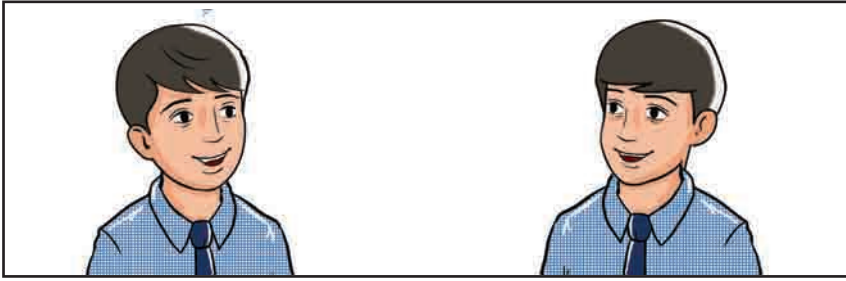
Circle and read.

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

\_\_\_\_\_

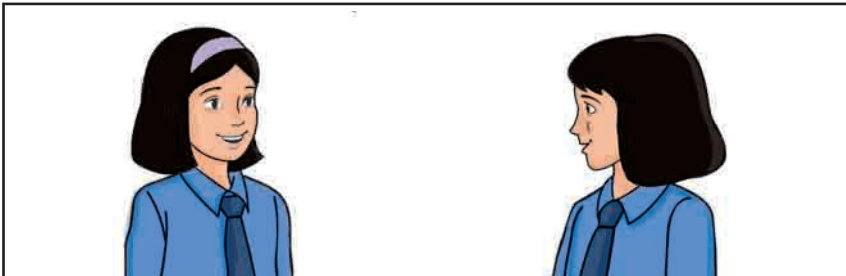
**Faisal:** Friday / on / you / free / Are / afternoon / ?

\_\_\_\_\_

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



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# Photocopiable extra practice worksheets

## Extra practice worksheet 4

Look at the pictures. Complete the sentences with the words in brackets. Complete the story.

1.



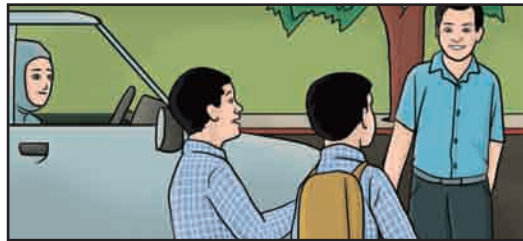
Saleem \_\_\_\_\_ (meet) his friend Ibrahim while he \_\_\_\_\_ (walk) home from school.

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.



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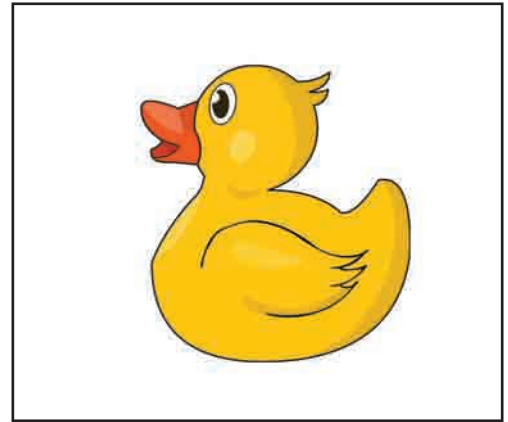
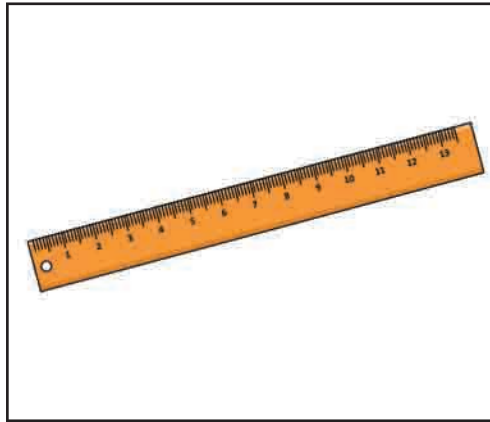
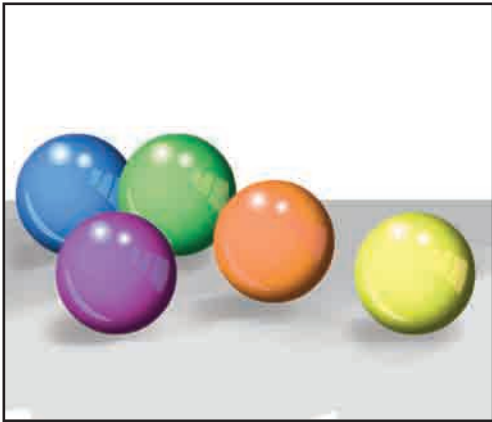
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# Photocopiable extra practice worksheets

## Extra practice worksheet 5

Match and write.

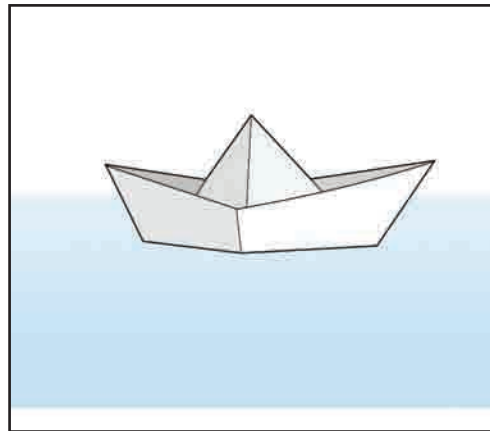
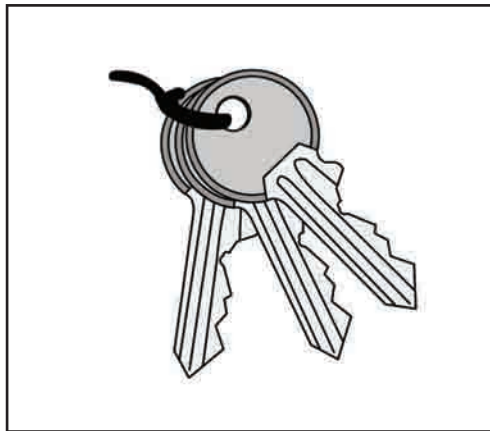
paper glass wood plastic metal



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. \_\_\_\_\_

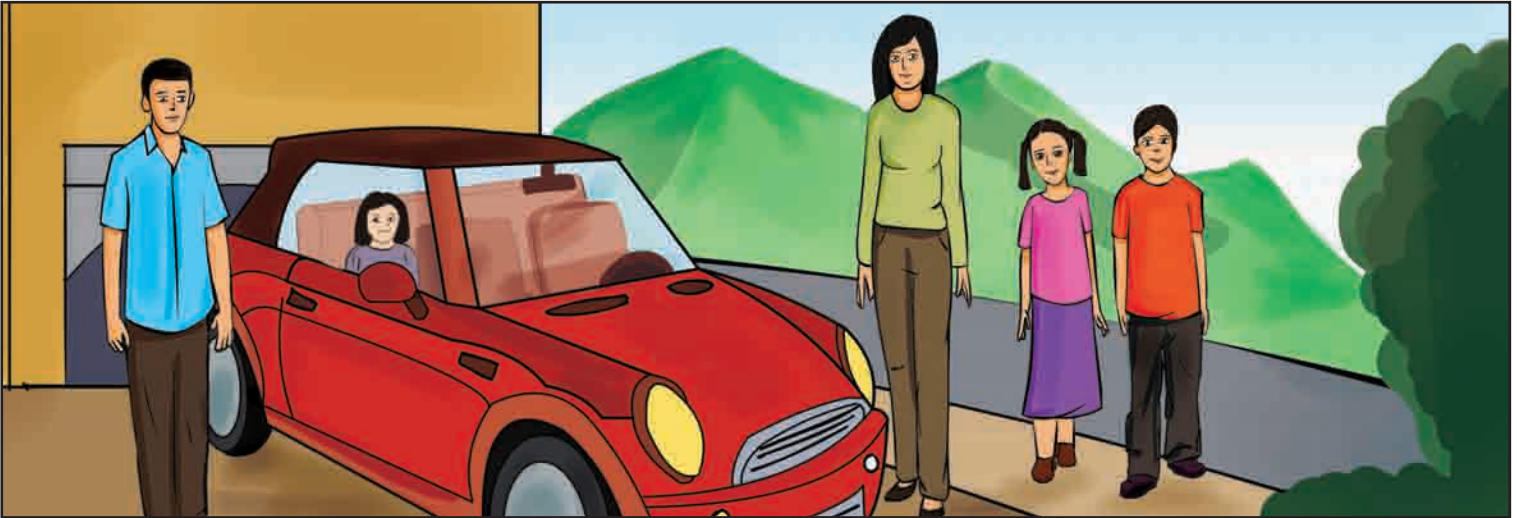
3. \_\_\_\_\_

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.

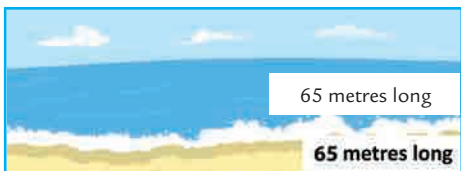
Now you can do your project. Look up (3) \_\_\_\_\_ in a dictionary to check the spelling.

Have you (4) \_\_\_\_\_? Good. Now (5) \_\_\_\_\_ your partner's work.

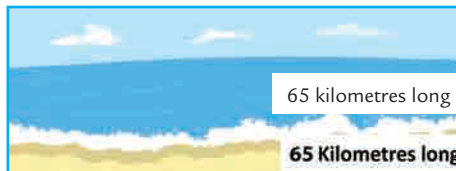
Well done! Now I can (6) \_\_\_\_\_ your work.

## 2 Listen and choose

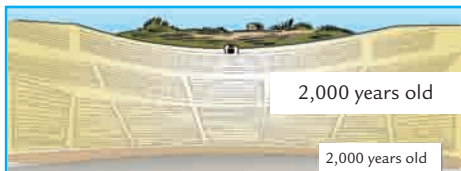
1. a.



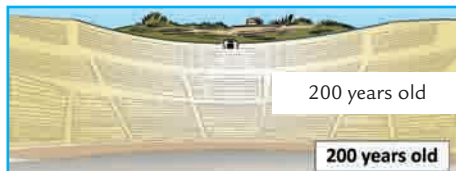
b.



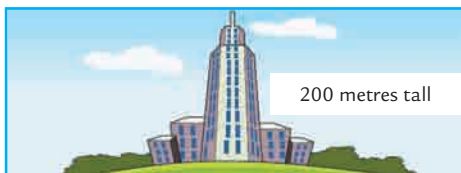
2. a.



b.



3. a.



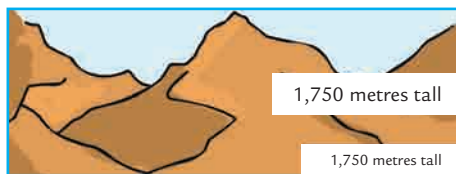
b.



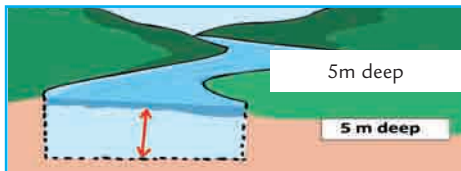
4. a.



b.



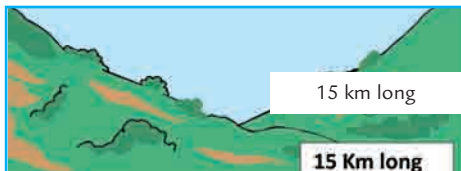
5. a.



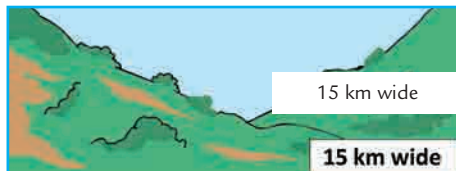
b.



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. 

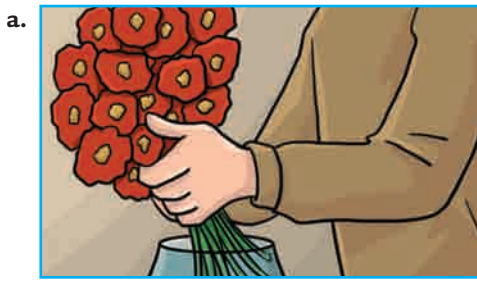
b. 

6. a. 

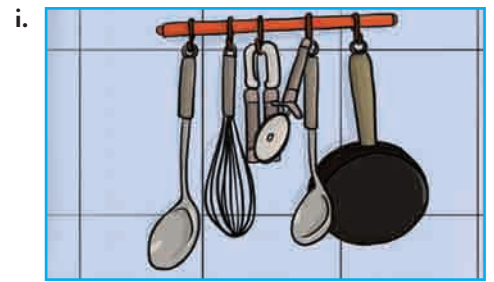
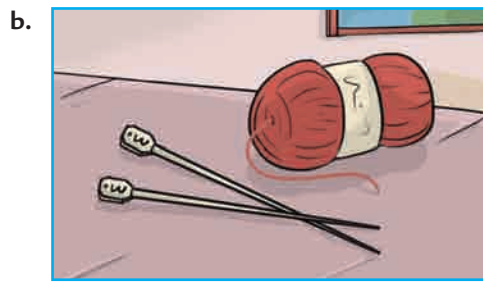
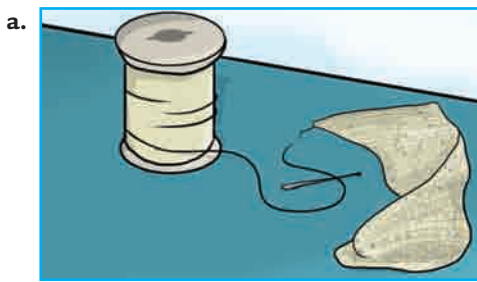
b. 

# Listening tests

## 5 Listen and match



## 6 Listen and tick



# Listening tests

## 7 Listen and tick

1.

a.

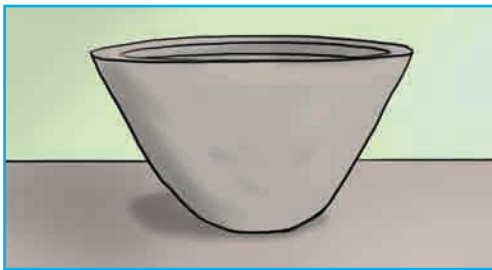


b.

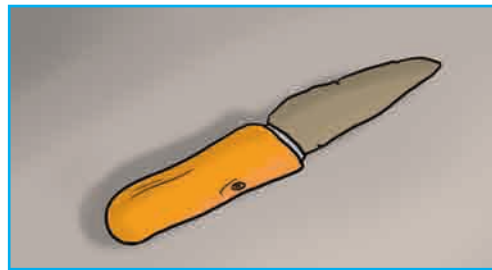


2.

a.



b.



3.

a.

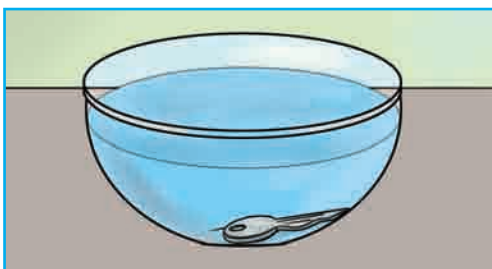


b.



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?

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2. Why is it his perfect job?

---

3. How long has Omar worked there?

---

4. Why is the work important?

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5. Will they build big shops and hotels? Why?

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6. What information does the guidebook have?

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**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 ...

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## 4. Write about sports and activities you have and haven't done.

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## 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	_____ speak	_____ would	_____ do	_____ try	_____ like
----------	-------------	-------------	----------	-----------	------------

- 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
<b>l</b>	lizard	lake			land
<b>c</b>	chicken	castle	crafts	cross country running	coach
<b>p</b>	peacock	palace	puppet shows	painting	passport
<b>f</b>		flagpole	face painting	football	flight attendant
<b>s</b>	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
<b>a</b>	amazing
<b>c</b>	cat
<b>e</b>	endangered, extinct
<b>p</b>	pick, protect
<b>n</b>	nature reserve
<b>r</b>	repair, recycle, rubbish
<b>w</b>	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.










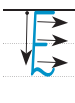




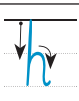
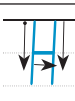


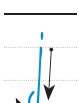
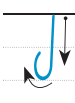

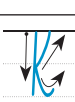
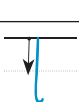
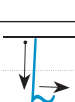
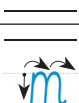
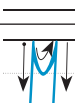
### 9. Guess what it is

- 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.




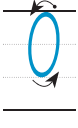



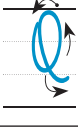





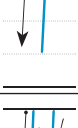
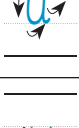


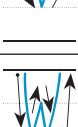

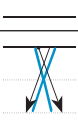
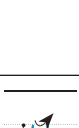

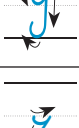

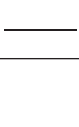
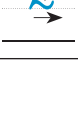
### 10. Write a letter

- 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)  
celebration (U15, U18)  
chocolate (U8)  
circle (U2)  
class (U5)  
clever (U3)  
clothes shop (U8, U9, U13)  
collection (U5)  
costume (U3, U4)  
countryside (U2, U12)  
crowd (n) (U15)  
cupboard (U10)  
cut (U11)  
cut down (U12)

dear (U3)  
dentist (U6, U16)  
dentist's surgery (U6, U9)  
design (v) (U16, U18)  
discover (U16, U18)  
display (n) (U15)

early (U12, U13, U14)  
earrings (U7)  
energy (U14, U18)  
equal (U2)  
everyone (U11, U13, U16, U18)  
excited (U5, U6, U12, U13)  
exercise (n) (U14, U18)

expensive (U7)  
family (U1, U4, U7, U8, U10, U13, U15)  
farmer (U11, U13)  
feel (v) (U11)  
finally (U11, U13)  
firefighter (U6, U16)  
fire station (U6)  
firework (U15, U17)  
first (U11, U13, U15)  
fizzy drinks (U14)  
floor (U16)  
flour (U10, U13)  
food (U8, U11)  
football boots (U8, U9)  
friendly (U3, U4)  
frying pan (U11)  
future (U16)

Grade (U2, U6)  
grow up (U16, U18)

hard (U14, U18)  
health (U14, U17, U18)  
heart (U14, U18)  
heavy (U7)  
helicopter (U5, U9)  
helpful (U3, U4)  
herbs (U10, U13)  
hexagon (U2)  
hi (U3)  
high (U17, U18)  
history (U6)  
honey (U2)  
horse (U2, U7, U9)  
hour (U7)  
hunt (v) (U12)

Independence Day (U15, U18)  
inside (U2)  
interesting (U4, U6, U7, U9)  
invent (U16, U18)  
iris (U12)

jeweller's (U8, U9)

keep (U11)  
kilo (U7)  
kind (adj) (U3, U4, U7)  
King (U15)  
knock (U15)  
know (U2, U3, U7)

lake (U17)  
land (n) (U17)  
late (U14)

lettuce (U10)  
look after (U12)  
lorry (U5, U9)  
lot (U1, U2, U6, U12, U13, U14, U15, U16, U17, U18)  
love (U10, U15)  
low (U17, U18)

mansaf (U10)  
married (U15)  
metre (U7)  
mix (v) (U11, U13)  
model plane (U1)  
motorbike (U5, U9)  
muscles (U14, U18)

national (U12, U13, U15)  
nature reserve (U12, U13, U17)  
need (U18)  
next (U11, U13)  
noise (U15, U18)  
noisy (U11, U13)  
north-east (U17, U18)  
now (U2, U3, U5, U12, U15, U18)

of course (U10)  
office (U16)  
Olympic Games (U14)  
onion (U10, U11, U13)  
ostrich (U12)

pepper (U10, U11, U13)  
picture (U1, U2, U3, U5, U8, U12)  
place (n) (U17, U18)  
plate (U10, U11, U13)  
point (U12, U13)  
policeman (U6)  
port (U17, U18)  
potato (U11, U13)  
powerful (U5)  
quarter past (U8)  
Queen (U15)  
question (n) (U5)

rattle (U7)  
rectangle (U2, U3, U4, U13)  
road (U16)

sail (U17, U18)  
salt (U10, U11, U13, U17)  
salty (U17)  
same (U12)  
sauce (U10, U12, U13)  
saucepan (U11)

scientist (U6, U16, U18)  
seed (U17)  
serve (v) (U11, U13)  
sewing (U3, U4)  
shape (U2, U4)  
shopping centre (U8, U9)  
shopping list (U10)  
show (U12)  
side (U2, U3, U11)  
skyscraper (U16, U18)  
sleeve (U3, U4)  
slide (U1)  
smell (v) (U7, U11, U13)  
so (U14, U17)  
soft toy (U1, U4)  
soil (U12)  
something (U2, U16)  
soon (U6, U8)  
sound (v) (U11)  
space (room) (U16)  
spices (U10, U11, U13)  
spoon (U11)  
sports shop (U8, U9)  
square (U2, U4)  
study (v) (U3, U18)  
surprise (U12)  
swing (n) (U1)

taste (v) (U11, U13)  
tell (U13)  
theme park (U1)  
then (U11, U13)  
thing (U6)  
together (U7, U10)  
tomatoes (U6)  
too (U1, U2, U4, U8, U11, U12, U14)  
transport (U5, U9)  
triangle (U2, U4, U13)  
trunk (U7)

useful (U7, U9)

vegetables (U10)  
view (U12)

want (U6, U12, U18)  
water park (U1, U3)  
weigh (U7)  
wild (n) (U12, U13)  
wild cat (n) (U12)  
woman/women (U3)  
writing (n) (U6)

yoghurt (U10, U11, U13)