



إدارة المناهج والكتب المدرسية

# Action Pack 4

Fourth Grade  
(New Edition)

Teacher's Book

Judith Greet



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# CONTENTS

## Teacher's Book

<b>Scope &amp; Sequence</b>	<b>4</b>		
<b>INTRODUCTION</b>	<b>7</b>	<b>UNIT 16 I found an old coin</b>	<b>124</b>
<b>First semester</b>		<b>UNIT 17 Plants must have water</b>	<b>132</b>
<b>UNIT 1 We always do our homework</b>	<b>14</b>	<b>UNIT 18 Review</b>	<b>140</b>
<b>UNIT 2 We sometimes play volleyball</b>	<b>22</b>	<b>Wordlist</b>	<b>147</b>
<b>UNIT 3 I'm reading about Jordan</b>	<b>30</b>	<b>Teaching strategies</b>	<b>148</b>
<b>UNIT 4 Review</b>	<b>37</b>	<b>Assessment strategies</b>	<b>150</b>
<b>UNIT 5 The dolphins are jumping</b>	<b>43</b>	<b>Example sketches</b>	<b>155</b>
<b>UNIT 6 We're going to visit a farm</b>	<b>51</b>	<b>Photocopiable project worksheets</b>	<b>156</b>
<b>UNIT 7 We're travelling to Ajloun today!</b>	<b>59</b>	<b>Photocopiable extra practice worksheets</b>	<b>160</b>
<b>UNIT 8 Squirrels are smaller than deer</b>	<b>66</b>	<b>Listening tests</b>	<b>166</b>
<b>UNIT 9 Review</b>	<b>73</b>	<b>Tapescripts and answers</b>	<b>170</b>
<b>Second semester</b>		<b>Speaking tests</b>	<b>172</b>
<b>UNIT 10 The Earth isn't the biggest planet</b>	<b>80</b>	<b>Reading tests</b>	<b>174</b>
<b>UNIT 11 Our city wasn't called Amman</b>	<b>88</b>	<b>Writing tests</b>	<b>175</b>
<b>UNIT 12 We visited a museum</b>	<b>96</b>	<b>Vocabulary Activities</b>	<b>176</b>
<b>UNIT 13 Review</b>	<b>103</b>		
<b>UNIT 14 We didn't live in a city</b>	<b>109</b>		
<b>UNIT 15 What time did you arrive?</b>	<b>116</b>		

## Scope & Sequence

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 1 We always do our homework	<p><b>The present simple with adverbs of frequency <i>always</i> and <i>never</i>:</b> <i>We always read books in the library. We never talk in the library.</i></p> <p><i>What's your favourite day at school? My favourite day at school is Wednesday.</i></p>	<p><b>Function</b> introducing others, telling the time, talking about daily routines, acquiring appreciation of the value of time, judging if sentences are right or wrong</p> <p><b>Listening</b> sequence of sentences about introducing oneself and describing school, differentiating between similar sounds ch/sh, a weekly timetable</p> <p><b>Speaking</b> describing actions referring to time, pronouncing words with ch/sh, asking and answering about favourite day and subject</p> <p><b>Reading</b> sentences in a story sequence in the school setting, a short paragraph about oneself, a table of activities</p> <p><b>Writing</b> words of places: hall, library, park; sentences about the time; words of frequency: always, never; tracing and copying letters and words: car, arm, teacher</p>	after (prep), Arabic (n), around (prep), break (n), hall, Islamic Education, laboratory, library, P.E. (Physical Education), pupil, show (v), Social Studies, touch (n)	The sounds <b>ch</b> /tʃ/ and <b>sh</b> /ʃ/: <i>children, go shopping</i>
Unit 2 We sometimes play volleyball	<p><b>The present simple with adverb of frequency <i>sometimes</i>:</b> <i>We sometimes play volleyball.</i></p> <p><b>The verb <i>like</i> + the gerund:</b> <i>I like playing volleyball.</i></p> <p><b>The adjective <i>good</i> + the preposition <i>at</i> + the gerund:</b> <i>We are all good at playing table tennis!</i></p> <p><b>The modal <i>can</i> + you + verb:</b> <i>Can you ride a bike? Yes, I can. / No, I can't.</i></p>	<p><b>Function</b> talking about sports, talking about daily routines, expressing frequency of one's actions, expressing likes and dislikes, talking about one's ability to play sport, appreciating the value of sport, showing appreciation of listening to and singing a song</p> <p><b>Listening</b> sequence of questions and answers in a story about playing sports, a conversation about sport, differentiating between different sounds of th, a song</p> <p><b>Speaking</b> asking and answering about playing sports, pronouncing words with th sound, singing a song about sport</p> <p><b>Reading</b> sentences in a story sequence about playing sports, a short paragraph about a stadium</p> <p><b>Writing</b> words and sentences related to playing sport, tracing and copying sounds</p>	fast, football match, fun, handball, people, sail, stadium, swim, table tennis, team, volleyball, win	<p>The sounds <b>th</b> /θ/ and <b>th</b> /ð/: <i>Thursday, this, that</i></p> <p>Song: <i>Are you good at running?</i></p>
Unit 3 I'm reading about Jordan	<p><b>The present continuous:</b> <i>What are you doing? I'm cooking lunch. Mum is talking on the phone. The family is travelling to Aqaba by car.</i></p>	<p><b>Function</b> expressing actions, pointing out invalid statements, acquiring appreciation of Jordanian culture</p> <p><b>Listening</b> sequence of questions and answers in a story, description of a picture of people performing actions, words with a cluster of sounds with l</p> <p><b>Speaking</b> describing what people are doing, pronouncing words with bl, cl and fl sounds, asking and answering about everyday objects</p> <p><b>Reading</b> sentences in a story sequence, a letter about a trip to Aqaba</p> <p><b>Writing</b> words and sentences related to actions</p>	diary, keyboard, learn, monitor, mouse, printer, project (n), send, set (the table) (v), use (v), warm, waterfall	The sounds <b>bl</b> / bl/, <b>cl</b> /kl/ and <b>fl</b> /fl/: <i>blue, climb, flying</i>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 4 Review	<p><b>The present continuous:</b> <i>We are learning about Aqaba.</i></p> <p><b>The verb like + the gerund:</b> <i>We like swimming.</i></p> <p><b>The adjective good + the preposition at + the gerund:</b> <i>We are all good at playing table tennis.</i></p> <p><b>The present simple with adverbs of frequency always, sometimes and never:</b> <i>I always do my homework in the afternoon.</i> <i>They sometimes win their table tennis matches.</i> <i>I never play table tennis.</i></p>	<p><b>Function</b> talking about sports, expressing actions, talking about daily routines, expressing frequency of one's actions, acquiring appreciation of Jordanian places, acquiring the value of sport, gathering information about what they can do</p> <p><b>Listening</b> a diary</p> <p><b>Speaking</b> talking about sports, describing pictures about actions, talking about what people do, answering about actions</p> <p><b>Reading</b> a diary, a paragraph about what Amal and Tareq do</p> <p><b>Writing</b> sentences with correct punctuation and use of capital letters, sentences describing actions</p>	<p>Revision of: after (prep), Arabic (n), around (prep), break (n), diary, fast, football match, fun, hall, handball, Islamic Education, keyboard, laboratory, learn, library, monitor, mouse, P.E. (Physical Education), people, printer, project (n), pupil, sail, send, set (v), show (v), Social Studies, stadium, swim, table tennis, team, use (v), volleyball, warm, waterfall, win</p>	<p>Revision of the sounds <b>ch</b> /tʃ/, <b>sh</b> /ʃ/, <b>th</b> /θ/, <b>th</b> /ð/, <b>bl</b> /bl/, <b>cl</b> /kl/ and <b>fl</b> /fl/</p>
Unit 5 The dolphins are jumping	<p><b>The present continuous:</b> <i>Are you looking at the fish? No, we aren't. Is the dolphin eating the fish? No, it isn't.</i></p> <p><i>What is your mother doing? She isn't reading. She is cooking. The boat isn't sailing fast.</i></p>	<p><b>Function</b> expressing actions, miming actions, asking and answering about actions, acquiring a sense of caring for animals</p> <p><b>Listening</b> a conversation in a story about visiting the Marine Park, words with a cluster of sounds with l, a conversation describing postcards</p> <p><b>Speaking</b> asking and answering about actions, pronouncing words with a cluster of gl, pl and sl sounds, a conversation involving describing actions in postcards</p> <p><b>Reading</b> sentences in a story sequence, a postcard</p> <p><b>Writing</b> answers about pictures, tracing words, completing a postcard</p>	<p>beach, boat, bottom, castle, dolphin, glass, hotel, make a video, play the piano, postcard, sea, shark, visit, wait (v)</p>	<p>The sounds <b>gl</b> /gl/, <b>pl</b> /pl/ and <b>sl</b> /sl/: <i>glass, playing, sleeping</i></p>
Unit 6 We're going to visit a farm	<p><b>The verb going to for future plans:</b> <i>We're going to visit a farm. I'm going to draw lots of pictures. Are you going to take your camera? Yes, I am.</i></p> <p><i>What are you going to do? I'm going to do my homework.</i></p>	<p><b>Function</b> talking about future plans, talking about farms, describing location, acquiring appreciation of the environment</p> <p><b>Listening</b> sequence of sentences in a story about visiting a farm, a text about what people are going to do on the farm, words with a cluster of sounds with r</p> <p><b>Speaking</b> asking and answering about what people are going to do on the farm, pronouncing words with a cluster of br, cr and dr sounds</p> <p><b>Reading</b> sentences in a story sequence about visiting a farm, an email about what people are going to do in Jordan Valley, a map with places in Jordan</p> <p><b>Writing</b> words and sentences related to the farm, copying sentences using capital letters, writing sentences about what they are going to do every day of the week</p>	<p>brush, camera, chicken, east, farm, north, pick (v), picnic, plant (v), south, sun hat, valley, west</p>	<p>The sounds <b>br</b> /br/, <b>cr</b> /kr/ and <b>dr</b> /dr/: <i>broccoli, crayon, draw</i></p>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 7 We're travelling to Ajloun today!	<b>The present continuous and the present simple:</b> <i>We usually go to the market on Saturday. We're going to Ajloun today.</i>	<b>Function</b> expressing actions, talking about daily routines, acquiring appreciation of Jordanian culture, showing appreciation of listening to and singing a song <b>Listening</b> sequence of sentences in a story about travelling to Ajloun, words with a cluster of sounds with t, a text about what Alia does, a song <b>Speaking</b> asking and answering about what people usually do, conversing about what people are doing, words with a cluster of sounds with t, singing a song about what 'we usually do' <b>Reading</b> a conversation in a story sequence, short paragraphs describing pictures about visiting Ajloun Castle, sentences <b>Writing</b> words and sentences related to actions, answers about what people do	across, afternoon, bridge, century, gate, go up, look down, room, steps, sun, take, top, twelfth, wake up	The sounds <b>tr</b> / tr/ and <b>tw</b> /tw/: <i>tree, twelfth</i>  Song: <i>We usually wake up at six o'clock</i>
Unit 8 Squirrels are smaller than deer	<b>Comparative adjectives:</b> <i>Squirrels are smaller than the other animals. The flowers are prettier in spring. The deer is more frightened than you are.</i>	<b>Function</b> making comparisons, talking about wildlife, acquiring respect for the environment <b>Listening</b> sequence of sentences in a story about visiting Ajloun Forest, sentences about animals, words with a cluster of sounds with r <b>Speaking</b> describing animals, asking and answering about animals, pronouncing words with a cluster of fr, gr and pr sounds, describing oneself and family members <b>Reading</b> sentences in a story sequence, a letter about animals in Ajloun Forest <b>Writing</b> sentences describing pictures, sentences describing people	beautiful, dangerous, deer, forest, frightened, jackal, people, pretty, squirrel, think, wolf	The sounds <b>fr</b> / fr/, <b>gr</b> /gr/ and <b>pr</b> /pr/: <i>frog, green, pretty</i>
Unit 9 Review	<b>The present continuous and the present simple:</b> <i>We usually go to the sports centre. Today, we're visiting Ajloun.</i> <b>The verb going to for future plans:</b> <i>Kareem is going to make a video.</i> <b>The present continuous:</b> <i>Is your mother working now? Yes, she is.</i> <b>Comparative adjectives:</b> <i>X are smaller than...</i>	<b>Function</b> expressing actions, talking about daily routines, talking about future plans, putting pictures in a sequence, acquiring appreciation of Jordanian culture, gathering information about what they can do <b>Listening</b> a diary about what people do, texts about what people do or are going to do <b>Speaking</b> asking and answering about what people do and are going to do <b>Reading</b> a diary about what people do, a short paragraph about visiting the Marine Park <b>Writing</b> words and sentences related to actions, completing a paragraph	Revision of: across, afternoon, beach, beautiful, boat, bottom, bridge, camera, castle, century, chicken, dangerous, deer, dolphin, east, farm, forest, frightened, gate, glass, go up, hotel, jackal, look down, make a video, north, people, pick (v), picnic, plant (v), play the piano, postcard, pretty, room, sea, shark, south, squirrel, steps, sun, sun hat, take, think, top, twelfth, valley, visit, wait (v), wake up, west, wolf	Revision of the sounds <b>gl</b> /gl/, <b>pl</b> /pl/, <b>sl</b> /sl/, <b>br</b> /br/, <b>cr</b> /kr/, <b>dr</b> /dr/, <b>tr</b> /tr/, <b>tw</b> /tw/, <b>fr</b> /fr/, <b>gr</b> /gr/ and <b>pr</b> /pr/

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 10 The Earth isn't the biggest planet	<b>Superlative adjectives:</b> <i>The planetarium is the darkest room in the museum. This is the hottest planet. The Earth isn't the biggest planet.</i>	<b>Function</b> making comparisons, talking about the solar system, talking about cities in Jordan, acquiring appreciation of Jordanian culture, interpreting a pie chart <b>Listening</b> sequence of sentences in a story about visiting a planetarium, a text about planets, words with a cluster of sounds with s, pronouncing words with a cluster of sk, sm and sn sounds <b>Speaking</b> describing cities, asking and answering about the museum <b>Reading</b> sentences in a story sequence about visiting a planetarium, a postcard about a museum, <b>Writing</b> answers to questions about museums, tracing and copying letters and words	bright, dark, day, dry, light (adj), moon, morning, night, planet, planetarium, star, sun, the Earth, the moon, the sun, turn around, wet	The sounds <i>sk</i> /sk/, <i>sm</i> /sm/ and <i>sn</i> /sn/: <i>sky, small, snow</i>
Unit 11 Our city wasn't called Amman	<b>The verb to be in the past simple:</b> <i>In the past, the Roman Theatre was bigger. Our city wasn't called Amman. Was the stage here? Yes, it was. These trees were smaller when I was young.</i>	<b>Function</b> talking about the past, comparing past and present, talking about towns and cities, comparing pictures, acquiring appreciation of Jordanian culture, adapting to the changing world, showing appreciation of listening to and singing a song <b>Listening</b> sequence of sentences forming a story about Amman, a text describing a street, words with a cluster of sounds with s, a song <b>Speaking</b> describing a street, pronouncing words with a cluster of sp, st and sw sounds, talking about oneself, singing a song <b>Reading</b> sentences in a story sequence, a short paragraph about Quraysh Street <b>Writing</b> copying sentences using punctuation marks, completing sentences describing a place	between, different, fountain, mosaic, past, pool, the same, stage, statue, stone, street, weekend	The sounds <i>sp</i> /sp/, <i>st</i> /st/ and <i>sw</i> /sw/: <i>sports, street, swimming</i>  Song: <i>This is my town</i>
Unit 12 We visited a museum	<b>The past simple (regular affirmative forms):</b> <i>We visited a museum. We learned about Jordan.</i>	<b>Function</b> talking about the past, putting pictures in a sequence, forming simple opinions about characters, events and information, acquiring appreciation of Jordanian heritage, adapting to the changing world <b>Listening</b> sequence of sentences forming a story about visiting a museum, a text about the visit of family members, pronouncing words with clusters of letters <b>Speaking</b> talking about oneself, pronouncing words with ba, dr and co sounds, describing what Omar did with reference to time <b>Reading</b> sentences in a story sequence about visiting a museum, a paragraph about the desert <b>Writing</b> sentences describing past events, copying words, completing sentences	bake (v), camel, carry, clothes, desert, drink (n), evening, help (v), neck, prepare (v), sew, ship, story, tent, wave (v), yesterday	The sounds <i>ll</i> /l/, <i>nk</i> /ŋk/ and <i>mb</i> /m/: <i>ball, drink, climb</i>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 13 Review	<b>The verb <i>to be</i> in the past:</b> <i>We were in the old city in Amman. The Children's Museum wasn't there when Mum and Dad were young.</i> <b>Comparative and superlative adjectives:</b> <i>Ali is taller than Hassan. Ali is the tallest pupil.</i>	<b>Function</b> talking about the past, talking about towns and cities, making comparisons, comparing past and present, asking and answering questions, interpreting charts, adapting to the changing world, gathering information about what they can do <b>Listening</b> a diary, a conversation between friends <b>Speaking</b> asking and answering about people, describing what Hisham did <b>Reading</b> a diary, paragraphs about what people did, a short story <b>Writing</b> answers about pictures, completing sentences	Revision of: between, bright, camel, carry, clothes, dark, day, desert, different, drink (n), evening, dry, fountain, help (v), light (adj), moon, morning, neck, night, past, planet, planetarium, pool, same, sew, ship, stage, star, stone, story, street, sun, tent, the Earth, the moon, the sun, turn around, wave (v), weekend, wet, yesterday	Revision of the sounds <i>sk</i> /sk/, <i>sm</i> /sm/, <i>sn</i> /sn/, <i>sp</i> /sp/, <i>st</i> /st/, <i>sw</i> /sw/, <i>ll</i> /l/, <i>nk</i> /ŋk/ and <i>mb</i> /m/
Unit 14 We didn't live in a city	<b>The past simple (regular negative forms):</b> <i>We didn't live in a city. We didn't use mobile phones. We didn't use computers.</i>	<b>Function</b> talking about the past, comparing past and present, comparing pictures, acquiring respect for the Jordanian heritage, adapting to the changing world <b>Listening</b> a conversation about what grandparents did in the past, words with a cluster of letters ck and gh <b>Speaking</b> sentences about what grandparents did and didn't do, conversing about what people did and didn't do, pronouncing words with a cluster of letters ck and gh <b>Reading</b> sentences in a story sequence, a short diary about what people did and didn't do <b>Writing</b> sentences about what 'we' did and didn't do, sentences describing pictures, tracing words	CD, DVD, enjoy, last week, last year, laugh (v), mobile phone, radio, village	The sounds <i>ck</i> /k/ and <i>gh</i> /f/: <i>black, laugh</i>
Unit 15 What time did you arrive?	<b>The past simple (questions with question words):</b> <i>What time did you arrive? How did you travel here from Petra? Where did people live?</i>	<b>Function</b> talking about the past, talking about holidays, asking questions, acquiring appreciation of Jordanian culture, showing appreciation of listening to and singing a song <b>Listening</b> sequence of sentences upon arrival of family members, a conversation about travel, a song, words with double letters nn, mm and tt <b>Speaking</b> asking and answering about travel, pronouncing words with double letters nn, mm and tt, singing a song <b>Reading</b> sentences in a story sequence, a short paragraph about Petra <b>Writing</b> answers to questions, using punctuation marks, questions about what 'we' did	arrive, canyon, carve, cave, decide, famous, rocks, tunnel	The sounds <i>nn</i> /n/, <i>mm</i> /m/ and <i>tt</i> /t/: <i>tunnel, summer, bottom</i>  Song: <i>What did you do yesterday?</i>



Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 16 I found an old coin	<b>The past simple (irregular verbs):</b> <i>We drove to Madaba. We saw the mosaics. I found an old coin. The man at the museum sent us a photo.</i>	<b>Function</b> talking about the past, acquiring appreciation of Jordanian culture, telling a story, being aware of Jordanian heritage <b>Listening</b> sequence of sentences telling about a visit to Madaba, Kareem telling about a visit to Madaba, an email, words with a cluster of letters kn, ph and wr <b>Speaking</b> asking and answering about past actions, pronouncing words with clusters of letters kn, ph and wr, describing pictures of actions <b>Reading</b> a story sequence about a trip to Madaba, an email <b>Writing</b> describing pictures with past actions, copy sentences with capital letters, completing words with clusters of letters	bronze, coin, colourful, gold, lunchtime, map, mosaic, rug, sheep, shells, silver, story, tower, wool	The sounds <b>kn</b> /n/, <b>ph</b> /f/ and <b>wr</b> /wr/: <i>knee, photo, write</i>
Unit 17 Plants must have water	<b>The modal verbs must/mustn't, have to/don't have to:</b> <i>First, you must dig a hole. Do we have to water our tree every day? No, you don't. You don't have to use a spade. You mustn't forget.</i>	<b>Function</b> talking about nature, talking about trees, acquiring respect for the environment, showing appreciation of listening to and singing a song <b>Listening</b> sequence of sentences about planting trees, instructions for planting a seed, words with a cluster of letters with s-, a song <b>Speaking</b> sentences about what one must and mustn't do, pronouncing words with a cluster of letters spr, squ and str, singing a song <b>Reading</b> sentences in a story sequence about planting trees, a paragraph about planting trees <b>Writing</b> labelling a picture, writing sentences in order, answering questions	air, careful, clean, dig, gentle, ground, grow, hole, leaf/leaves, roots, shade, spade, water (v), wood	The sounds <b>spr</b> /spr/, <b>squ</b> /skw/ and <b>str</b> /str/: <i>spring, square, go straight on</i>  Song: <i>The 15<sup>th</sup> of January is Tree Day!</i>
Unit 18 Review	<b>The past simple (irregular past forms):</b> <i>Many children sent us emails. Kareem found an old coin.</i> <b>Questions in the past simple with question words:</b> <i>Where did you go last week? Where did you plant the tree?</i> <b>The modal verbs must and don't have to:</b> <i>I must buy milk. I don't have to buy bananas.</i>	<b>Function</b> talking about the past, expressing obligation and lack of obligation, acquiring appreciation of Jordanian culture, gathering information about what they can do <b>Listening</b> a diary, sentences describing pictures <b>Speaking</b> asking and answering about past actions, sentences about what one must do or don't have to do <b>Reading</b> a diary, short paragraphs <b>Writing</b> a diary, answers to questions about past actions, sentences about what one did	Revision of: air, arrive, bronze, canyon, careful, carve, cave, CD, clean, coin, colourful, decide, dig, DVD, gentle, gold, ground, grow, hole, last week, last year, laugh (v), leaf/leaves, lunchtime, map, mobile phone, mosaic, radio, rocks, roots, rug, shade, sheep, shells, silver, spade, story, tent, tower, tunnel, water (v), wood, wool	Revision of the sounds <b>ck</b> /k/, <b>gh</b> /f/, <b>nn</b> /n/, <b>mm</b> /m/, <b>tt</b> /t/, <b>kn</b> /n/, <b>ph</b> /f/, <b>wr</b> /wr/, <b>spr</b> /spr/, <b>squ</b> /skw/ and <b>str</b> /str/

## Introduction

*Action Pack 4 (New Edition)* is the fourth level of a twelve-level course for young Jordanian learners of English. It aims to introduce English gradually and efficiently through fun activities, games and songs.

These activities not only enable pupils to understand and communicate in English, but also promote a positive attitude towards language learning.

## Learning economy

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

*Action Pack 4 (New Edition)* builds on the foundation for this process of lifelong learning. Pupils are expected to try out tasks that will become relevant and meaningful in their future lives such as respecting the routine (going to the mosque, waking up at a specific time, having breakfast, etc.), playing sport, helping the environment (caring for animals and planting trees), using the computer, etc. Throughout the course, pupils learn about the culture and heritage of Jordan, the museums, different geographical areas and cities (Petra, Ajloun, Aqaba, Madaba, etc.), the value of keeping in touch with family and friends, etc.

## Components

The course consists of five components:

### 1 Pupil's Book

The Pupil's Book consists of eighteen units, four of which are Review units. The Review units offer opportunities for pupils to recycle new language. Each unit consists of six lessons. This level focuses on the characters, brother and sister Kareem and Samira, and their family and friends. New language is presented in the context of themes that will be familiar to the age group: visiting places in Jordan and Jordanian culture, playing sports, school subjects, animals, nature and the solar system. Grammar is not to be taught explicitly. No grammar rules are to be presented. Pupils revise the use of the present tenses and learn the future with *going to* as well as the past simple. This is all in a Jordanian context, making the topics in *Action Pack 4 (New Edition)* relevant to the pupils' situation and learning experiences.

### 2 Activity Book

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

### 3 Teacher's Book

This Teacher's Book consists of lesson plans with detailed guidance on how to teach all the activities in both the Pupil's Book and the Activity Book, along with suggestions for further activities. Answer keys are provided for activities

where necessary. There are also tapescripts for all the recorded material.

Each lesson begins with a list of outcomes, highlighting the key language to be achieved, any new vocabulary featured in the lesson and the lesson topic. Any additional materials and resources that may need to be prepared beforehand are also listed, including flashcards and wall charts that may be used during the lesson.

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

Some of the Pupil's Book lessons also have extra work in the form of photocopiable worksheets, which, again, will be found at the end of the Teacher's Book.

The pupils by this stage are at elementary level and have mastered some basic expressions and structures in English. The aim is to develop a learner-centred approach, relating what they learn to their own situation. As they develop their language skills, this approach becomes easier to manage. By the end of this level, they should be beginning to speak and write more freely about their personal situations.

## 4 Cassette or CD

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

## 5 Flashcards and Wall Charts

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

Always try to use flashcards and wall charts to present new language in the course. Flashcards, necessary for specific lessons, are always indicated in the lesson boxes. Remember, too, that the flashcards can be used again, either for revision in later lessons, or as prompts in particular exercises. They can also be used in fun activities such as memory games.

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

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

## Preparing for the lessons

Each unit, except for the Review units, covers six lessons.

**Lesson 1** typically consists of a short story, presented around story frames. The language is presented by native English speakers on the cassette and in the text boxes on the page. Pupils listen to the story and follow the text in the text boxes as they listen. In order to aid understanding, flashcards and

wall charts can be used. In addition, using real objects (realia) whenever possible can help bring the situation to life. You can also draw sketches on the board to illustrate a concept or an object. Refer to Teacher's Book page 155 for some examples. In later units, pupils will be asked to use dictionaries to check the meanings of some words.

**Lesson 2** develops the Pupil's Book first exercise, often giving pupils the opportunity to roleplay, acting out the scene in small groups. Pupils also complete the corresponding exercise in the Activity Book.

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

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

To teach the numbers at this level, start by a general revision of what was learned in the previous level. Get pupils involved by relating the classroom activities to their immediate surroundings, for example by telling the number of certain items in the classroom.

- Hold a book and ask *How many books do I have?* Elicit *One*.
- Hold three books and ask *How many books do I have?* Elicit *Three*.
- Hold six pencils and ask *How many pencils do I have?* Elicit *Six*. And so on.
- After students have made a number of correct guesses, ask a volunteer to come to the front of the class and write the numbers from 0 to 10. Ask pupils to copy them in their notebooks.
- Then write numbers from 11 to 20 randomly – not consecutively to reduce rote guessing – on the board. Ask pupils to guess the numbers and write them in their notebooks.
- Then ask pupils what comes after 20. Elicit answers. Write 21 on the board and pupils copy.

There are exercises in *Action Pack 4 (New Edition)* which present the numbers 22 to 29 in Unit 2, page 11; the tens 30 to 60 in Unit 7, page 31; the tens 70 to 100 in Unit 14, page 59. Specific instructions to teach these numbers come in the unit instructions.

The learning of these numbers is reinforced in exercises at the end of the *Activity Book*.

There are Projects at the end of each Review Unit (Units 4, 9, 13 and 18) which comprise lessons 5 and 6. These Projects aim at consolidating the skills that the pupils have acquired in the corresponding units. In **Lesson 5**, the pupils are encouraged to work on the projects collaboratively in groups. They have to do research on some subjects that relate to their experiences. This gives them the opportunity to express their ideas and exchange opinions. In **Lesson 6**, they produce the projects on cardboards and include pictures and/or photos. This encourages the development of critical thinking and creativity. Finally they present their work to the class and get feedback which helps them increase their self confidence. Each project has a Photocopiable project worksheet at the end of the Teacher's Book (pp 156-160).

There are also optional projects that serve the same purposes. Encourage your pupils to do the projects to build self esteem and creativity.

## Activities and procedures: Pupil's Book

The following are sample introductions.

### Listen and read

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

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

### Look and say

Pupils look at pictures and create sentences using newly learned structures and vocabulary.

### Talk about you

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

### Ask and answer

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

### Read and match

Pupils read a short passage and either match elements of it with the correct picture or match the beginnings and ends of sentences. In the case of pictures, you can begin by asking them to say what they can see in each picture. Sometimes there are comprehension questions as well for pupils to ask and answer orally.

### Read and answer

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

### Read and complete

In these activities, pupils first read the sentences aloud. Then, they complete the sentences or boxes with the correct words or phrases.

### Listen and choose

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

### Listen and say

In this activity, pupils listen to consonant combinations and repeat them. Each sound is a combination found within a word that pupils have met earlier in the unit. Pupils repeat the sounds first and then the complete words. Play the cassette more than once if necessary.

## Sing

There are various songs throughout the course, each incorporating vocabulary and grammatical structures studied during the lessons. Using Total Physical Response (TPR), encourage pupils to sing the song themselves with any appropriate actions. The TPR method is based on the fact that pupils learn their first language by relating the verbal input they receive to the physical movements or gestures. Similarly, a pupil learning a foreign language learns faster and more efficiently as he or she responds physically to the teacher's verbal input – in this case, a song. Through singing, pupils enjoy themselves and will quickly learn not only the tunes, but also the rhythms and patterns of English.

Before playing each song, look at the accompanying pictures and encourage the pupils to describe what they can see. Then, play the song for pupils to listen to. Play it again, a verse at a time. Encourage pupils to join in. Play it again; pupils will then begin to join in with confidence. There are usually further opportunities to practise the song in subsequent lessons.

## Activities and procedures: Activity Book

### Read and complete

In this activity, pupils look at a picture and write a word to complete a sentence. The words to use in the exercise are provided in a box below the rubric.

### Read and circle Yes or No

This activity asks pupils to read sentences or a short passage and then answer questions by circling the correct answer.

### Read and match

In this activity, pupils match questions with answers or sentences with pictures.

### Read and answer

Pupils read a short text and write the answers to comprehension questions. If you wish, you can do these exercises orally with the class before they write. This will help weaker pupils to carry out the task.

### Read, order and write

Pupils write the sentences with the words in the correct order, beginning with a capital letter and ending with a full stop.

### Read and write answers

Pupils write full sentences to answer questions. Picture prompts give them the answers.

### Read and order

Pupils read sentences and put them in the correct order. They write the number for each sentence.

### Read and answer about you

Throughout the course, pupils will be asked to talk and write about themselves. This gives them the opportunity to use the language they learn in a truly meaningful way.

### Write with capital letters

The pupils' ability to use correct punctuation is practised regularly in the Activity Book. Sometimes pupils are required to write capital letters, sometimes question marks and full stops as well.

### Listen and write

Pupils listen to the cassette and write the sentences.

## Look and write

A set of pictures acts as prompts for pupils to write full sentences following an example. They have to give some thought to what they write as it is not just a case of following the example; they will be expected to write positive and negative sentences.

## Listen and point

Pupils look at consonant combinations and listen to a list of words on the cassette. They point to the correct combination. They then practise saying the words with a partner.

## Trace and copy

Show pupils how letter combinations are written in joined-up writing or semi-cursive handwriting by modelling on the board. Pupils write the letters and then the letters within words that are known to pupils.

## Complete and write

Pupils work in small groups to ask questions, fill in a table and complete and write sentences.

## How to use *Action Pack (New Edition)*

The course uses Total Physical Response (TPR), based on the idea that initially pupils will understand and respond to language without actually using it. The course is graded accordingly, building up from gently asking pupils to respond physically to verbal instructions, for example, *Turn the page or Open your books*, to pupils actively using the language themselves.

TPR also relies on props such as flashcards, wall charts and realia, as well as actions, to provide a context that helps convey meaning. Young learners love to act out situations and imagine that they are the characters in the book. This is both fun, motivating and above all an excellent way of learning.

## Outcomes

Besides the integration of language skills, the outcomes of *Action Pack 4 (New Edition)* reflect a broader kind of cross-curricular integration, in which the themes encompass various curricular areas. Examples of interdisciplinary teaching in *Action Pack 4 (New Edition)* include the following: talking about farming and places in Jordan (Pupil's Book, Unit 6 – Geography); talking about the solar system (Pupil's Book, Unit 10 – Science) and talking about the past in Jordan (Pupil's Book, Unit 11 – History)

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

### Listening

- demonstrate recognition of basic English sounds and their combination in simple words (consonant combinations such as *pl*, *sh* and *ck*) and phrases, stressing the correct syllables;
- develop strategies to understand spoken words and short, simple sentences;
- demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges.

### Speaking

- pronounce learned short English words and sentences correctly;
- use simple words to participate in short, simple guided exchanges in familiar contexts (speaking about favourite things);

- take part in short, simple prepared presentations on familiar topics.

### Reading

- demonstrate recognition of simple words;
- use reading strategies to understand short, simple reading material (e.g. stories, rhymes and short informational paragraphs);
- demonstrate understanding of short, simple reading material (e.g. short informational paragraphs, stories and poems);
- make connections between prior knowledge and experiences, and short simple reading materials;
- find simple information in English.

### Writing

- write semi-cursive English letters correctly, legibly and neatly;
- write short, simple (completion, answering project) sentences and short paragraphs on familiar topics for specific purposes and audiences;
- use simple patterns to organise writing;
- apply knowledge of simple spelling, punctuation and usage.

## More about the Course

### Revision

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

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

### Assessment

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

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

Note that pupils at this level should not be assessed for proficiency in grammar but in usage of the language.

Good assessment has the following qualities:

- It follows a systematic, planned process over time.
- It gathers helpful information about pupil learning in a fair way.
- It is concerned both with how the pupil learns and with the result of the learning.
- It shows progress towards outcomes, including knowledge and skills of the subject.
- It motivates pupils to learn better.
- It guides the teacher to judge the effectiveness of his/her teaching, to adapt the instruction and to plan the next steps.

Assessment may be conducted in a number of ways:

Performance Based; Observation; Communication; Collecting Data; Problem Solving Checklist; Reflection; Webbing;

Self and Peer Assessment; Peer-Evaluation of an Oral Presentation; Cause-Effect relationship; Concepts in Systems; Clock Graphic Organiser; Compare-Contrast.

Refer to pages 150 to 154 to read and learn about assessment strategies.

### Phonics

The sounds of consonant combinations are introduced in the Pupil's Book with a *Listen and say* exercise, where pupils listen to and repeat a consonant combination sound and then the whole corresponding word. These words have already been met in context and will be familiar to pupils. The sounds are then reinforced with exercises in the Activity Book, where pupils complete the words concerned.


### Writing

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

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

As for the handwriting practice, *Action Pack 4 (New edition)* introduces joined-up writing, also known as semi-cursive handwriting. In the previous levels, pupils practised tracing and copying print script; that is, letters in a word do not connect or join up. In joined-up (semi-cursive) writing, pupils add loops to some letters to help join-up *l, d, t, h, k, i, a, m, n* and *u* but not others such as *p, y, o* and *r*. Moreover, in writing

some letters, the pupils **do not lift the pen** at different points,

for example **A** is written with **only one pen lift**  and **Z**

with **no pen lift** at all .

In the Activity Book, *Trace and copy* exercises offer practice in handwriting skills. Every time you start the exercise, guide pupils to the letters on pages 72-80 at the end of the Activity Book. Then illustrate on the board how to start the letters as shown on these pages. Then give time for pupils to do the exercise in their Activity Book while you go around, monitor their skills and offer help when needed.

## Classroom management

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

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

Good luck, happy teaching and enjoy the course!

## Lesson 1

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To respond to questions about school before, during and after listening to a sequence of sentences making a story</li> <li>To participate in short, simple guided exchanges about one's daily life</li> <li>To ask and answer short, simple questions using <i>Wh-</i> words (e.g. <i>where, what, when</i>)</li> </ul>
<b>Structures</b>	The present simple with adverbs of frequency <i>always</i> and <i>never</i> : <i>We always read books in the library.</i> <i>We never talk in the library.</i>
<b>Functions</b>	Introducing oneself and others Describing pictures Asking and answering questions
<b>Vocabulary</b>	<i>after (prep), around (prep), break (n), hall, laboratory, library, P.E. (Physical Education), pupil, show (v)</i>
<b>Topic</b>	Starting a new school year
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 4 Exercise 1, Listen and read</li> <li>Cassette, Pupil's Book, Unit 1, Exercise 1</li> <li>Flashcards: Kareem, Samira, Ali, Laila, Miss Nadia, laboratory, library, P.E</li> </ul>

- Show the class the flashcard *P.E.* Tell them *They are doing P.E.* Ask *Do you like P.E.? What do you do in P.E.?* Ask *Where do you do P.E.?* Teach *hall*.
- Ask the pupils *What's my job?* Elicit *You're a teacher.* Say *I'm a teacher. What are you? You're a pupil. You are all pupils.* Show the flashcard of the pupils doing P.E. Point to one of the pupils and ask *Is he a teacher?* Elicit *No, he's a pupil.* Ask *How many pupils are there in our class?* Elicit the answer.
- Say *We are studying English now. What lesson have you got after English?* Elicit answers from the class. Practise *after* with some more questions, e.g. *What do you do after breakfast every morning? What are you doing after school today?* Write *after* on the board. Say it to the pupils and choose pupils to read it as usual.
- Teach *break* by asking *Do we have break after English? When do we have break today?* e.g. *We have a break after Maths.*
- If you have a new pupil in your class, ask them to come to the front. Say *[Name] is a new pupil. He/She doesn't know where the library is. How will you help him/her?* Pupils can explain that they will take him/her there. Teach *I'll show him/her the library.* Then say *He/She doesn't know where the hall is, or the laboratory, or the office.* Say *Will you show him/her around the school?* Pupils reply *I'll show him/her around the school.* Check understanding by asking questions: *Can you sit in this classroom and show him/her around? (No); Do you have to visit each place in the school with him/her? (Yes)*
- Tell pupils they are going to meet some new characters in their book this year. Show them the flashcards of Kareem, Samira, Ali, Laila and Miss Nadia and tell them their names. Give the flashcards to different pupils in the class and tell them to pretend to be the character. They then introduce themselves to someone in the class. Help them with the following dialogue:
  - Hello, my name's Ali. What's your name?*
  - Hello, Ali. My name's Ahmed.*

### Revision

- Greet the pupils saying *Good morning/afternoon, children.* Introduce yourself if necessary, saying *My name is Mr/Mrs/Miss ...*
- Ask a few pupils *What's your name?* Elicit *My name is (pupil's name).* Then ask them to introduce their neighbour, saying *Who is this?* Elicit *He/She is (pupil's name).*
- Write the following questions on the board:
  - What does your father do?*
  - What's the weather like today?*
  - What would you like for lunch today?*
  - What is your mother doing at the moment?*
  - What mustn't you do at school?*
  - What do you want to do this evening?*
- Pupils work in pairs to ask and answer the questions. Monitor as they are working, checking that they can remember these structures from the previous book. Go over any mistakes as a class.

### Presentation

- Show the class the flashcard *library.* Say the word. Ask pupils to repeat after you. Then show them the word. You read it aloud and pupils repeat again. Ask individuals to read the word. Show some pupils the picture and elicit the word. Show some pupils the word and ask them to read it. Ask *What do you do in the library?* Elicit answers, e.g. *We read books/magazines/newspapers. We look for information. We don't talk., etc.*
- Repeat this with the flashcard *laboratory.* Note the pronunciation of this and practise with the class – there are four syllables. Ask *What do you learn in a laboratory?* Pupils respond.

### Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
explain what they do in the different places			
understand the concepts of <i>after</i> and <i>show around</i>			

## Pupil's Book, Page 4, Exercise 1

- Say *Open your books at page 4*. You do it at the same time to remind them what to do.
- Say *Look at the pictures. Where are they?* Pupils answer *They are at school*. Ask *What places can you see in the pictures? (classroom, library and laboratory)*
- Ask pupils to listen to the recording and follow the words as they listen.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Ask individuals to repeat.
- Ask pupils some questions: *What is the teacher's name? (Miss Nadia) Who are the new pupils? (Ali and Laila) What do they do in the library? (They read books.) Do they speak English in the library? (No, they never talk.) Do they have English in the laboratory? (No, they have Science in the laboratory.) Where do they have P.E. lessons? (They have P.E. in the hall.) Where do they go after school? (They go to the park.)*
- Put pupils in groups of five. They will be Kareem, Samira, Miss Nadia, Ali and Laila. Play the recording to the class and ask the pupils to read out loud with their character.
- Pupils then practise the dialogue in their groups.

**Unit 1**  
**We always do our homework**

**1 Listen and read**

**1**



**Kareem:** My name is Kareem. This is my friend, Ali. He is a new pupil.  
**Samira:** My name is Samira. This is our classroom. Miss Nadia is our teacher.  
**Miss Nadia:** This is Laila. She is a new pupil.  
**Samira:** Hello! Come with us. I can show you around the school!

**2**



**Samira:** This is the library. We always read books here. We never talk in the library.

**3**



**Kareem:** This is the laboratory. We always have Science here.  
**Ali:** Where do we have P.E. lessons?  
**Kareem:** We have P.E. lessons in the hall. We always run and climb in P.E.!

**4**



**Laila:** What do you do after school?  
**Samira:** We always do our homework. At the weekend, we go to the park. We ride our bikes in the park.  
**Kareem:** Do you want to come to the park with us?  
**Ali:** Yes, I do! Thank you!

### Tapescript

- 1.**
- Kareem:** My name is Kareem. This is my friend, Ali. He is a new pupil.
- Samira:** My name is Samira. This is our classroom. Miss Nadia is our teacher.
- Miss Nadia:** This is Laila. She is a new pupil.
- Samira:** Hello! Come with us. I can show you around the school!
- 2.**
- Samira:** This is the library. We always read books here. We never talk in the library.

**3.**

**Kareem:** This is the laboratory. We always have Science here.

**Ali:** Where do we have P.E. lessons?

**Kareem:** We have P.E. lessons in the hall. We always run and climb in P.E.!

**4.**

**Laila:** What do you do after school?

**Samira:** We always do our homework. At the weekend, we go to the park. We ride our bikes in the park.

**Kareem:** Do you want to come to the park with us?

**Ali:** Yes, I do! Thank you!

### Further practice

- In pairs, pupils ask each other: *What do you do after school?* Walk round the class as they are practising. Make a note of any mistakes and go over them as a class when they are finished, without saying who made the mistakes. It's important that pupils learn from their mistakes. If you indicate who made the mistake, you might discourage them from speaking freely, in fear of making another.
- Ask a few pupils *What does your partner do after school?* Make sure they use the 's' on the end of the verb, e.g. *Khalid plays tennis after school.*

### End the lesson

- Say *Goodbye, children* to the class as they leave, and encourage them to reply *Goodbye, [teacher/your name]*.

## Lesson 2

### Outcomes

- To follow short, simple instructions in the class
- To use words and sentences to participate in simple exchanges about school
- To demonstrate recognition of simple words in a sequence of sentences
- To write semi-cursive English letters correctly, legibly and neatly: *c, a, v, m, e*
- To use reading strategies to demonstrate understanding of short, simple reading material (e.g. a story)

### Structures

The present simple with adverbs of frequency *always* and *never*:  
*We **always** read books in the library.*  
*We **never** talk in the library.*

### Functions

Describing pictures  
Asking and answering questions

### Topic

Starting a new school year

### Resources

- Pupil's Book, page 4 Exercise 1, Listen and read
- Activity Book, Page 4 Exercise 1, Read and match
- Activity Book, Page 4 Exercise 2, Read, look and complete
- Cassette, Pupil's Book, Unit 1, Exercise 1
- Flashcards: Kareem, Samira, Ali, Laila, Miss Nadia, laboratory, library, P.E

## Revision

- Show the class the flashcards of the characters and ask *Who is this?* Pupils answer with the correct names. If they get it wrong, ask *Are you sure?* Give them time to correct themselves.
- Show pupils the three flashcards for places in the school and ask questions, e.g. *Where do you have Science?* Pupils reply *We have Science in the laboratory*, and point to the correct flashcard. Ask further questions: *Where do you read books? Where do you have P.E.?*
- Say *You are going to show a new pupil around our school. Where do you take him first?* Pupil replies, for example, *I take him to the hall*. Continue by asking *And after that?* Another pupil can answer. Continue until they have mentioned all the places in the school.

## Pupil's Book, Page 4, Exercise 1

- Say *Open your books at page 4*. In groups of five, pupils practise reading the dialogue. When they have finished, they can swap roles and do it again. Monitor as they are working and make note of any pronunciation mistakes. Go over the mistakes as a class.
- Give pupils statements about the story for them to correct. For example, you say:
  - *Miss Laila is the teacher. (No, Miss Nadia is the teacher.)*
  - *Samira is a new pupil. (No, Laila is a new pupil.)*
  - *Miss Nadia shows Laila around the school. (No, Samira shows Laila around the school.)*
  - *They always speak English in the library. (No, they never talk in the library.)*
  - *They have P.E. lessons in the laboratory. (No, they have P.E. lessons in the hall.)*
  - *They never do their homework after school. (No, they always do their homework after school.)*
- Write the new words on the board: *after*, *around*, *laboratory*, *library*, *pupil*. Point to the different words and ask individuals to read them aloud. Make sure the stress as well as the pronunciation is accurate.

## Activity Book, Page 4, Exercise 1

- Say *Open your Activity Book at page 4. Look at Exercise 1*.
- Explain that they have to match 1-6 with a-f. Choose two pupils to read the example.
- Pupils can work in pairs to complete the exercise. Ask them to practise reading each one aloud.
- Choose pairs to read out the sentences and check the answers as a class.

### Answers

1. c 2. e 3. d 4. a 5. f 6. b

## Activity Book, Page 4, Exercise 2

- Say *Now look at Exercise 2*. Choose pupils to read the words in the box. As a pupil reads each word, ask the rest of the class to point to the correct pictures. Walk around the class as this is happening to check that pupils are pointing to the correct pictures.
- Explain that they have to read the sentences and complete them with one of the words in the box. Pupils work on their own to complete the activity.
- Pupils check their work in pairs. They can change answers if they wish.
- Check answers as a class by asking pupils to read the completed sentences aloud.

### Answers

1. laboratory 2. library 3. hall 4. park

## End the lesson

- Ask six pupils to look at the story and think of a question each. While they are doing this, ask the rest of the class to read the story silently and then close their books. The questions can be about the story or details about the pictures, e.g. *How many pupils are in the first picture?*
- Each pupil with a question asks the rest of the class. The pupils with the questions say if the class is correct or not.
- Ask pupils to read the story at home and make sure they understand the new words.

## Lesson 3

### Outcomes

- To pronounce short, simple questions and statements about time and activities with the correct intonation patterns
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To write sentences about time

### Structures

The present simple with adverbs of frequency *always* and *never*:  
*He always gets up at six o'clock.*  
*He never gets up at a quarter past six.*

### Functions

Telling the time  
 Acquiring appreciation of the value of time  
 Talking about daily routines  
 Expressing frequency

### Topic

Daily routine

### Resources

- Pupil's Book, page 5 Exercise 2, Look and say
- Activity Book, Page 5 Exercise 3, Ask and answer
- Flashcards: Kareem, Samira, Ali, Laila, laboratory, library, P.E
- Material: a cardboard clock

## Revision

- Show the pupils the flashcards of the four characters. If possible, stick them to the board or wall. Then hold up one of the 'place' flashcards next to one of the characters, e.g. *the library next to Samira*. Ask *Where is Samira? What does she do in there? What doesn't she do in there?*



## Presentation

- Show pupils the cardboard clock. If you haven't got a cardboard clock, draw a clock face on the board. Put the time at 1 o'clock for example. Revise asking and telling the time with *o'clock*. Elicit the question from the pupils *What time is it?* and the answer *It's one o'clock*. Ask pupils to take turns to put the clock to a different *o'clock* time and ask and answer the question.
- Check the intonation of the question and answer. Both should fall at the end.  
 What time is it?  
 It's one o'clock.
- Then revise/teach *a quarter past*, *half past* and *a quarter to*.
- Ask some questions about time (if it is level appropriate to the class) e.g. *What time do we start school? What time do we finish school? What time do you go to bed?* etc.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
Ask and tell the time with <i>o'clock</i> , <i>a quarter past</i> , <i>half past</i> and <i>a quarter to</i>			

## Pupil's Book, Page 5, Exercise 2

- Say *Open your Pupil's Book at page 5.*
- Ask questions about the clocks, e.g. say *Look at picture 2. What time is it on the first clock? (It's half past six.)*
- Look at each picture with the class and ask *Where is he?*
- Then point to the first picture and choose two pupils to read the two example sentences (one each).
- Pupils work in pairs to make sentences about the other pictures.
- Monitor as they are working. Choose pupils to say the sentences in front of the class to check answers.

**2 Look and say**

1 get up      2 have breakfast      3 go to school

4 start school      5 do homework      6 go to bed

Ali always gets up at six o'clock. He never gets up at a quarter past six.

**3 Talk about you**

- brush my teeth twice a day
- talk in the library
- get up late
- run in the classroom
- eat in class
- do my homework
- brush my hair
- wash my hands before I eat
- forget my schoolbooks
- go to the mosque

I always brush my teeth twice a day.

I never talk in the library.

## Answers

1. He always gets up at six o'clock.  
He never gets up at a quarter past six.
2. He always has breakfast at half past six.  
He never has breakfast at a quarter to seven.
3. He always goes to school at seven o'clock.  
He never goes to school at a quarter past seven.
4. He always starts school at eight o'clock.  
He never starts school at half past seven.
5. He always does his homework at a quarter past three.  
He never does his homework at a quarter to seven.
6. He always goes to bed at eight o'clock.  
He never goes to bed at nine o'clock.

## Activity Book, Page 5, Exercise 3

- Say *Open your Activity Books. Turn to page 5.*
- Use the cardboard clock and the times in the activity. Show the pupils the time and ask *What time is it?*
- Then ask the pupils to work in pairs, taking turns to ask and answer the questions. Monitor as they are working, helping if necessary.
- Check the answers as a class.

## Answers

1. It's a quarter past nine.
2. It's a quarter to three.
3. It's half past four.
4. It's eleven o'clock.

## End the lesson

- Try a 'chain' exercise with the class. You start by saying: *It's half past six. I always get up at half past six. It's seven o'clock.* Ask a pupil to say a sentence about that time and to give another time. Go round the class, eliciting what they always do or never do at the times given. They need to listen very carefully for this activity. Try to keep it going at a good tempo.

## Lesson 4

### Outcomes

- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. daily activities)
- To write semi-cursive English words correctly, legibly and neatly (e.g. *always*, *never*)

### Structures

The present simple with adverbs of frequency *always* and *never*:  
*I always get up late.*  
*I never get up late.*

### Functions

Telling the time  
 Acquiring appreciation of the value of time  
 Talking about daily routines  
 Expressing frequency

### Topic

Expressing routine

### Resources

- Pupil's Book, page 5 Exercise 3, Talk about you
- Activity Book, page 5 Exercise 4, Complete
- Flashcards: laboratory, library, P.E.
- Material: a cardboard clock

## Revision

- Hand the cardboard clock to a pupil and ask them to set the time and then ask the class *What time is it?* The pupil who answers correctly can then put the clock to a new time.
- Give statements about different pupils in the class. The rest of the class has to correct them if they think it is necessary, e.g.

You: *Mazen always gets up at half past six.*

Pupil: *Yes, Mazen always gets up at half past six.*

You: *Mazen, is that right?*

Mazen: *Yes!*

You: *Tamer always goes to bed at 11 o'clock.*

Pupil: *No, Tamer never goes to bed at 11 o'clock.*

You: *Tamer, is that right?*

Tamer: *Yes!*

## Pupil's Book, Page 5, Exercise 3

- Say *Open your Pupil's Book. Turn to page 5 and look at Exercise 3.*
- Point to the two girls. Ask two pupils to read the sentences.
- Read through the prompts with the class, checking their pronunciation and understanding of the words.
- Pupils work in pairs to complete the exercise. Monitor as they are speaking, helping where necessary.
- Read one of the prompts aloud and ask a pupil, saying, e.g. *get up late. Asma, what about you?* Asma replies, e.g. *I never get up late.*

## Activity Book, Page 5, Exercise 4

- Say *Open your Activity Books at page 5. Look at Exercise 4.* Point to the words in the box and ask the class to read them aloud. Ask a couple of pupils to spell them aloud to check they remember the names of the letters.
- Choose a pupil to read the example sentence aloud (*I always brush my teeth after breakfast.*).
- Pupils write the answers then compare their answers with a partner. Monitor as they are writing.
- Check answers as a class, choosing pupils to read their answers aloud.

### Suggested answers

1. always 2. never 3. always 4. never 5. never 6. always

## Further practice

- Show the pupils the flashcard of P.E. and say *We always have Science in the hall.* The pupils correct you saying *No, we always have P.E. in the hall.* Repeat with the other pictures and subjects that they know.
- Give pupils the chance to make similar sentences to say to the class.

## End the lesson

- For homework, ask them to think of five things they always do and five things they never do at home. Give some examples of your own, e.g. *I always make my bed in the morning. I never watch TV in the morning.*

## Lesson 5

### Outcomes

- To stress the appropriate syllable in multi-syllable words in a reading paragraph
- To use reading strategies to understand a short simple paragraph about oneself
- To copy English letters in semi-cursive handwriting: *ar, ea*

### Structures

The present simple with adverbs of frequency *always* and *never*:  
*We **always** visit the old city at the weekend.*  
*We **never** climb the trees.*

### Functions

Expressing frequency  
 Describing pictures  
 Matching a text with pictures  
 Judging if sentences are right or wrong

### Topic

Expressing routine

### Vocabulary

*touch* (v)

### Resources

- Pupil's Book, page 6 Exercise 4, Read and match
- Pupil's Book, page 6 Exercise 5, Right or wrong?
- Activity Book, page 6 Exercise 5, Trace and copy
- Activity Book, page 6 Exercise 6, Write and say
- Flashcard: mosque

## Revision

- Ask pupils to give you examples of the sentences they thought of for homework. In particular, praise those who have tried to use some different vocabulary.

## Pupil's Book, Page 6, Exercise 4

- Say *Open your Pupil's Book at page 6. Look at Exercise 4.*
- Ask the pupils to look at the photos and describe what they can see. They should know the words *mosque, market, museum* and *theatre*. Ask *Do you go to the market?* Pupils can reply, e.g. *I always go to the market at the weekend./I never go to the market.* Practise with the other pictures.
- Then ask pupils to read the text quietly to themselves. Ask them to ask you for help if they don't understand a word. Teach the word *touch*. Ask *What does 'touch' mean?* Elicit answers from the pupils.
- Read the passage to them and then ask a few pupils to read a sentence each. Check their pronunciation of multi-syllable/polysyllabic words (*city, visit, weekend, shopping, market, museum, anything*) only through practice and repetition without giving direct grammar rules. All of them have the stress on the first syllable except for *museum* (second syllable).
- Now ask pupils to look carefully at the photos and match the ones which are spoken about in the text. Check answers as a class.

### Answers

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

#### 4 Read and match

(1) We live in Amman. It's a very big city. Our house is near the mosque. We go to the mosque to pray. (2) We always visit the Roman Theatre with our parents at the weekend. (3) We go shopping at the market. (4) We visit the museum. We never touch anything in the museum. We like our city!

Kareem and Samira



#### 5 Right or wrong?

- 1 Amman is a small city.
- 2 Kareem and Samira don't live near the mosque.
- 3 They go to the mosque to pray.
- 4 They never go to the museum.
- 5 They like Amman.

Amman is a small city.

Amman isn't a small city. It is a big city.



### Pupil's Book, Page 6, Exercise 5

- Choose two pupils to read the sentence and the response.
- Pupils work in pairs to complete the exercise. Monitor as they are working.
- Check answers as a class.

#### Answers

1. Amman isn't a small city. It is a big city.
2. Kareem and Samira live near the mosque.
3. They go to the mosque to pray.
4. They visit the museum.
5. They like Amman.

### Further practice

- Ask the pupils some questions about their weekend, e.g. *Do you go shopping in the market at the weekend? Do you like your town/city?* etc.
- Then pupils work in pairs to try and ask each other questions. Monitor and help as they are working.

### Activity Book, Page 6, Exercise 5

- Say *Turn to page 6 in your Activity Books. Look at Exercise 5.*
- Show pupils by demonstrating on the board how to form the letters *ar*. Use the Handwriting Practice in the Activity Book as a guide to trace and copy the letters. Pupils write the letters and then the word. Repeat with *ea*.
- Monitor as they are writing, checking they are forming the letters correctly.

### Activity Book, Page 6, Exercise 6

- Say *Now look at Exercise 6.*
- Choose pupils to read each sentence aloud.
- Pupils write the traced words. Monitor as they are writing, helping where necessary.
- Then they take turns to read the sentences to a partner.

### End the lesson

- Ask questions about the places in Exercise 4, e.g. *What can you see in a market? / a museum? / an old city? / a mosque?* Elicit as many items as you can for each place.

## Lesson 6

### Outcomes

- To recognise the sounds of consonant combinations in the English alphabet: *ch*, *sh*
- To respond to questions before, during and after listening to a time table
- To ask and answer short, simple questions using *Wh-* words
- To write short, simple sentences for specific purposes (e.g. describing a favourite subject)
- To write English sentences about favourites in semi-cursive handwriting correctly, legibly and neatly

### Structures

*What's your favourite day at school?  
My favourite day at school is Wednesday.*

### Functions

Talking about timetables  
Asking and answering questions

### Topic

Expressing routine

### Vocabulary

*Arabic (n), Islamic Education, Social Studies*

### Resources

- Pupil's Book, page 7  
Exercise 6, Listen and say
- Pupil's Book, page 7  
Exercise 7, Listen and tick
- Pupil's Book, page 7  
Exercise 8, Ask and answer
- Activity Book, page 7  
Exercise 7, Complete and write
- Activity Book, page 7  
Exercise 8, Listen and point
- Activity Book, page 7  
Exercise 9, Order and write
- Cassette, Pupil's Book, Unit 1, Exercise 6
- Cassette, Pupil's Book, Unit 1, Exercise 7
- Cassette, Activity Book, Unit 1, Exercise 8

### Revision

- Ask *What can you see in Amman?* Pupils give suggestions.

### Pupil's Book, Page 7, Exercise 6

- Say *Open your Pupil's Books at page 7. Look at Exercise 6. Point to the first picture. Listen.* Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second picture.
- Ask pupils to repeat the *ch* sound after you, followed by the *sh* sound. The *ch* sound has a soft *t* sound at the beginning; *sh* sounds like when we say 'shhh!' i.e. 'be quiet'.

**6** Listen and say

children      go shopping

**7** Listen and tick

**Timetable**

	Sunday	Monday	Tuesday	Wednesday	Thursday
Islamic Education					
Arabic					
English					
Maths					
Science					
Social Studies					
P.E.					

**8** Ask and answer

What's your favourite day at school?      My favourite day at school is Wednesday.

What is your favourite subject?      My favourite subject is Maths.

**Tapescript**

ch, children, children  
sh, go shopping, go shopping

**Presentation**

- Teach the new vocabulary by asking questions, e.g. *Who teaches you Arabic/Islamic Education/Social Studies?*
- Write the names of the subjects on the board. Read them to the class. Ask them to repeat, checking that they put the correct stress on each word.
- Ask pupils *What's your favourite subject?* Elicit answers from a few pupils.
- Go over the days of the week with the pupils. Ask *Which days do you come to school? Which days don't you come to school?* Ask them to spell some of the days of the week.

**Classroom assessment**

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
say what their favourite subject is			
say the days of the week in order easily			

**Pupil's Book, Page 7, Exercise 7**

- Say *Look at Exercise 7 on page 7.* Check they understand *timetable*.
- Explain that they are going to listen to someone talking about their timetable. They need to tick the day(s) of the week when he studies each subject.
- Play the tape through once. Pupils listen, only, and do not write. Play it again and pupils complete the table.
- Let them compare answers with a partner. Check answers as a class.

**Tapescript**

This is my timetable! On Sunday, we always have Islamic Education and Maths. On Monday, we have P.E. We have Arabic every day. We have English on Sunday, Tuesday and Thursday. On Wednesday, we have Social Studies. Social Studies is my favourite subject! We have Science on Monday and Wednesday. My favourite day is Thursday because we go to the library and read books.

**Answers**

	Sunday	Monday	Tuesday	Wednesday	Thursday
Islamic Education	✓				
Arabic	✓	✓	✓	✓	✓
English	✓		✓		✓
Maths	✓				
Science		✓		✓	
Social Studies				✓	
P.E.		✓			

**Further practice**

- Pupils ask each other questions about each subject, e.g. *When do we have Arabic?*

**Pupil's Book, Page 7, Exercise 8**

- Choose two pupils to read the conversation aloud.
- Pupils work in pairs and take turns to ask and answer the questions.
- Monitor as they are working, noting any common problems. Go over any issues as a class at the end of the activity.

### Activity Book, Page 7, Exercise 7

- Say *Open your Activity Book at page 7. Look at Exercise 7.*
- Point to the pictures of books. Ask students *What subject is each book for?* Elicit *Islamic Education, Arabic and Social studies.*
- Ask the pupils to work in groups of three to complete the table. First they write their own favourite subject. Then they ask their partners *What is your favourite subject?* They fill in the table with their friends' favourite subject.
- Then ask them to complete the sentence about themselves. Then they write their friends' answers in the spaces provided.

#### Suggested answers

My favourite subject is Islamic Education.

### Activity Book, Page 7, Exercise 8

- Write the sound *ch* on the board and ask the class to say it. Do the same with *sh*.
- Explain that they are going to hear some words. They must listen and point to the sound they hear. They can do this together and see if they agree or not. Play the tape.
- Play the tape again, pausing after each word. Ask a pupil to come to the board and point to the sound each time. Does the class agree? If not, play the word again. Get the pupils to repeat the word each time.

#### Tapescript

1. shop
2. shoe
3. children
4. shout
5. short
6. chair
7. shirt
8. shelf
9. chicken
10. she

#### Answers

1/ʃ/ shop, 2/ʃ/shoe, 3/tʃ/ children, 4/ʃ/shout, 5/ʃ/short, 6/tʃ/chair, 7/ʃ/shirt, 8/ʃ/shelf, 9/tʃ/chicken 10/ʃ/she

### Activity Book, Page 7, Exercise 9

- Indicate Exercise 9 to the pupils.
- Read the words in the first sentence. Tell the pupils they have to put them in the correct order. Ask *What does a sentence begin with?* Elicit or teach 'capital letter'. Ask *Which two words have a capital letter? (My, Friday) Why isn't Friday the first word? (It has a full stop. It must be the last word.)*
- Choose a pupil to read the sentence in the correct order. Repeat with the second sentence.
- Pupils write the sentences in class or for homework.

#### Answers

1. My favourite day is Friday.
2. My favourite subject is Arabic.

### End the lesson

- Remind the pupils of the different things they have learnt in this unit. Ask a few questions, e.g. *What do you do in a laboratory? Do you always get up at five o'clock? What's your favourite subject? When do you have English?*
- Congratulate pupils on all their hard work in Unit 1.

## Lesson 1

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To respond to questions about playing sports before, during and after listening</li> <li>To demonstrate understanding of short, simple reading material (e.g. sequence of sentences making a story)</li> <li>To pronounce learnt English words in exchanges about sports correctly</li> </ul>
<b>Structures</b>	<p>The present simple with adverb of frequency <i>sometimes</i>: We <b>sometimes</b> play volleyball.</p> <p>The verb <i>like</i> + the gerund: I <b>like</b> playing volleyball.</p> <p>The adjective <i>good</i> + preposition <i>at</i> + the gerund: We are all <b>good at</b> playing table tennis!</p>
<b>Functions</b>	<p>Talking about sports</p> <p>Talking about daily routines</p> <p>Expressing frequency</p> <p>Expressing likes and dislikes</p> <p>Talking about ability</p> <p>Asking and answering questions</p> <p>Appreciating the value of sport</p>
<b>Vocabulary</b>	<i>fast, fun, handball, table tennis, volleyball, win</i>
<b>Topic</b>	Sports
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 8 Exercise 1, Listen and read</li> <li>Cassette, Pupil's Book, Unit 2, Exercise 1</li> <li>Flashcards: running fast, playing handball, playing table tennis, playing volleyball</li> <li>Wall chart 1: Sports</li> </ul>

### Revision

- Greet the pupils saying *Good morning/afternoon, children*. Pupils respond.
- Ask a few pupils questions, for example, *What's your favourite subject? What's your favourite day at school?*

### Presentation

- Ask: *Do you like playing sports?* Elicit short answers, e.g. *Yes, I do./No, I don't*. Show the flashcards or the wall chart with *handball, table tennis* and *volleyball* one at a time, and ask the question again: *Do you like playing handball?* Ask a few students each question. Then show a flashcard and ask, e.g. *Does Tamer like playing handball?* etc. Elicit short answers, e.g. *Yes, he does./No, he doesn't*.
- Show the flashcards or the wall chart again and ask *Do you sometimes play handball?* Elicit answers, e.g. *Yes, I sometimes play handball./No, I never play handball*. Repeat with the other flashcards.
- Now show the flashcard *running fast*. Ask *What can he do? (He can run.) Can he run fast or slowly? (He can run fast.)*
- Put the four flashcards on the board or where the class can see them. Point to the *playing table tennis* flashcard, smile and say *I am good at playing table tennis*. Point to the *running fast* flashcard and say *I am not good at running fast*. Repeat the first sentence and ask the class to repeat after you. Then say the sentence again and ask *What about you?* Elicit a true statement from the pupils. Repeat with the negative statement. Practise with the other flashcards.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
respond correctly to the questions <i>Do you like playing volleyball? Do you sometimes play volleyball?</i>			
state the sports they are good at from those given			

### Pupil's Book, Page 8, Exercise 1

- Give pupils the instruction *Open your books at page 8*.
- Ask pupils to look at the pictures. Ask for each picture *What sport can you see?* Elicit the answers.
- Ask pupils to listen to the recording and follow the words.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Then ask individuals to repeat.
- Ask these questions to check understanding of *fun* and *win*. Say *Look at picture 2. Does Samira like playing volleyball? (Yes, she does.) What does she say? (This is fun.)* Ask *Is it fun playing with your friends? (Yes) Is it fun being ill? (No)* Say *Look at picture 3. Is Kareem very good at playing table tennis? (No) Does he sometimes play with Samira? (Yes) Who wins? (Samira)* Ask the class *Who can play table tennis? Who do you play with? Who wins?*

**Unit 2**  
**We sometimes play volleyball**

**1 Listen and read**

**1**



**Laila:** Kareem can run very fast!  
**Samira:** Yes, Kareem is good at running. What's your favourite sport?  
**Laila:** My favourite sport is volleyball.  
**Samira:** We sometimes play volleyball. Let's go to the sports centre on Saturday!

**2**



**Samira:** This is fun. I like playing volleyball.  
**Laila:** You're good at playing volleyball, too!

**3**



**Kareem:** Can you play handball?  
**Ali:** No, I can't! But I can play table tennis.  
**Kareem:** I'm not very good at playing table tennis. I sometimes play table tennis with Samira. She always wins!

**4**



**Kareem:** We are all good at playing table tennis today!

### Tapescript

1.  
Laila: Kareem can run very fast!  
Samira: Yes, Kareem is good at running. What's your favourite sport?  
Laila: My favourite sport is volleyball.  
Samira: We sometimes play volleyball. Let's go to the sports centre on Saturday!
2.  
Samira: This is fun. I like playing volleyball.  
Laila: You're good at playing volleyball, too!
3.  
Kareem: Can you play handball?  
Ali: No, I can't! But I can play table tennis.  
Kareem: I'm not very good at playing table tennis. I sometimes play table tennis with Samira. She always wins!
4.  
Kareem: We are all good at playing table tennis today!

### Further practice

- Choose a pupil to come to the front and act out a sport. The rest of the class have to ask questions, e.g. *Do you sometimes play volleyball?* The pupil who asks the question correctly comes to the front to act out a sport.

### End the lesson

- Ask *Do you play sport after school? What do you play after school?*

## Lesson 2

<b>Outcomes</b>	<ul style="list-style-type: none"><li>To demonstrate recognition of short, simple words in reading texts</li><li>To follow short, simple oral instructions related to work in class</li><li>To find simple information in a table</li><li>To write English sentences about sports in semi-cursive handwriting correctly, legibly and neatly</li></ul>
<b>Structures</b>	The present simple with adverb of frequency <i>sometimes</i> : <i>We sometimes play volleyball.</i> The verb <i>like</i> + the gerund: <i>I like playing volleyball.</i> The adjective <i>good</i> + preposition <i>at</i> + the gerund: <i>We are all good at playing table tennis!</i>
<b>Functions</b>	Talking about sports Talking about daily routines Expressing frequency Expressing likes and dislikes Talking about ability Asking and answering questions Appreciating the value of sports
<b>Topic</b>	Sports
<b>Resources</b>	<ul style="list-style-type: none"><li>Pupil's Book, page 8 Exercise 1, Listen and read</li><li>Activity Book, Page 8 Exercise 1, Read and circle <i>Yes</i> or <i>No</i></li><li>Activity Book, Page 8 Exercise 2, Look and write</li><li>Cassette, Pupil's Book, Unit 2, Exercise 1</li><li>Flashcards: running fast, playing handball, playing table tennis, playing volleyball</li><li>Wall chart 1: Sports</li></ul>

### Revision

- Put the four flashcards on the board or ask pupils to look at the wall chart. Ask a pupil *Can you run fast?* Elicit the answer. Say *Ask a question*. Encourage the pupil to ask another pupil the question about one of the sports.
- Then say *I like playing table tennis. What about you?* Elicit sentences from the pupils. Repeat with *I'm good at ...* and *I sometimes play ...*

### Pupil's Book, Page 8, Exercise 1

- Say *Open your books at page 8*. Play the recording to the class again while they read.
- Write the sport words on the board to practise pronunciation: **v**olleyball, **t**able **t**ennis, **h**andball. The stress is on the first syllable in each word.
- Ask some comprehension questions, e.g. *Who is good at running? (Kareem) What is Laila's favourite sport? (volleyball) Where can they play volleyball? (at the sports centre) Who is good at volleyball? (Samira) Who is not very good at table tennis? (Kareem) Who can't play handball? (Ali)*
- Put pupils into groups of four to practise reading the story. Monitor as they are reading, checking their pronunciation. Go over any problems as a class when they have finished.

## Activity Book, Page 8, Exercise 1

- Say *Open your Activity Book at page 8. Look at Exercise 1.*
- Ask a couple of questions *What is Laila's favourite sport? (volleyball) What sport is Laila good at? (table tennis)* to make sure they understand how the table works.
- Choose a pupil to read the example sentence and answer.
- Let the pupils work in pairs to answer the questions.
- Check the answers as a class.

### Answers

1. Yes 2. No 3. Yes 4. Yes 5. No 6. No

## Activity Book, Page 8, Exercise 2

- Say *Now look at Exercise 2. Look at picture 1. What sport is it?* Elicit answers and repeat with the other pictures.
- Pupils work alone to write the correct sentences with each picture. When they have finished, they should swap books with another pupil. They should then check each other's work to make sure they have copied the sentences accurately.
- Check the answers as a class, choosing individuals to read the sentences aloud.

### Answers

1. Kareem can run very fast!
2. I'm good at playing volleyball.
3. I like playing table tennis.
4. I sometimes play handball.

## End the lesson

- Ask *Do you go to the sports centre? What do you do there?*

## Lesson 3

### Outcomes

- To respond to questions before, during and after listening to a text about sports
- To pronounce learnt English words in exchanges about sports correctly
- To make connections between prior knowledge and experiences about sports and short, simple reading materials

### Structures

The present simple with adverb of frequency *sometimes*:  
*We sometimes play volleyball.*  
 The verb *like* + the gerund:  
*I like playing volleyball.*  
 The adjective *good* + preposition *at* + the gerund:  
*We are all good at playing table tennis!*

### Functions

Talking about sports  
 Expressing frequency  
 Matching a text with pictures  
 Appreciating the value of sport

### Vocabulary

*sail, swim*

### Topic

Sport

### Resources

- Pupil's Book, page 9  
Exercise 2, Listen, choose and say
- Activity Book, page 9  
Exercise 3, Read and match
- Cassette, Pupil's Book, Unit 2, Exercise 2
- Flashcards: sailing, swimming, running fast, playing handball, playing table tennis, playing volleyball
- Wall chart 1: Sports

## Revision

- Ask around the class *Is playing handball fun?* If a pupil says *No*, ask him/her to come to the front and stand on your left; if he/she says *Yes*, ask him/her to come to the front and stand on your right. Try to get three or four pupils on each side.
- Then point to the pupils on your left and ask the rest of the class *Do they like playing handball?* (*No, they don't like playing handball.*) Say *That's right. It isn't fun.* Repeat with the pupils on your right.
- Repeat with the other sports they know.

## Presentation

- Introduce the new sports (*swimming, sailing*) with the flashcards or the wall chart. Ask *Is swimming fun? Is sailing fun?* If pupils have never done these sports, they can say *I don't know.*
- Ask a few students questions, e.g. *Do you like swimming? Are you good at swimming?*
- Write the two new words on the board and practise saying them with the class, putting the stress on the first syllable in each case.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
respond correctly to personal questions			



## Pupil's Book, Page 9, Exercise 2

- Say *Open your Pupil's Book at page 9.*
- Point to the pictures and ask *What sport is this? (a. table tennis, b. sailing, c. swimming, d. handball, e. volleyball.)*
- Say *Listen. What sports do you hear? Play the recording. Check the answers as a class.*

### Answers

table tennis (a) volleyball (e) swimming (c)  
handball (d)

- Say *Now listen again. Which sports does Faisal like? Play the recording again for pupils to check their answers. Check answers as a class. He likes table tennis and volleyball.*
- Then ask *Is he good at volleyball? (No, he isn't.)*
- Put the pupils in pairs and ask them to take turns to make sentences about Faisal. Play the tape again if they need it.
- Choose some pupils to tell you about Faisal.

**2 Listen, choose and say**



**3 Ask and answer**

- play table tennis
- play handball
- play volleyball
- swim
- sail



### Tapescript

Boy 1: What sports do you play, Faisal?  
 Faisal: I sometimes play table tennis. I like playing table tennis. I play table tennis at the sports centre at the weekend with my friend, Rakan.  
 Boy 1: Do you like playing volleyball?  
 Faisal: Yes, I do. I'm not very good at playing volleyball!  
 Boy 1: Can you swim?  
 Faisal: No, I can't! I never go swimming.  
 Boy 1: Can you play handball?  
 Faisal: Yes, I can. I sometimes play handball. I play handball at the sports centre on Thursday.

## Further practice

- On the board write the questions from the listening: *What sports do you play? Do you like playing volleyball? Can you play handball?*
- Put students in pairs to ask and answer the questions. Monitor as they are speaking, helping where necessary.

## Activity Book, Page 9, Exercise 3

- Say *Open your Activity Books. Turn to page 9.*
- First, go over the exercise orally with the class. Then let them work individually to complete it. Ask them to check their answers with a partner.
- Check the answers as a class.

### Answers

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

## End the lesson

- Give six pupils one of the flashcards each. Tell them that you want them to hold up their card and smile if they like the sport, but look sad if they don't like it.
- Ask the class to look at the six pupils and give you a sentence about them, e.g. *Salem likes playing table tennis. He is good at table tennis. Table tennis is fun. Rasheed doesn't like swimming. He's not good at swimming. Swimming isn't fun.*

## Lesson 4

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To participate in short, simple guided exchanges about playing sports</li> <li>• To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. school sports)</li> <li>• To spell learnt, simple vocabulary related to sports correctly (e.g. <i>handball, volleyball</i>, etc.)</li> </ul>
<b>Structures</b>	<p>The verb <i>like</i> + the gerund:  <i>Do you like playing table tennis?</i></p> <p>The adjective <i>good</i> + preposition <i>at</i> + the gerund:  <i>I am good at playing table tennis!</i></p> <p>The modal <i>can</i> + <i>you</i> + verb:  <i>'Can you ride a bike?'</i></p>
<b>Functions</b>	<p>Talking about sports</p> <p>Talking about ability</p> <p>Asking and answering questions</p> <p>Appreciating the value of sports</p>
<b>Topic</b>	Sports
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 9 Exercise 3, Ask and answer</li> <li>■ Activity Book, page 9 Exercise 4, Read, look and complete</li> </ul>

## Revision

- Give students some sentences about Faisal from the listening in the last lesson and see what they can remember, e.g. *He doesn't like playing table tennis. (No. He likes playing table tennis.) He's not very good at playing volleyball. (Yes) He can swim. (No. He can't swim.) He sometimes plays handball. (Yes)*

### Pupil's Book, Page 9, Exercise 3

- Say *Open your Pupil's Book. Turn to page 9.*
- Point to the two boys. Ask two pupils to read the question and answer.
- Choose two other pupils. Ask them to ask and answer a question using a different sport.
- Pupils practise in pairs. Monitor as they are talking, helping where necessary.
- Check any pronunciation problems.

### Activity Book, Page 9, Exercise 4

- Say *Open your Activity Books at page 9. Look at Exercise 4.* Ask students to read the words in the box aloud, checking their pronunciation. Ask a pupil: *Can you spell table tennis?* Ask them to spell it out. Repeat with the other words.
- Ask a pupil to read the first complete sentence. Do the rest of the exercise orally.
- Pupils now write their answers. Then ask them to swap books. Tell the pupils you want them to check their partner's spelling.
- Check answers as a class, choosing pupils to read the sentences aloud.

#### Answers

1. I'm good at playing table tennis.
2. I sometimes play handball.
3. We like playing volleyball.
4. I never go sailing.
5. I'm not very good at running.
6. I like swimming.

### Further practice

- Ask the pupils to use the sentences in Activity Book, Exercise 4 and make true sentences about themselves. They should work in pairs and take turns to say the sentences. Monitor as they are speaking. Go over any pronunciation problems at the end of the activity.

### End the lesson

- Say *Tell me a sport with eight letters. (volleyball) Spell it.* Repeat with other sports.

## Lesson 5

### Outcomes

- To use reading strategies
- To demonstrate understanding of a short, simple paragraph about a stadium
- To copy English letters and words in semi-cursive handwriting (e.g. hand, sun, run, stadium, football match, etc.)
- To complete a template of a short, simple letter from Kareem to Khaled

### Structures

The present simple with adverb of frequency *sometimes*:  
*My dad **sometimes** takes me to the stadium.*  
 The verb *like* + the gerund:  
*I **like playing** football.*

### Functions

Talking about sports  
 Expressing likes and dislikes  
 Talking about ability  
 Asking and answering questions  
 Appreciating the value of sports

### Vocabulary

*football match, people, stadium, team*

### Topic

Sports

### Resources

- Pupil's Book, page 10 Exercise 4, Read and answer
- Activity Book, page 10 Exercise 5, Trace and copy
- Activity Book, page 10 Exercise 6, Complete the letter
- Flashcards: football match, stadium, team
- Wall chart 1: Sports

### Revision

- Give pupils the following sentences and ask them to tell you which sport you are talking about:  
*You do this sport on water. (sailing)*  
*You do this sport in water. (swimming)*  
*You have two or four people to play this sport. (table tennis)*  
*You have a big ball to play this sport. (handball or volleyball)*
- Ask *Which sport do you like? Which sport are you good at?*

### Presentation

- Teach the new vocabulary using the flashcards or the wall chart. Hold up the *stadium* flashcard and say *This is a stadium. What can you play here? (football)* Ask *What is it?* The whole class replies *A stadium.* Ask individuals.
- Show the flashcard of the *team*. Say *Look at these people. They are a team. How many people are in a football team? (11) What's your favourite football team? Does your football team always win?*
- Show the flashcard of the *football match*. Say *Look at these people. What are they playing? (football) This is a football match. How many teams are playing? (two)*
- Show the flashcards again and repeat the words. Pupils repeat after you.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
respond correctly to personal questions			


## Pupil's Book, Page 10, Exercise 4

- Say *Open your Pupil's Book at page 10. Look at the photograph. What is it? (a stadium) What can you see in it?* Accept all sensible answers.
- Ask pupils to read the paragraph quietly to themselves. Ask them to look for the three new words. Then read it to them.
- Choose pupils to read a sentence each aloud. Write any words they mispronounce on the board. Practise them as a class. Make sure they pay attention to full stops and that their intonation is appropriate.
- Choose two pupils to read the example question and answer. Pupils read the text again and answer the questions.
- Check answers as a class.

**4 Read and answer**

*This is King Abdullah Stadium in Amman. Many people come here to watch football matches. My dad sometimes takes me to the stadium. I like watching football matches. Twenty-two people play football in a match. I like playing football. I always play football on Saturday. Our football team sometimes wins. Samira can't play football. She sometimes plays table tennis.*  
Kareem

- 1 What sport do people play at King Abdullah Stadium?
- 2 Who does Kareem go to the stadium with?
- 3 Does Kareem like watching football matches?
- 4 How many people play in a football match?
- 5 When does Kareem play football?
- 6 Can Samira play football?



What sport do people play at King Abdullah Stadium?

People play football at King Abdullah Stadium.

### Answers

1. People play football at King Abdullah Stadium.
2. He goes to the stadium with his dad.
3. Yes, he likes watching football matches.
4. Twenty-two people play in a football match.
5. He always plays football on Saturday.
6. No, she can't play football.

## Further practice

- Write the following questions on the board. Ask pupils to work in pairs taking turns to ask and answer them:
  - *Do you go to a stadium?*
  - *Who do you go with?*
  - *Do you like watching football matches?*
  - *Can you play football?*
  - *Can you play volleyball?*
- Choose some pupils to ask and answer a question in front of the class.

## Activity Book, Page 10, Exercise 5

- Say *Turn to page 10 in your Activity Books. Look at Exercise 5.*
- Use the Handwriting Practice as a guide to show pupils how to form the letters *an* on the board. Pupils write the letters and then the words. Repeat with *un*.
- Monitor as they are writing, checking they are forming the letters correctly.

## Activity Book, Page 10, Exercise 6

- Ask the pupils to look at Exercise 6. Ask them to look at the letter and ask *What is it?* Accept the answer in Arabic and then teach *letter* if necessary. Explain that we know it is a letter because it begins with *Dear* and ends with *Best wishes*.
- Ask pupils to work in pairs to complete the letter.
- Choose pupils to read a sentence each to check the answers.

### Answers

Dear Khaled,

How are you? I'm having **(1) fun**. I'm at King Abdullah **(2) stadium**.

I'm watching a **(3) football match**. My favourite **(4) team** is playing. They aren't very good at playing football but they **(5) sometimes (6) win!**

Write to me soon.

Best wishes,  
Kareem

## End the lesson

- Ask *Do you play in a team? What do you play? Do you win?*

## Lesson 6

### Outcomes

- To recognise the sounds of consonant combination: *th*, in the English alphabet
- To participate in the singing of a simple song about sports after listening to a tape
- To print English words correctly, legibly and neatly
- To apply knowledge of simple spelling, punctuation and usage in writing about sports
- To recognise some basic kinds of short, simple reading material (e.g. sentences to be completed)
- To relate English phrases to familiar, personal experiences of sports
- To recognise numbers 22-29

### Structures

The modal *can* + *you* + verb:  
**Can** you ride a bike?  
 Yes, I **can**./No, I **can't**.

### Functions

Talking about ability  
 Asking and answering questions  
 Appreciating the value of sports  
 Showing appreciation of listening to and singing a song

### Topic

Sports

### Resources


- Pupil's Book, page 11 Exercise 5, Listen and say
- Pupil's Book, page 11 Exercise 6, Look and say
- Pupil's Book, page 11 Exercise 7, Sing
- Activity Book, page 11 Exercise 7, Listen and point
- Activity Book, page 11 Exercise 8, Look and write the sport
- Activity Book, page 11 Exercise 9, Write about you
- Cassette, Pupil's Book, Unit 2, Exercise 5
- Cassette, Pupil's Book, Unit 2, Exercise 7
- Cassette, Activity Book, Unit 2, Exercise 7
- Wall chart 1: Sports


### Revision

- Show the pupils the Wall chart 1: Sports. Point to the different pictures and elicit the names of the sports.
- Give a sentence about a picture and choose a pupil to point to it, e.g. *I go to a football match with my brother.* (student points at *football*)
- Ask pupils to give a sentence about a picture (without pointing to the picture) and for another pupil to point to the picture.


## Pupil's Book, Page 11, Exercise 5

- Say *Open your Pupil's Books at page 11. Look at Exercise 5. Point to the first picture. Listen.* Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second picture.
- Ask pupils to repeat the first *th* sound after you, followed by the second *th* sound. The first sound (*Thursday*) is light and the air comes out easily between the tongue and the teeth – but it mustn't sound like *s*. With the second sound (*this*), the tongue should be behind the top teeth and touching them.


**5**  Listen and say



Thursday



this



that

**6** Look and say

22

23

24


25

26

27

28


29

**7**  Sing


Are you good at running?  
 What sports do you like?  
 Do you like table tennis?  
 Can you ride a bike?

Are you good at handball?  
 What sports do you play?  
 Do you like volleyball?  
 Tell me what you say!


Are you good at swimming?  
 What sports do you do?  
 Do you like football?  
 I like these sports, too!




a



b



c



d

### Tapescript

th, Thursday, Thursday  
 th, this, this, that, that

## Pupil's Book, Page 11, Exercise 6

- Say *Look at Exercise 6.*
- Write the number 10 on the board. Ask pupils *What comes after 10?* Elicit the answer, 11. Write it on the board.
- Then write 20. Ask pupils *What comes after 20?* Elicit the answer, 21, and write it on the board.
- Continue the same questioning *What comes after 21?*... orally till number 29. Then ask pupils to look at exercise 6 in their books. Read the numbers yourself one at a time making sure the pupils are pointing at the correct number.
- Then use the flash cards of the numbers 22 to 29 to hold one at a time and ask pupils to say the number.
- Write these numbers on eight pieces of paper. Give these eight pieces of paper to eight different pupils. Ask them to hide these numbers from the rest of the class.
- Then, each pupil with a number comes to the front of the class and holds up his or her piece of paper to the rest.
- Pupils practise guessing and saying the correct numbers as a class.

## Pupil's Book, Page 11, Exercise 7

- Say *Look at the pictures in Exercise 7. What can you see?* Pupils tell you the sports they can see (*table tennis, volleyball, football, swimming*).
- Say *Listen and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.
- Ask *What is this?* Elicit *It's a song.*
- Play the first verse again and ask the pupils to sing along. Do the same with the second and third verses.
- Divide the class into three groups. One group practises and sings the first verse, one the second verse and one the third verse. Give them two or three minutes to practise. Then ask each group to sing their verse to the class.

### Tapescript

Are you good at running?  
What sports do you like?  
Do you like table tennis?  
Can you ride a bike?

Are you good at handball?  
What sports do you play?  
Do you like volleyball?  
Tell me what you say!

Are you good at swimming?  
What sports do you do?  
Do you like football?  
I like these sports, too!

## Activity Book, Page 11, Exercise 7

- Say *Open your Activity Books at page 11.*
- Write the word *thank* on the board and ask the class to say it. Do the same with *the*. Make sure they are using the correct *th* sound.
- Explain that they are going to hear some words. They must listen and point to the sound they hear. They can do this together and see if they agree or not. Play the tape.
- Play the tape again, pausing after each word. Ask a pupil to come to the board and point to the sound each time. Does the class agree? If not, play the word again. Get the pupils to repeat the word each time.

### Tapescript

1. Thursday
2. this
3. thirsty
4. that
5. theatre
6. three
7. brother

### Answers

- 1 /θ/Thursday 2 /ð/this 3 /θ/thirsty 4 /ð/that  
5 /θ/theatre 6 /θ/three 7 /ð/brother

## Activity Book, Page 11, Exercise 8

- Say *Look at the pictures in Exercise 8. What are they?*
- Pupils then write the words individually. When they have finished, they can compare answers and make any corrections.
- Check their answers by asking pupils to spell the words to another pupil, who writes them on the board.

### Answers

1. volleyball 2. table tennis 3. football  
4. sailing 5. riding a bike 6. swimming

## Activity Book, Page 11, Exercise 9

- Ask the class to look at the sentences in Exercise 9. You could give some model sentences yourself. Then ask a few pupils to complete the sentences aloud.
- Pupils then write about themselves. Monitor as they are writing, helping where necessary.
- Choose some pupils to read their sentences aloud.

## End the lesson

- Say *How many sports do you know now?* Let pupils tell you the names of sports.
- Ask *What are you good at?* Let pupils give answers with sports and perhaps subjects at school.
- Congratulate pupils on all their hard work in Unit 2.

## Lesson 1

## Outcomes

- To develop strategies to use spoken words and short, simple sentences about actions
- To follow short, simple instructions in the classroom
- To respond to questions before, during and after listening to a sequence of sentences

## Structures

The present continuous:  
*What are you doing?*  
*I'm cooking lunch.*

## Functions

Expressing actions  
Asking and answering questions  
Making suggestions  
Acquiring appreciation of Jordanian culture

## Vocabulary

*learn, project (n), send, use (v), set (v)*

## Topic

Activities

## Resources

- Pupil's Book, page 12  
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 3, Exercise 1
- Wall chart 1: Sports; Wall chart 2: Activities

## Revision

- Show the class the Wall chart 1: Sports. Ask two pupils to stand up. You point to a picture on the wall chart. One pupil asks the other a question, e.g. *Do you like playing handball? Are you good at handball? Do you sometimes play handball?*
- When they have asked and answered the question correctly, they each choose another pupil to stand up. You point to a different picture and repeat the activity.

## Presentation

- Give three or four pupils some instructions to follow, e.g. *Ahmad, come to the front. Bring your book with you. Now, sit at my desk and read your book quietly. Taleb, come to the front. Bring your pencil. Sit at my desk. Here is a piece of paper. Draw a computer on it. Asma, come to the front. Here is some chalk/a board pen. Write the alphabet on the board.*
- Say to the rest of the class: *Look at Ahmad. He is reading. What is he doing?* The class repeats *He is reading.* Say *Yes, he's reading.* Show them how the two words *he is* become one *he's*. Ask individuals to repeat the sentence. Repeat with the other two pupils.
- Then point to all three and say *They are working. What are they doing? (They are working.) Yes, they're working.* Ask individuals about the pupils.
- Then ask one of the pupils, e.g. *Ahmad, what are you doing?* Teach or elicit *I'm reading.* Repeat with the other two pupils.
- Then ask a pupil to ask you the question *What are you doing?* You reply *I'm teaching English.* Then ask *Are you teaching English?* Elicit *No.* Say *You are learning English.* Ask *What are you doing?* Elicit from different pupils *I'm learning English.*
- Point to the Wall chart: sports again and ask questions about each picture, e.g. *What are they doing? They're playing handball.*

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
give answers to <i>What are you doing? What is he/she doing? What are they doing?</i>			
can use the contractions <i>I'm, you're, he's, she's, they're</i> correctly			

## Pupil's Book, Page 12, Exercise 1

- Say *Open your books at page 12.*
- Say *Look at picture 1* and ask *Who can you see? (Kareem and his mother) What is Kareem's mother doing? (She's cooking.) Look at picture 2. Who can you see? (Kareem and his father) What is his father doing? Teach/ elicit He's using his computer. Ask Why is he using his computer? Elicit He's writing an email. Say Look at picture 3. What is Samira doing? (She's reading.) Look at picture 4. What are they doing? (They're eating.)*
- Say *Listen and read the story. Then tell me 'What is Samira reading? Why is she reading?'*
- Ask pupils to listen to the recording and follow the words as they listen. Elicit the answer to your questions (*Samira is reading a book about Jordan. She's reading the book for her school project.*). Help the pupils to understand the word *project*. Ask *What do you do to make a project? Do you read? (Yes) Do you write? (Yes) Do you draw pictures? (perhaps/ maybe/ sometimes) Do you do it in your exercise book? (No) Do you do it on a piece of paper? (Yes) What do you write about? (something interesting, e.g. Jordan, endangered animals, etc.).* Ask pupils to tell you about a project they have done. They should have done some in the previous year in English.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils to look at picture 2. Ask *What is Kareem's dad doing? (He's writing an email.) Then what does he do? (He sends the email.) So does he write the email after lunch? (No, because he sends it before lunch.) What else can you send? (a letter)*
- In this story the pupils have had to work out the meaning of the new words. Write them on the board and practise saying them with the class: *learn, project, send, use.* Ask them to find them in the story and read the sentence aloud.
- Pupils then work in groups of four to practise reading the story. Monitor as they are reading, checking for any pronunciation issues. Make a note and practise any difficult words as a class. If pupils finish quickly, they can swap roles and read the story again.

# Unit 3

## I'm reading about Jordan

### 1 Listen and read



**Kareem:** Hello, Mum. What are you doing?  
**Mum:** I'm cooking lunch. Can you set the table please, Kareem?  
**Kareem:** Yes, of course.



**Kareem:** What are you doing, Dad?  
**Dad:** I'm writing an email.  
**Kareem:** It's time for lunch now, Dad!  
**Dad:** That's good! I'm sending the email now.



**Kareem:** What are you reading, Samira?  
**Samira:** I'm reading a book about Jordan for our school project.  
**Kareem:** Let's work on our project after lunch. We can use the computer.



**Dad:** I'm travelling to Aqaba tomorrow. Do you want to come with me?  
**Kareem and Samira:** Yes, please!  
**Kareem:** We can learn about Aqaba for our school project!

### Tapescript

- Kareem:** Hello, Mum. What are you doing?  
**Mum:** I'm cooking lunch. Can you set the table please, Kareem?  
**Kareem:** Yes, of course.
- Kareem:** What are you doing Dad?  
**Dad:** I'm writing an email.  
**Kareem:** It's time for lunch now, Dad!  
**Dad:** That's good! I'm sending the email now.
- Kareem:** What are you reading, Samira?  
**Samira:** I'm reading a book about Jordan for our school project.  
**Kareem:** Let's work on our project after lunch. We can use the computer.
- Dad:** I'm travelling to Aqaba tomorrow. Do you want to come with me?  
**Kareem and Samira:** Yes, please!  
**Kareem:** We can learn about Aqaba for our school project!

### Further practice

- Say *Think about your family. What are they doing now?* Give some examples of your own family, e.g. *I think my mother is reading. I think my father is washing the car.* etc. Ask a few pupils then ask them to work in pairs asking *What is your mother/sister/father/brother doing now?* Monitor and help where necessary. Use the Wall chart 2: Activities where necessary.

### End the lesson

- Ask *Why do you use a computer?* Try to elicit as many uses as possible from the class, e.g. *to send an email, to get information, to play games, to watch a film, to talk to people,* etc.

## Lesson 2

### Outcomes

- To demonstrate recognition of simple words and sentences about actions
- To use reading strategies to understand short, simple reading material, (e.g. sequence of questions and answers in a story)
- To write semi-cursive English letters in words describing actions correctly, legibly and neatly (e.g. *sending, writing*)

### Structures

The present continuous:  
*What are you doing?*  
*I'm cooking lunch.*

### Functions

Expressing actions  
 Asking and answering questions  
 Making suggestions  
 Acquiring appreciation of Jordanian culture

### Topic

Activities

### Resources

- Pupil's Book, page 12  
Exercise 1, Listen and read
- Activity Book, Page 12  
Exercise 1, Read and order
- Activity Book, Page 12  
Exercise 2, Read, look and complete
- Cassette, Pupil's Book, Unit 3, Exercise 1
- Wall chart 2: Activities

### Revision

- Ask pupils questions about their family, e.g. *What is your mother/father/brother/sister doing now?* Elicit some answers. Ask *What are your friends doing now? What are your grandparents doing now?* Refer pupils to the wall chart if necessary.
- Ask the pupils to work in pairs and ask and answer questions about people they know. Monitor as they are working, noting any errors. Go over these as a class at the end of the activity.

### Pupil's Book, Page 12, Exercise 1

- Say *Open your books at page 12.* Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is. This will check how well they are following the recording.
- Ask comprehension questions about the story and questions which they have to decide on: *What is Kareem's mother doing? (She's cooking lunch.) What is she cooking? (I think she is cooking chicken and rice.) What is Dad doing? (He's writing an email.) Who is he writing to? (I think he is writing to his brother.)*
- Ask other comprehension questions, e.g. *Who is helping Kareem's mum? What is Samira reading? What homework have Samira and Kareem got? Where is Dad travelling tomorrow? Who is going to Aqaba tomorrow?*

### Activity Book, Page 12, Exercise 1

- Say *Open your Activity Book at page 12. Look at Exercise 1.*
- Choose pupils to read each sentence. Ask *What is the fifth sentence?* Choose a pupil to read it. Ask *Is it a question? (Yes) How do you know? (There is a question mark.) Who is asking it? (Kareem)*
- Explain that they must find the answer to the question and then put the rest of the conversation in order. Give them three or four minutes to do this and then ask them to compare their answers with a partner. They can take the parts of Samira and Kareem to practise reading it. Monitor and help where necessary.
- Check the answers as a class by asking two pupils to read the sentences aloud.

#### Answers

a. 4 b. 2 c. 5 d. 6 e. 1 f. 3

### Activity Book, Page 12, Exercise 2

- Say *Now look at Exercise 2.* Choose pupils to read the verbs in the box. Make sure they are pronouncing the *-ing* ending correctly.
- Ask a pupil to read the example aloud. If you wish, go over the rest of the exercise orally before the pupils write the answers.
- Monitor as they are writing, checking that they are writing clearly and correctly.
- Check the answers as a class. Choose pupils to read the sentences aloud.

#### Answers

1. reading 2. writing 3. setting  
4. using 5. sending 6. learning

### End the lesson

- Ask pupils questions about what they are learning at school, e.g. *What are you learning in History/Islamic Education/Social Studies?* etc.

## Lesson 3

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To use textbook illustrations of family actions to show understanding of unfamiliar words when listening</li> <li>• To use capitalisation appropriately</li> </ul>
<b>Structures</b>	The present continuous: <i>Mum <b>is cooking</b> lunch. She <b>is making</b> chicken and rice.</i>
<b>Functions</b>	Expressing actions Matching a text with pictures Describing a picture Acquiring appreciation of Jordanian culture
<b>Vocabulary</b>	<i>diary</i>
<b>Topic</b>	Activities
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 13 Exercise 2, Listen and match</li> <li>■ Activity Book, page 13 Exercise 3, Write with capital letters</li> <li>■ Cassette, Pupil's Book, Unit 3, Exercise 2</li> <li>■ Flashcard: diary</li> </ul>

### Revision

- Mime an action to the pupils, e.g. writing an email. Ask *What am I doing?* They reply *You're using a computer. You're sending an email. You're writing an email.* If they are close to your answer, say *Nearly*. When they get it right, say *Yes. Now it's your turn.* The pupil then comes to the front and acts out an activity.
- If you wish, write activities on pieces of paper for pupils to choose from. You could then add activities they know from the previous year, e.g. taking a photo, sleeping, etc.

### Presentation

- Use the flashcard to teach *diary*. Ask pupils, *Have you got a diary? Do you write in it every day? When do you write in it? Who reads your diary? (No one!)*

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and pronounce the new word correctly			



## Pupil's Book, Page 13, Exercise 2

- Say *Open your Pupil's Book at page 13.*
- Point to the pictures and ask *What rooms can you see in the pictures? (bedroom, living room, kitchen) Are they pictures of the same house? (Yes) How many people are in the family? (Four) What is Dad doing in the first picture? (He is reading a book in the living room.) What is he doing in the second picture? (He is writing an email in the living room.)*
- Say *Listen. Which picture is the person talking about, the first picture or the second picture?*
- Play the recording. Ask *Who thinks it is the first picture? Put your hands up. Who thinks it is the second picture. Put your hands up.* Count the number of hands each time. Congratulate the group that got it correct.
- Play the tape again, pausing after each person has been described, e.g. *In this picture, Mum is cooking lunch in the kitchen. She is making chicken and rice.* Pause the tape and say *Point to Mum in the kitchen. What's she doing? (She's cooking.) What's she cooking? (She's cooking chicken and rice.)* Ask questions like this for each person.

**2 Listen and match**

**3 Look and say**

Mum is talking on the phone.  
She is talking to my aunt.

### Tapescript

In this picture, Mum is cooking lunch in the kitchen. She is making chicken and rice. Issa is helping Mum. He's setting the table. Alia is in her bedroom. She is doing her homework. She is writing in her diary for a school project. Dad is in the living room. He is reading a book. He is reading about sports in Jordan.

### Answers

Picture a

## Further practice

- Say *Look carefully at the pictures.* Divide them into two teams. Write on the board: *I can see something beginning with ...*
- Then say *I can see something beginning with b.* Write the letter *b* on the board. Pupils can ask you *Is it a book? (No) Is it a bed? (Yes).* Let the team who guesses correctly, choose the next item.

## Activity Book, Page 13, Exercise 3

- On the board, write your name in a sentence with no capitals, e.g. *my name is [miss nadia].* Make sure no one copies down what you have written. Ask the pupils to look at the sentence and tell you what is wrong with it. Ask pupils to come to the front and correct it by putting the capital letters in the correct places. Remind them or elicit from them when we use capitals. (*at the beginning of sentences and for names of people and places*)
- Say *Open your Activity Books. Turn to page 13.*
- Choose pupils to read the sentences aloud. They then write the sentences out correctly. Monitor as they are writing. If they have made a mistake, tell them to read the sentence again but don't point out the mistake. Let them work it out.
- Check answers as a class.

### Answers

1. Mum is cooking chicken and rice.
2. Dad is reading about Jordan.
3. Issa is helping Mum.
4. He's setting the table.
5. Alia is writing her diary.
6. She is doing a school project about Amman and Aqaba.

## End the lesson

- Tell the pupils to watch what everyone in their family is doing at 8 o'clock this evening. Tell them you will ask them in the next lesson.

## Lesson 4

### Outcomes

- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. describing actions)
- To demonstrate understanding of short, simple reading material (e.g. sentences describing actions)

### Structures

The present continuous:  
*Mum **is talking** on the phone.*

### Functions

Expressing actions  
Describing a picture  
Acquiring appreciation of Jordanian culture

### Topic

Activities

### Resources

- Pupil's Book, page 13  
Exercise 3, Look and say
- Activity Book, page 13  
Exercise 4, Read and circle *Yes* or *No*

## Revision

- Start the lesson with the homework you gave the pupils. On the board write the day and date of the last lesson and the time: *8 o'clock*. Tell the pupils what day and that *It is 8 o'clock. What is your father doing?* Elicit answers from the class.
- Let them talk in pairs about what their family is doing. Monitor as they are speaking, checking for accuracy.

## Pupil's Book, Page 13, Exercise 3

- Say *Open your Pupil's Book. Turn to page 13.*
- Say *Look at picture b. Where is Mum? (She's in the living room.) What's she doing? (She's talking on the phone.)*
- Choose a pupil to read the example sentences.
- Tell the pupils to look at the second picture and to take turns saying what the people are doing and adding more information where they can.
- Monitor as they are describing the pictures. Ask some pairs with good ideas to tell the other pupils what they think is happening.

### Suggested answers

Dad is writing an email in the living room. He is writing to his brother. He is asking his brother and his family to come for lunch.

Issa is tidying his bedroom. He is putting his clothes away. He is putting his books on the shelf.

Alia is drinking in the kitchen. She is drinking orange juice.

## Further practice

- Give pupils different sentences about the pictures and ask *Which picture? e.g. Alia is doing her homework. (Picture a).*
- Let the pupil who gives the correct answer say a sentence and continue round the class, giving different pupils the chance to say a sentence.

## Activity Book, Page 13, Exercise 4

- Say *Open your Activity Books at page 13. Look at Exercise 4.*
- Ask the pupils to describe the picture, saying what each person is doing.
- Choose a pupil to read the first sentence and example answer.
- Ask the pupils to work in pairs to complete the exercise.
- Monitor as they are working, helping where necessary.
- Check answers as a class, choosing pupils to read the sentences and answers aloud.

### Answers

1. Yes 2. Yes 3. No 4. No  
5. Yes 6. Yes 7. No 8. Yes

## End the lesson

- Ask the class questions about what is happening in their school at the moment, e.g. *What is happening in the library? (Pupils are reading. Pupils are taking books off the shelves.) What is happening in the laboratory? (Pupils are learning Science. [Teacher's name] is teaching Science.) What is happening in the head teacher's office? (She is talking on the phone.)* etc.

## Lesson 5

### Outcomes

- To use picture clues (Hammamat Ma'in) to make predictions about content while reading a letter independently
- To demonstrate understanding of a short, simple letter about Aqaba
- To write short, simple (completion, answering project) sentences for specific purposes
- To copy capital and small English letters in semi-cursive handwriting (e.g. *Jordan, Maths*, etc.)

### Structures

The present continuous:  
*The family is travelling to Aqaba by car.*

### Functions

Expressing actions  
Describing a picture  
Choosing the correct answer about an email  
Acquiring appreciation of Jordanian culture

### Vocabulary

*warm, waterfall*

### Topic

Activities

### Resources

- Pupil's Book, page 14 Exercise 4, Read and choose
- Activity Book, page 14 Exercise 5, Look and write
- Activity Book, page 14 Exercise 6, Trace and copy
- Flashcard: waterfall

## Revision

- Give pupils some wrong sentences for them to correct. You are testing their listening skills in this as well as their knowledge of collocations (which verbs go with certain nouns). Say, for example, *Mum is cooking the phone. (No! Mum is cooking lunch.) Dad is writing the table. (No! Dad is writing an email.) Alia is tidying her diary. (No! She's writing in her diary.)*

## Pupil's Book, Page 14, Exercise 4

- Say *Open your Pupil's Book at page 14. Look at Exercise 4.*
- Ask the pupils to look at the pictures and say what they can see. Point to the waterfall and tell them you want them to read the letter and find the word for this.
- Give pupils time to read the letter by themselves. When they have finished, show them the flashcard of the waterfall and ask *What's this?* Then ask *Is the water hot? (No) Is the water cold? (No) The water is warm – it isn't hot and it isn't cold.*
- Choose some pupils to read sentences from the letter.
- Then choose a pupil to read the example with the correct answer. Say *Which sentence tells you the answer? (Dad is driving.)* Here the pupils are not looking for the exact words, but you don't drive a plane so the answer must be car.
- Ask pupils to work in pairs. They should take turns reading the correct sentences aloud.
- Check answers as a class.

#### 4 Read and choose



Dear Laila and Ali,  
We're going to Aqaba. Dad is driving. We are driving through the mountains. We are visiting Hammamat Ma'in. There is a very big waterfall.

The water is very warm. The sky is blue. We are swimming and playing in the water in Hammamat Ma'in. Here is a photo.

Samira and Kareem

1 The family is travelling to Aqaba by *car / plane*.

2 There *is / isn't* a waterfall at Hammamat Ma'in.

3 The water is *warm / cold*.

4 Kareem and Samira are *swimming in the water / reading about the waterfall*.

5 Kareem and Samira are *looking at / sending* a photo.

The family is travelling to Aqaba by car.



14

#### Answers

1. car 2. is 3. warm 4. swimming in the water  
5. sending

#### Activity Book, Page 14, Exercise 5

- Say Turn to page 14 in your Activity Book. Look at Exercise 5.
- Choose pupils to read the words in the box. After each phrase, say Look at the pictures. Which picture is it?
- Say Look at the first picture. Choose a pupil to read the sentence. Explain that they have to write full sentences with the words in the box.

#### Answers

1. We're going to Aqaba!
2. We're driving through the mountains.
3. We're visiting the waterfalls.
4. We're swimming in warm water.

#### Activity Book, Page 14, Exercise 6

- Say Now look at Exercise 6.
- Use the Handwriting Practice at the end of the Activity Book to demonstrate on the board how to form each of the capital letters. Pupils now do exercise 6, writing the letters and then the word.
- Monitor as they are writing, checking they are forming the letters correctly.

#### End the lesson

- Ask pupils Do you want to go to Aqaba? What do you want to do there? Elicit sentences, e.g. I want to swim in the water. I want to take a photo. I want to see the waterfall.
- Ask pupils to find out two things about Aqaba for homework.

## Lesson 6

#### Outcomes

- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To recognise the sounds of consonant combinations in the English alphabet: *bl, cl, fl*
- To demonstrate recognition of simple words (e.g. *computer, monitor, printer, etc.*)
- To make connections between prior knowledge of daily used objects and simple reading material

#### Structures

The present continuous:  
*What is she doing?*  
*She's writing in her diary.*

#### Functions

Relating words to pictures  
Acquiring appreciation of Jordanian culture

#### Vocabulary

*keyboard, monitor, mouse, printer*

#### Topic

Activities

#### Resources

- Pupil's Book, page 15 Exercise 5, Listen and say
- Pupil's Book, page 15 Exercise 6, Look and find
- Activity Book, page 15 Exercise 7, Listen and point
- Activity Book, page 15 Exercise 8, Read and match
- Cassette, Pupil's Book, Unit 3, Exercise 5
- Cassette, Activity Book, Unit 3, Exercise 7
- Flashcards: diary, waterfall, monitor, printer, keyboard, mouse
- Wall chart 3: Technology

#### Revision

- Ask pupils to give you some information about Aqaba.
- Show the pupils the flashcards of the *diary* and *waterfall*. Ask *What is it?* Say *This is Samira's diary. What is she doing?* Indicate writing. (*She's writing in her diary.*) *What is she writing about?* Hold up the waterfall. (*She's writing about her visit to Aqaba./She's writing about the waterfall in Aqaba.*)

#### Pupil's Book, Page 15, Exercise 5

- Say Open your Pupil's Books at page 15. Look at Exercise 5. Point to the first picture. Listen. Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.
- Make sure the pupils are not putting an extra vowel between the two consonants.

**5** Listen and say

**6** Look and find

(1) computer (2) monitor  
(3) printer (4) keyboard  
(5) mouse

**Tapescript**  
 bl, blue, blue  
 cl, climb, climb  
 fl, flying, flying

**Presentation**

- Show the pupils the new flashcards (*keyboard*, *monitor*, *mouse*, *printer*) and teach them the words. Refer also to the wall chart.
- Check that they are pronouncing them properly and that the stress is on the correct syllable (the first in each case as shown above).
- Put the flashcards on the board. Say the words and ask pupils to come and point to the correct picture, repeating the word.
- Ask questions: *Can you use a keyboard? Have you got a printer at home? Do you use a mouse with your computer? Is your monitor big or small? Do you like using a computer?*

**Classroom assessment**

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce the new words correctly			
can indicate the different parts of a computer			

**Pupil's Book, Page 15, Exercise 6**

- Say *Now look at Exercise 6.*
- Point to the computer and say *What's this?*
- Choose different pupils to read the words aloud.
- In pairs, pupils match the words and the pictures. Use the wall chart when necessary.
- Check answers as a class.
- They then sit with another partner and ask questions. *What's this? Have you got a computer at home? Where is it? What do you do on your computer?*

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

**Activity Book, Page 15, Exercise 7**

- Write the sound *bl* on the board and ask the class to say it. Do the same with *cl* and *fl*. Now say *Open your Activity Books at page 15.*
- Explain that they are going to hear some words. Say *Listen and point to the sound you hear.* They can do this together and see if they agree or not. Play the tape.
- Play the tape again, pausing after each word. Ask a pupil to come to the board and point to the sound each time. Does the class agree? If not, play the word again. Get the pupils to repeat the word each time.

**Tapescript**  
 1. clock  
 2. flower  
 3. blue  
 4. clean  
 5. flag  
 6. class

**Answers**  
 1/kl/ clock, 2/fl/ flower, 3/bl/ blue, 4/kl/ clean, 5/fl/ flag, 6/kl/ class

**Activity Book, Page 15, Exercise 8**

- Say *Look at Exercise 8.* Ask different pupils to read the sentences aloud.
- Point to the line from 1 to b. Explain that they must do the same.
- Pupils work individually to complete the exercise. They then check with a partner and change their answers if necessary.
- Check answers as a class.

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

**End the lesson**

- Remind the pupils of the different things they have learned in this unit. Show them the flashcards again and elicit the name of each item.
- Congratulate pupils on all their hard work in Unit 3.

## Lesson 1

### Outcomes

- To respond to questions before, during and after listening to a diary
- To demonstrate understanding of words and phrases used in a diary

### Structures

Revision of:  
 The present simple:  
**We always do our homework.**  
 The present continuous:  
**We are learning about Aqaba.**  
 The verb *like* + the gerund:  
**We like swimming.**  
 The adjective *good* + preposition *at* + the gerund:  
**We are all good at playing table tennis!**

### Functions

Talking about sports  
 Answering questions about actions  
 Expressing likes  
 Talking about ability  
 Acquiring appreciation of Jordanian places  
 Appreciating the value of sports

### Vocabulary

Revision of:  
*around, break (n), diary, fun, hall, keyboard, learn, monitor, mouse, printer, project (n), pupil, sail, show (v), swim, use (v), waterfall*

### Topic

Revision

### Resources

- Pupil's Book, page 16 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 4, Exercise 1
- Flashcards: monitor, mouse, printer, keyboard, sailing, swimming, waterfall, diary
- Wall chart 3: Technology

## Revision

- Ask the pupils *Who uses a computer? What do you use your computer for?* Elicit sentences e.g. *I do my homework on my computer./ I send emails on my computer./ I play games on my computer.* Now ask questions such as:  
*Is it fun playing games on your computer?*  
*What's your favourite game?*  
*Do you use your computer every day?*
- Show pupils the flashcards or the wall chart to revise *monitor, mouse, printer and keyboard*, asking *What's this?* Pupils reply. Say *Spell monitor*. Write the word on the board. Practise with the other words.
- Show the flashcard *waterfall*. Ask *Where can you see a waterfall in Jordan? (Aqaba/Hammamat Ma'in)* Hold up the flashcards *sailing and swimming*. Ask *What can you do in Aqaba?*
- Show the flashcard *diary* and ask *What's this? Do you write in a diary? Do you write every day or every week? Do you write about school? What do you write about?*

## Pupil's Book, Page 16, Exercise 1

- Give pupils the instruction *Open your books at page 16.*
- Ask pupils to look at the picture at the top of the page and ask *Who can you see? What can you see?* Elicit *Kareem and Samira's diary*.

- Ask the pupils to look at the picture below. Ask *What's this? (It's the King's Highway.) Do you sometimes go on the King's Highway? Where do you go?*
- Say *Listen and read the story. Then tell me 'Where are Kareem and Samira? What are they doing?'*
- Ask pupils to listen to the recording and follow the words as they listen. Pupils give the answers to your questions. (*They are in Aqaba. They are writing in their diary.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Then ask individuals to repeat.
- Ask pupils some questions:
  - What is Kareem's dad doing? (He's working.)*
  - Why are they learning about Aqaba? (They are learning about Aqaba for their school project.)*
  - What is their project about? (It's about Jordan.)*
  - Do they think Aqaba is nice? (Yes, they like Aqaba.)*
  - What do they like doing? (They like swimming and sailing.)*
  - What is Kareem good at? (He's good at swimming.)*

Unit  
**4**

**Review**


**1 Listen and read**

**Kareem and Samira's diary**

This is our diary! We write our diary every week.

Today, we are writing our diary in Aqaba. Dad is working here in Aqaba. We always drive from Amman to Aqaba on the King's Highway. We are learning about Aqaba for our school projects.

Our school project is about Jordan. We like Aqaba. We like swimming and sailing. Kareem is good at swimming!




**2 Look and say**

- play table tennis
- swim
- sail
- play volleyball
- play handball



I'm good at playing table tennis.



I'm not very good at swimming.

## Tapescript

This is our diary! We write our diary every week. Today, we are writing our diary in Aqaba. Dad is working here in Aqaba. We always drive from Amman to Aqaba on the King's Highway. We are learning about Aqaba for our school projects. Our school project is about Jordan. We like Aqaba. We like swimming and sailing. Kareem is good at swimming!

## Further practice

- Ask the pupils to start writing a weekly diary in English. They can use a notebook or they can use their computer at home. Either way, tell them that you want them to give you it at the end of every week so that you can check it to help them with their English. Tell them they can ask you questions in it if they wish.
- Begin their diaries by checking today's date. Tell them they must always write the date in English. Revise how this should be written.
- They then use the English they learn in class to write some sentences. They can add pictures if they wish. For example, *I like listening to English songs in class. I like singing them. It is fun. Today we have break after science. We practise P.E. in the hall. Samira showed the new pupil around the school.*
- You can look at the diaries each week and write comments on them.

## End the lesson

- Ask *What can you write in your diary for this week?* Elicit some suggestions from the pupils.

## Lesson 2

### Outcomes

- To demonstrate recognition of reading material (e.g. a diary)
- To ask questions while reading (e.g. *Does this sound correct?*)
- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. sports)
- To pronounce learnt English words correctly in exchanges about sports
- To use end punctuation (?/.) correctly
- To organise simple information about people's sports in tables and charts

### Structures

The adjective *good* + preposition *at* + the gerund:  
*I'm good at playing table tennis!*

### Functions

Talking about sports  
Talking about ability  
Acquiring appreciation of Jordanian places  
Appreciating the value of sports

### Vocabulary

Revision of:  
*handball, sail, swim, table tennis, volleyball*

### Topic

Revision

### Resources

- Pupil's Book, page 16 Exercise 1, Listen and read
- Pupil's Book, page 16 Exercise 2, Look and say
- Activity Book, Page 16 Exercise 1, Copy and complete the punctuation
- Activity Book, Page 16 Exercise 2, Listen and complete
- Cassette, Pupil's Book, Unit 4, Exercise 1
- Cassette, Activity Book, Unit 4, Exercise 2
- Wall chart 1: Sports

## Revision

- Ask *What's your dad doing now?* Accept all sensible answers from the class. Pupils can work in pairs to ask questions about other members of their family.

## Pupil's Book, Page 16, Exercise 1

- Say *Open your books at page 16.* Play the recording to the class again while they read.
- Ask pupils to practise reading the diary in pairs. One pupil reads while the other one listens. They should try to check if the pronunciation is correct or not. They can ask *Does that sound correct?* If they are unsure, they should ask you for help, saying *Excuse me, teacher/ [your name]. Can you help us, please?* Remember to teach this classroom language before they start the activity.
- Monitor as they are reading, checking their pronunciation.

## Pupil's Book, Page 16, Exercise 2

- Show the pupils the Wall chart 1: Sports. Point to the pictures and ask *Are you good at playing volleyball?* Elicit an answer from a pupil and ask that pupil to ask someone else in the class the question, using a different sport.
- Say *Look at Exercise 2 in your Pupil's Book.* Choose two pupils to read the example sentences.
- Ask the pupils to work in pairs and talk about each sport. Monitor as they are speaking, making a note of any errors. Go over these at the end of the activity.
- Then ask *Who isn't good at swimming?* Elicit and answer, e.g. *Asma isn't good at swimming. Who is good at sailing?* etc.

## Activity Book, Page 16, Exercise 1

- Write a question and answer from the previous exercise on the board, e.g.  
*Who is good at sailing Khalid is good at sailing*
- Ask *What is missing from these two sentences?* Help the pupils if necessary to say a question mark and a full stop. Ask pupils to come to the board to put them in the correct places. Explain that every question has a question mark and most sentences end in a full stop (Some could end with an exclamation mark "!").
- Say *Open your Activity Book at page 16. Look at Exercise 1. Read through the sentences. Which ones are questions?* Give pupils time to read through the sentences and give you the answer.

### Answers

2 and 5

- Pupils work individually to write the sentences and add the correct punctuation. Monitor and help where necessary.
- Check the answers as a class by asking pupils to read the sentences aloud and tell you if it's a full stop or question mark.

### Answers

1. This is our diary.
2. Do you write a diary?
3. We are learning about Aqaba.
4. Our school project is about Jordan.
5. Do you like sailing?
6. Kareem is good at swimming.

### Activity Book, Page 16, Exercise 2

- Ask pupils to look at Exercise 2. Choose pupils to read the words in the box aloud.
- Ask them to look at the examples in the book. Ask *What is Ali good at? (volleyball) What does he say? (I'm good at playing volleyball.) What is Ali not very good at? (running) What does he say? (I'm not very good at running.)*
- Ask pupils to listen while you play the tape all the way through.
- Play the tape again, pausing after each one so that pupils have time to write the words.
- Go over the answers as a class, eliciting sentences, e.g. *Ali is good at playing volleyball. He isn't very good at running.*

### Tapescript

1. Hi! My name's Ali. I'm good at playing volleyball. I'm not very good at running.
2. My name's Salma. I'm good at swimming. I'm not very good at playing table tennis.
3. I'm Omar. I'm not very good at handball. I'm good at sailing.
4. My name's Huda. I'm good at playing table tennis. I'm not very good at sailing.

### Answers

1. volleyball, running
2. swimming, table tennis
3. sailing, handball
4. table tennis, sailing

### End the lesson

- Show the pupils the Wall chart 1: Sports. Ask them to give you sentences about different sports they are good at or not good at, e.g. *I am good at playing volleyball. I am not very good at sailing.*

## Lesson 3

### Outcomes

- To ask peers for help (e.g. *How can I do this part of the exercise?*)
- To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. actions)
- To complete a template of a short, simple email to a friend
- To write answers to short, simple questions about actions for specific purposes and audiences

### Structures

Revision of:  
The present simple with adverbs of frequency *always, sometimes and never*:  
*They **sometimes win** their table tennis matches.*  
*I **always do** my homework in the afternoon.*  
The present continuous:  
*Now, she **is doing** her homework.*  
The verb *like* + the gerund:  
*Salwa **likes playing** table tennis.*

### Functions

Expressing actions  
Talking about daily routines  
Expressing frequency  
Listening to a text and answering questions  
Acquiring appreciation of Jordanian places  
Appreciating the value of sport

### Vocabulary

Revision of:  
*after (prep), fast, football match, send, team, win*

### Topic

Revision

### Resources

- Pupil's Book, page 17  
Exercise 3, Look and say
- Pupil's Book, page 17  
Exercise 4, Listen and answer
- Activity Book, page 17  
Exercise 3, Read and write about you
- Activity Book, page 17  
Exercise 4, Write an email to a new friend
- Cassette, Pupil's Book, Unit 4, Exercise 4
- Flashcards: running fast, playing handball, sailing, swimming, playing table tennis, playing volleyball

### Revision

- Using six pieces of A5 paper, write a tick (✓) on three and a cross (X) on the other three.
- Ask six pupils to come to the front and give each a piece of paper. They mustn't let the rest of the class see them. Get a member of the class to choose one of the flashcards (*running fast, playing handball, sailing, swimming, playing table tennis, playing volleyball*) and show the rest of the class. The class has to make sentences about the six pupils and the flashcard, e.g. *Ali, Ahmad and Khalid are good at swimming. Tamer, Tareq and Kareem are not good at swimming.* You ask the six pupils, *Is that correct?* If it is correct, they show their ticks and crosses. If not, the class tries again. Next time, tell them who they guessed correctly about and let them try to give the correct sentences.

### Pupil's Book, Page 17, Exercise 3

- Say *Open your Pupil's Book at page 17.*
- Point to three words at the top of the page – *always, sometimes, never.* Choose a pupil to read the example sentence. Choose some other pupils to give the same sentence about themselves.
- In pairs, pupils take turns to make sentences about themselves. Monitor as they are speaking, helping where necessary.
- Choose a few pairs to share some of their sentences with the class.

**3 Look and say**

• always • sometimes • never

I always do my homework.



do my homework



win a match



send emails



play table tennis



go to the park



go to the sports centre

**4 Listen and answer**

- 1 What day is it today?
- 2 What time is it?
- 3 What is Salwa doing now?
- 4 What is Ziad doing now?
- 5 What does Salwa like doing?
- 6 What does Ziad like doing?

What day is it today?

It's Tuesday.

### Pupil's Book, Page 17, Exercise 4

- Say *Look at Exercise 4. You are going to hear about Salwa and her brother Ziad. Read through the questions.*
- Play the tape all the way through. Ask the pupils to read the questions again and think about the answers.
- Play the tape again. Go through the answers as a class.

#### Tapescript

Salwa and her brother Ziad live in Aqaba. Every Saturday, Salwa goes to the sports centre. She goes with her friends. They are in a team. They play table tennis. They sometimes win their table tennis matches! Salwa likes playing table tennis. Today, it is Tuesday. It is half past three. Salwa goes to school in the morning. Now, she is doing her homework. She's using the computer. She's working on her school project.

At the weekend, Ziad goes sailing with his father. He's very good at sailing. He likes sailing. Today, it is Tuesday. It is half past three. Ziad goes to school in the morning. After lunch, he does his homework. Now, he is playing in the park with his friends. He is riding his bike. He likes riding his bike.

#### Answers

1. It's Tuesday.
2. It's half past three.
3. She is doing her homework.
4. He is playing in the park with his friends.
5. She likes playing table tennis.
6. He likes sailing and riding his bike.

### Activity Book, Page 17, Exercise 3

- Say *Open your Activity Books. Turn to page 17.*
- Ask each question to a few pupils. Guide them to use the expressions in the box.
- Pupils write answers individually. Monitor and help if necessary.
- When they have finished, they ask and answer the questions in pairs.

#### Suggested answers

1. I sometimes go to the sports centre.
2. I always do my homework in the afternoon.
3. I sometimes play table tennis after school.
4. I never play sports at six o'clock. I sometimes play sports at half past three.
5. I sometimes visit my grandmother on Saturday afternoon.

### Activity Book, Page 17, Exercise 4

- Ask the questions in the email around the class: *Do you like sports? What's your favourite sport? What do you do at the weekend? What's your favourite subject at school?*
- Say *Look at Exercise 4.* Explain that they are going to complete it for themselves. Tell them if they can't do part of it, they can ask another pupil for help. They can say *How can I do this part of the exercise?*
- Choose pupils to read their emails aloud.

#### End the lesson

- Ask *What day is it today? What time is it? What subject have you got next? Do you like [subject]? Are you good at [subject]?*



## Lesson 4

### Outcomes

- To demonstrate understanding of a short, simple reading paragraph about what Amal and Tareq do
- To make connections between prior knowledge and experiences and short, simple reading materials about sports
- To copy capital and small English letters in semi-cursive handwriting: *man, Mum, van, ice*
- To pronounce consonant combinations correctly: *ch, sh, th, fl, cl, bl*

### Structures

Revision of:  
The present continuous:  
*We are learning about Aqaba.*  
The verb *like* + the gerund:  
*He likes reading.*

### Functions

Revision of:  
Matching information with pictures  
Answering questions about a text  
Asking and answering questions  
Talking about abilities  
Appreciating the value of sports

### Vocabulary

Revision of:  
*Arabic (n), Islamic Education, laboratory, library, Social Studies, stadium*

### Topic

Revision

### Resources

- Pupil's Book, page 18 Exercise 5, Read, match and answer
- Pupil's Book, page 18 Exercise 6, Ask and answer
- Activity Book, page 18 Exercise 5, Trace and copy
- Activity Book, page 18 Exercise 6, Read and say
- Flashcards: diary, football match, playing handball, laboratory, library, sailing, stadium, swimming, playing table tennis, playing volleyball
- Wall chart 1: Sports

## Revision

- Ask different pupils to come to the board and write the days of the week on the board in a list on the left.
- Then show the different flashcards to the pupils eliciting what they are (*diary, football match, playing handball, laboratory, library, sailing, stadium, swimming, playing table tennis, playing volleyball*) or refer to the wall chart.
- At the top of the board write *always, sometimes, never*.
- Ask a pupil to choose a card and make a sentence with a day of the week and one of the adverbs of frequency, e.g. *I always write in my diary on Friday. I never play volleyball on Tuesday.* etc.
- Add a few school subjects to the list, e.g. *Arabic, Social Studies, Islamic Education*. Ask them to make sentences, e.g. *We always have Arabic on Monday. We never have Social Studies on Thursday.*

## Pupil's Book, Page 18, Exercise 5

- Say *Open your Pupil's Book. Turn to page 18.*
- Say *Look at the first picture. What is she doing? (playing volleyball)* Do the same for the other pictures.
- Tell the pupils to read the paragraph and match the names to the children in the pictures.

### Answers

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

- Choose a few pupils to read some sentences from the paragraph aloud.
- Choose two pupils to read the example question and answer. Pupils then work in pairs to ask and answer the questions. Monitor as they are talking, helping where necessary.
- Check the answers as a class.

### Answers

1. Issa doesn't like playing sports.
2. Tareq can run very fast.
3. Fatima sometimes wins her matches.
4. Issa always has a book.
5. Amal can't play volleyball.

**5 Read, match and answer**

(1) Amal can't play volleyball. Amal can draw. She likes drawing flowers. (2) Tareq is very good at sports. He can run very fast. Tareq's favourite sport is table tennis. (3) Fatima is good at volleyball. She sometimes wins her volleyball matches! (4) Issa doesn't like sports. He likes reading. He always has a book.



Who doesn't like playing sports?

- 1 Who doesn't like playing sports?
- 2 Who can run very fast?
- 3 Who sometimes wins matches?
- 4 Who always has a book?
- 5 Who can't play volleyball?

Issa doesn't like playing sports.

**6 Ask and answer**

- 1 What is your favourite sport?
- 2 What are your mother and your father doing now?
- 3 What school subject are you good at?
- 4 What do you always do on Friday?
- 5 What do you do after school?

What is your favourite sport?

My favourite sport is football.

## Pupil's Book, Page 18, Exercise 6

- Say *Look at Exercise 6.*
- Choose two pupils to read the example question and answer. If you wish, go over the questions orally with the class before they answer them in pairs.
- Monitor as they are speaking, helping where necessary.
- Choose pupils to ask and answer the questions across the class to check some answers.

## Activity Book, Page 18, Exercise 5

- Say *Open your Activity Book at page 18. Look at Exercise 5.*
- Ask pupils to read the words. Model writing them on the board.
- Remind pupils to refer to the Handwriting Practice at the end of the Activity Book as a guide. They work quietly to write the words. Monitor as they are writing, helping where necessary.

## Activity Book, Page 18, Exercise 6

- Say *Look at Exercise 6.* These are the sounds that they have learned over the last three units. Ask the class to say each word together and then ask individuals to say them.
- Pupils work in pairs. They point to a word for their partner to say. Again they can ask each other *Does that sound correct?* If in doubt, they should ask you.

### End the lesson

- Ask pupils *Which is your favourite sport?* Elicit answers.

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To follow short, simple instructions in class</li> <li>• To answer questions about activities</li> <li>• To write a paragraph about free time</li> <li>• To work in a group cooperatively</li> </ul>
<b>Structures</b>	<i>I do/go; I like reading/playing; I'm good at</i>
<b>Functions</b>	Making a poster Talking about activities
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 19 Exercise 7, Project: My free time</li> <li>■ Cardboard</li> <li>■ Photos of sports</li> <li>■ Project worksheet 1</li> </ul>

### Revision

- Ask pupils *What's your favourite day? What's your favourite subject? What subjects are you good at? What sport do you do after school? Where do you have P.E. lessons? Do you like playing football?* Elicit answers. Accept all sensible answers to encourage pupils.

## Pupil's Book, Page 19, Exercise 7

- Say *Open your Pupil's Book at page 19. Look at exercise 7.* Choose pupils to read the questions. Explain that they are going to work in groups to make a project. They answer the questions combined in paragraph form.
- Go round the class checking pupils' work and helping when needed. Encourage them to use *always, sometimes, after school, at the weekend...* in their paragraphs.
- After they have done so, ask students to write the paragraph neatly on a piece of cardboard. Remind them to have a title. Explain that they should get photos or pictures from their homes to illustrate. They can search the web to obtain some.

### Optional project

- The pupils can do a project on their favourite sport or hobby. Ask them to use *Project worksheet 1* on page 156. They should use pictures (from magazines, the internet or drawn themselves) to place in the box, and then write about their chosen sport in the space provided. They should also say when they do their chosen sport and perhaps who they do it with. Pupils can do this project for homework and bring it to the next lesson. You can then display their work in the classroom.

## 7 Project: My free time

### 1 Read and answer

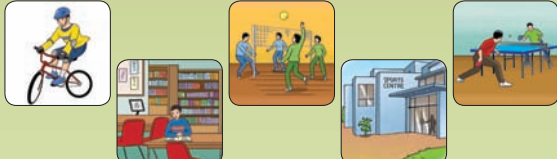
- 1 What do you do after school?
- 2 What do you do at the weekend?
- 3 What is your favourite sport?
- 4 What sports are you good at?
- 5 Do you think sports are good for you?

### 2 Make a poster about your free time

**My free time**

*After school, I always do my homework. I sometimes go to the library. At the weekend, I sometimes go to the park. I like riding my bike. I always read a book. I like reading. My favourite sport is volleyball. I like playing volleyball. I sometimes play volleyball in the sports centre. I like playing volleyball and I like playing table tennis. I'm good at playing volleyball!*

Ziad



### 3 Ask and answer

What do you do after school?



I always do my homework. I sometimes go to the library.



19

## Lesson 6

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To ask and answer questions about activities</li> <li>• To present the project to the class</li> <li>• To gather information about what they can do</li> </ul>
<b>Structures</b>	<i>What do you do...? What's your favourite sport? What sports ...? I do/go...; I like reading/playing...; I'm good at...</i>
<b>Functions</b>	Making a poster Talking about activities
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 19 Exercise 7, Project: My free time</li> <li>■ Cardboard</li> <li>■ Photos of sports</li> <li>■ Activity Book, page 79, Assessment</li> </ul>

## Pupil's Book, Page 19, Exercise 7

- Pupils in each group glue the photos they have got on the cardboard.
- Every group presents its poster to the class. Two pupils role play to ask and answer the questions. Encourage the groups to give positive feedback. The groups vote for the winning team.

### End the lesson

- Ask pupils *Which is your favourite unit – 1, 2 or 3? Which is your favourite new word?* Ask pupils to come to the board and write their favourite word.
- Then ask pupils to make sentences with the new words.
- Ask pupils to complete the assessment found in their Activity Books.
- Congratulate pupils on all their hard work in the first four units.

## Lesson 1

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To develop strategies to use spoken words and short, simple sentences in exchanges</li> <li>To use textbook illustrations to apply knowledge of new words when listening</li> </ul>
<b>Structures</b>	The present continuous: <i>Are you looking at the fish? No, we aren't.</i> <i>Is the dolphin eating the fish? No, it isn't.</i>
<b>Functions</b>	Expressing actions Asking and answering questions Acquiring a sense of caring for animals
<b>Vocabulary</b>	<i>boat, bottom, dolphin, glass, make a video, sea, shark, wait (v)</i>
<b>Topic</b>	Visiting Aqaba
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 20 Exercise 1, Listen and read</li> <li>Cassette, Pupil's Book, Unit 5, Exercise 1</li> <li>Flashcards: boat, dolphin, making a video, sea, shark</li> <li>Wall chart 1: Sports</li> </ul>

- Then hold up the flashcard *boat*. Say *You and your friend are in the boat. What are you doing?* Pupils answer e.g. *We are sailing.* Ask pupils questions, e.g. *Are you playing on your computer? Are you fishing? Are you taking a photograph? Are you sleeping?* Pupils give short answers. *Yes, we are./No, we aren't.*
- On the board, write *We are sailing*. Under it write the question *Are you fishing?* Show the pupils how the subject and verb swap places in the question. Also point out the question mark. Practise the statement and question a few times. Make sure the pupils are pronouncing the *-ing* correctly.
- Choose two pupils to come to the front. Give them the flashcard *boat* and say *They are in a boat. Ask them questions.* Pupils ask questions about what they are doing using all the expressions they know. If they can't think of any, give them a verb/an expression, e.g. *look at the dolphins, do your homework, take a photograph, eat lunch*, etc. If they answer *Yes* to any of the questions, encourage pupils to ask further questions, e.g. *Are you eating lunch? (Yes, we are.) What are you eating? (We are eating sandwiches.) Are you drinking water? (No, we are drinking orange juice.)* etc.
- Show the flashcard *making a video* to the class. Ask *Are you making a video?* The pupils in the boat reply. Choose pupils to ask the question.
- Finally, point to the glass in a window in the classroom. Teach the word *glass*. Write it on the board. Leave it there – you will need to use it at the beginning of page 20.

### Revision

- Show the Wall chart 1: Sports and ask individual pupils: *Which sport are you good at? Which sport aren't you good at? Do you like playing [volleyball]?*
- Get pupils to pose the questions to other members of the class.
- Then ask a few pupils to present their projects about their favourite sport. They should show their projects and say a few sentences. Other pupils can ask them questions if they wish. Put the projects on the wall for everyone to read.
- There will be a project in each review lesson. Take a note of who presented their project this time and make sure you ask different pupils next time. Alternatively, you could ask one or two more pupils to present their projects at the beginning or end of the next five lessons.

### Presentation

- Ask the pupils: *Can you remember where Samira and Kareem are? (In Aqaba)*
- Show the flashcard *sea* and teach the word. Ask *Do you like swimming in the sea? Ask Are Kareem and Samira in the sea? What do you think?* If they say *Yes*, show them the flashcard *boat*. Say *They are on a boat. A boat.* Ask the class *Where are they?* Say with the class *On a boat.* Show the flashcard to the class and ask individuals *What is it? (It's a boat.)*
- Then ask pupils *What can they see on the boat?* Accept all sensible answers. Then show the flashcard *dolphin* and teach the word. Ask *Do you like dolphins? Are they nice? (Yes!)* Then show them the flashcard *shark* and teach the word. Ask *Do you like sharks? Are they nice? (No!)*
- Write the four words on the board. Read them with the children. Then give each flashcard to a pupil and ask him/her to stick it next to the correct word and say it aloud. Ask the class *Is that correct?*

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
respond correctly to the question <i>Are you eating lunch?</i>			
pronounce the <i>-ing</i> clearly			

## Pupil's Book, Page 20, Exercise 1

- Give pupils the instruction *Open your books at page 20.*
- Ask pupils to look at the pictures. Ask *Who can you see?* Point to Grandma and ask *Who do you think this is?* Tell them it's Samira and Kareem's grandmother.
- We have not yet taught the words *wait* or *bottom*. Let the pupils work out the meanings from the story and pictures. Point to the word *glass* on the board. Ask pupils to repeat it. Say 'glass' is in the story. *Is there a window in the story? What is glass? Listen to the story and then tell me.*
- Ask pupils to listen to the recording and follow as they listen.
- Ask *What is glass?* Elicit *The bottom of the boat is glass.* Show the flashcard of the boat. Say *Point to the bottom of the boat.* Repeat *bottom. This is the bottom of the boat.* Give instructions. Say *Touch the bottom of your bag. Asma, touch the bottom of the board.* etc.
- Ask the pupils to look at picture one. Ask *Are they on the boat? (No) Can you see the boat? (Yes) Is the boat there? (Yes, it is.) What are they doing? (They're waiting for the boat.) Is it coming in a minute? (Yes, it is.)* Teach *wait (v).*
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and then as individuals.
- Ask pupils to look at picture one. On the board, write *phoning Grandma.* Ask *Is Kareem phoning Grandma?* Elicit *No, he isn't.* Then point to the words and say *Mum.* Ask a pupil to ask another pupil the question, i.e. *Is Mum phoning Grandma?* Repeat with Dad and Samira.
- Ask pupils to look at picture three. Write on the board *swimming under the boat.* Say to a pupil *A shark?* The pupil asks the questions *Is a shark swimming under the boat?* Continue with *a dolphin, Samira, Kareem.* Then say *Samira and Kareem* to elicit *Are Samira and Kareem swimming under the boat? (No, they aren't.)* Repeat with *fish.* *Are the fish swimming under the boat? (Yes, they are.)*
- Choose pupils to read each part aloud. Check their pronunciation and practise as a class if necessary.

Unit  
**5**

## The dolphins are jumping

**1** Listen and read



**Samira:** Hello Grandma! Today we're at the Marine Park in Aqaba.

**Grandma:** That's lovely! Are you looking at the fish?

**Samira:** No, we aren't. We're waiting for a boat!



**Samira:** The bottom of the boat is glass. It isn't sailing fast. We're looking at the fish. I can see fish!



**Kareem:** Look! There's a shark under the boat!

**Dad:** It isn't a shark. It's a dolphin.

**Kareem:** Is the dolphin eating the fish?

**Mum:** No, it isn't. It's playing with the fish!



**Samira:** Grandma, the dolphins are jumping in the sea! Kareem is making a video for you!

20

### Tapescript

- Samira:** Hello Grandma! Today we're at the Marine Park in Aqaba.

**Grandma:** That's lovely! Are you looking at the fish?

**Samira:** No, we aren't. We're waiting for a boat!
- Samira:** The bottom of the boat is glass. It isn't sailing fast. We're looking at the fish. I can see fish!
- Kareem:** Look! There's a shark under the boat!

**Dad:** It isn't a shark. It's a dolphin.

**Kareem:** Is the dolphin eating the fish?

**Mum:** No, it isn't. It's playing with the fish!
- Samira:** Grandma, the dolphins are jumping in the sea! Kareem is making a video for you!

### Further practice

- Ask the class to give you examples of verbs and write the *-ing* form on the board with numbers, e.g. 1. *sleeping*; 2. *using your computer*; 3. *writing in your diary*; 4. *playing table tennis*; 5. *swimming*.
- Ask a pupil to come to the front. Write one of the numbers (1-5) on a piece of paper and show it to him. The pupil checks the number on the board but says nothing. The rest of the class then ask him questions to find out what he is doing, e.g. *Are you playing table tennis? (No, I'm not.) Are you sleeping? (No, I'm not.) Are you writing in your diary? (Yes, I am.)* The pupil who guesses correctly can then come to the front. Repeat the activity. You can add more verbs if you wish or change them after playing a couple of times.

### End the lesson

- Ask the class *Do you make videos? What do you make videos of?* Let the pupils try to explain.

## Lesson 2

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To pronounce learnt English words in a reading dialogue correctly</li> <li>To demonstrate recognition of simple words in a reading text</li> <li>To write capital and small English letters in semi-cursive handwriting</li> <li>To write English sentences in semi-cursive handwriting correctly, legibly and neatly</li> <li>To write answers to short, simple questions related to pictures</li> <li>To apply knowledge of simple punctuation</li> </ul>
<b>Structures</b>	The present continuous: <i>Are you looking at the fish? No, we aren't.</i> <i>Is the dolphin eating the fish? No, it isn't.</i>
<b>Functions</b>	Expressing actions Asking and answering questions Acquiring a sense of caring for animals
<b>Topic</b>	Visiting Aqaba
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 20 Exercise 1, Listen and read</li> <li>Activity Book, Page 19 Exercise 1, Read, look and write answers</li> <li>Activity Book, Page 19 Exercise 2, Order and write</li> <li>Cassette, Pupil's Book, Unit 5, Exercise 1</li> <li>Flashcards: boat, dolphin, making a video, sea, shark</li> </ul>

### Revision

- Show the class the four flashcards *boat, dolphin, sea, shark*, and ask *What is it?* Pupils answer. Now show them the word and ask pupils to come to the board and draw it. They then give a sentence, e.g. *It's a boat.*
- Show the pupils the flashcard *making a video* and ask *Is he drawing a picture? (No, he isn't. He's making a video.)* Ask different pupils a question.
- Write some activities on six pieces of paper, e.g. *learn English, sit in a classroom, eat lunch, write an email, watch a football match, read a book.* Give the pieces of paper to six different pupils. They ask a pupil of their choice a question using the words on the piece of paper, e.g. *Are you learning English? (Yes, I am.) Are you writing an email? (No, I'm not.)*

### Pupil's Book, Page 20, Exercise 1

- Say *Open your books at page 20.* Play the tape while the pupils follow in their books.
- In groups of five, pupils practise reading the dialogue. When they have finished, they can swap roles and do it again. Monitor as they are working and make note of any pronunciation mistakes. Go over the mistakes as a class. Make sure they are pronouncing *-ing* correctly.
- Now divide the class into four groups and give each group one of the pictures shown on page 20. Ask them to write four questions about their picture. They have to write at least two questions with the present continuous, e.g. *Is Kareem phoning his grandmother?* Make sure they all write the questions down. Monitor as they are doing this. They should ask and answer the questions so they are sure of the answers.

- Then ask the pupils looking at picture 1 to pair up with a pupil looking at picture 2; pupils looking at picture 3 pair up with those looking at picture 4. If there is an odd number, there can be a couple of groups of three. With their books closed, they ask and answer their questions. The pupils asking the questions need to listen carefully and correct any mistakes.
- Ask a few pupils to ask their questions to the class.

### Activity Book, Page 19, Exercise 1

- Say *Open your Activity Book at page 19. Look at Exercise 1.*
- Go over the exercise orally first. Pupils then write their answers to the questions.
- Monitor as they are writing, checking their neatness and accuracy.
- Choose pairs to read out each question and answer.

#### Answers

- No, we aren't.
- No, it isn't.
- Yes, it is.
- Yes, we are.

### Activity Book, Page 19, Exercise 2

- Say *Now look at Exercise 2.* Make sure pupils understand what they have to do. Write the first sentence on the board in the jumbled order, i.e. *are a boat. waiting We for* Ask them which is the first word and last word and get them to tell you how they know (*capital letter and full stop*). Then choose a pupil to read the example sentence aloud and as he reads each word, cross it out on the board.
- Pupils can work in pairs to complete the exercise. Monitor as they are working, checking their writing and accuracy.
- Check answers as a class.

#### Answers

- We are waiting for a boat.
- The boat isn't sailing fast.
- Kareem is making a video of the dolphins.

### End the lesson

- Read the beginnings of the following sentences about the story to the pupils and they complete them by saying one word. Don't let them look at their books.
  - Samira is talking to her ... (grandmother).*
  - The family are waiting for a .... (boat).*
  - The bottom of the boat is ... (glass).*
  - The dolphin isn't eating the ... (fish).*
  - Kareem is making a ... (video).*

## Lesson 3

### Outcomes

- To use complete sentences in short, simple guided exchanges based on familiar situations
- To use punctuation (e.g. ?/.) to illustrate understanding
- To demonstrate understanding of short, simple reading material (e.g. questions and answers)

### Structures

The present continuous:  
*Are you flying a kite? Yes, we are.*

### Functions

Expressing actions  
Asking and answering questions

### Vocabulary

postcard

### Topic

Visiting Aqaba

### Resources

- Pupil's Book, page 21  
Exercise 2, Look and answer
- Activity Book, page 20  
Exercise 3, Read and match
- Flashcards: postcard

## Revision

- Say *I am in Aqaba. I am taking a photo. Ask me a question.* Elicit from the students *Are you taking a photo of a boat? (No, I'm not.) Are you taking a photo of a dolphin? (Yes, I am.)*
- Ask the pupil who guesses correctly to think of something else to take a photo of. The class asks him/her questions.

## Presentation

- Say *You are on holiday. You want to write to your friend. What do you send?* Elicit *postcard* in Arabic. Then show the flashcard *postcard* and teach the new word. Ask *Do you sometimes send postcards on holiday? Who do you send them to? Do you sometimes get postcards? Who do you get them from?*
- Check their pronunciation. The stress is on the first syllable **postcard**.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce and spell the new word correctly			

## Pupil's Book, Page 21, Exercise 2

- Say *Open your Pupil's Book at page 21, please.*
- Point to the first picture and the two boys asking and answering the question. Choose two pupils to read the example.
- Write the question and answer on the board. Choose different pupils to read the question and answer.
- Go through the rest of the exercise orally. If they get the format wrong, point to the example on the board. Let the pupils try to correct themselves.
- Now put pupils in pairs to ask and answer the questions. Monitor as they are working, offering help if necessary. Remind them they can ask you *Is this correct?*

**2 Look and answer**

1 Are they flying a kite?

2 Are they waiting for a boat?

3 Is she making a video?

4 Is he writing a postcard?

5 Are they drinking juice?

6 Is the dolphin sleeping?

Are they flying a kite?  
No, they aren't. They are sailing on a boat.

Are you playing the piano?  
No, I'm not.  
Are you writing an email?  
Yes, I am!

**3 Ask and answer**

- play the piano
- write an email
- draw a picture
- write a postcard
- phone a friend
- listen to music
- take a photo
- make a video

## Answers

- Are they flying a kite?  
No, they aren't. They are sailing on a boat.
- Are they waiting for a boat?  
No, they aren't. They are playing football.
- Is she making a video?  
Yes, she is.
- Is he writing a postcard?  
Yes, he is.
- Are they drinking juice?  
No, they aren't. They are eating ice cream.
- Is the dolphin sleeping?  
No, it isn't. It is jumping in the sea.

## Further practice

- Ask the pupils questions from a list that you have prepared beforehand. Explain that they can answer *Yes* or *No*. Give them an example, e.g. *Are you writing an email?* They reply *No, I'm not.*
- Ask questions using different subjects so they have to reply with the correct form of the verb *be*, e.g. *Is your brother sleeping? Are your mother and father working? Is your grandmother cooking? Are you phoning a friend?* etc.
- Try to keep the pace going at a reasonable speed.

## Activity Book, Page 20, Exercise 3

- Say *Open your Activity Books. Turn to page 20.*
- Ask two pupils to read the question and answer. Point out the subject agreement in the question and the answer: *Are they waiting for a bus? No, they aren't. They're waiting for a boat!*
- Pupils work individually to match the questions and answers. They then check with a partner.
- Check the answers as a class.

### Answers

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

### End the lesson

- Say *Imagine you are on holiday. What are you doing?* Elicit ideas from the class, e.g. *I'm eating ice cream. I am taking a photo. I am writing a postcard to my grandmother.*

## Lesson 4

<b>Outcomes</b>	<ul style="list-style-type: none"><li>• To use prior knowledge of actions to participate in short, simple guided exchanges (e.g. face the speaker)</li><li>• To pronounce learned English words in exchanges correctly</li><li>• To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. actions)</li><li>• To match answers to short, simple questions on different topics</li></ul>
<b>Structures</b>	The present continuous: <i>Are you playing the piano? Yes, I am./No, I'm not.</i>
<b>Functions</b>	Expressing actions Asking and answering questions about actions Miming actions
<b>Vocabulary</b>	<i>play the piano</i>
<b>Topic</b>	Visiting Aqaba
<b>Resources</b>	<ul style="list-style-type: none"><li>■ Pupil's Book, page 21 Exercise 3, Ask and answer</li><li>■ Activity Book, page 20 Exercise 4, Read and circle <i>Yes, I am.</i> or <i>No, I'm not.</i></li><li>■ Flashcards: playing the piano, making a video</li><li>■ Wall chart 2: Activities</li><li>■ Photocopiable worksheet 1</li></ul>

### Revision

- On the board write five verbs: *fly, phone, write, drink, sleep.* Write four people on the board: *mother, father, brother, sister.*
- Ask a pupil a question, e.g. *Is your father flying a kite?* The pupil answers, saying what he/she thinks his/her father is doing, e.g. *No, he isn't. He's working.*
- Ask the same pupil to pose another question using the words on the board. He/she chooses another pupil. Continue practising in this way.

### Pupil's Book, Page 21, Exercise 3

- First show the flashcard *playing the piano.* Teach the phrase and ask *Can you play the piano?* Mime playing the piano. Help pupils do this. Then say *Can you mime making a video?* Show the flashcard after they have mimed the action. Again, help if necessary. Refer also to the wall chart.
- Say *Open your Pupil's Book. Turn to page 21.*
- Choose two pupils to read the dialogue. Show that the girl on the right is miming.
- Pupils work in pairs to mime and ask questions using the list of activities.
- Monitor as they are working, helping where necessary.

### Activity Book, Page 20, Exercise 4

- Say *Open your Activity Books at page 20. Look at Exercise 4.* Explain that they should answer the questions about themselves. Give them time to finish the exercise, working individually. Remind them that if they have a problem, they should ask you for help, e.g. *Can you help me, please?*
- Monitor as they are completing the exercise. Then, in pairs, pupils ask and answer the questions.
- Check answers as a class, choosing pupils to read their answers aloud.

### Suggested answers

1. No, I'm not. 2. No, I'm not. 3. No, I'm not.  
4. Yes, I am. 5. No, I'm not. 6. Yes, I am. 7. Yes, I am.  
8. No, I'm not.

### Further practice: Photocopiable worksheet 1

- See *Photocopiable worksheet 1.* Photocopy the worksheet on page 160. Give one to each pupil. They match the verbs and nouns.
- Then ask them to work in pairs and create their own sentences.
- Check answers and sentences as a class.

### Answers

1. play the piano
2. write an email
3. cook lunch
4. phone a friend
5. listen to music
6. take a photo
7. make a video
8. fly a kite
9. drink juice
10. ride a bike

### End the lesson

- Give pupils activities that they do each day and ask for the time, e.g. *You're having breakfast. What time is it?* Other activities to use:
  - *getting up*
  - *brushing your teeth*
  - *brushing your hair*
  - *getting dressed*
  - *going to school*
  - *having a break*
  - *going home*
  - *having lunch*
  - *going to bed*

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To demonstrate understanding of short simple reading material (e.g. a letter)</li> <li>To copy small English letters and words in semi-cursive handwriting (e.g. <i>four</i>, <i>brush</i>)</li> <li>To write answers to short, simple questions about pictures</li> <li>To ask peers for help (e.g. <i>How can I do this part of the exercise?</i>)</li> </ul>
<b>Structures</b>	The present continuous: <b>Are you looking</b> at the fish? No, we aren't. <b>Is the dolphin eating</b> the fish? No, it isn't.
<b>Functions</b>	Asking and answering questions about actions Answering questions about a postcard
<b>Vocabulary</b>	<i>beach</i> , <i>hotel</i>
<b>Topic</b>	Visiting Aqaba
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 22 Exercise 4, Read and answer</li> <li>Activity Book, page 21 Exercise 5, Trace and copy</li> <li>Activity Book, page 21 Exercise 6, Read, look and answer</li> <li>Flashcards: beach, hotel</li> <li>Wall chart 4: Places</li> </ul>

### Revision

- Get enough small pieces of paper for each pair of pupils. Write a phrase, e.g. *making a video*, on each one. Then cut it in two so that the verb (*making*) is on one piece of paper and the noun (*a video*) is on the other. You can use the expressions on Photocopiable worksheet 1 on page 160.
- Hand a piece of paper out to each of the pupils. They have to stand up and walk around the class, saying *I've got 'make'.* *What have you got?*
- When they find their partner, they should check with you (*Is this correct?*) and then sit down together. When everyone has sat down, ask pairs to stand up and say what they are doing, by reading their pieces of paper, e.g. *We're making a video.*

### Presentation

- Ask *Where do you go at the weekend?* Elicit suggestions from the class. Then show them the flashcard *beach* and say *Do you go here? Do you like it here? What do you do?* Teach the word *beach*.
- Ask *Imagine you are on holiday. Where are you sleeping?* Show the picture of the beach and ask *Are you sleeping here?* (*No!*) Show the flashcard *hotel* and ask *Are you sleeping here?* (*Yes!*) *Yes, you are sleeping in a hotel.* Teach the word *hotel*. Refer also to the wall chart.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce the new words correctly			
understand and answer related questions correctly			

## Pupil's Book, Page 22, Exercise 4

- Say *Open your Pupil's Book at page 22. Look at Exercise 4.*
- Ask *What can you see? (a postcard) What can you see in the postcard?* Pupils reply: *the sea, the beach, trees, boats.* Ask *Where is it? (Marine Park, Aqaba) Do you want to go there?* Pupils reply.
- Say *Samira and Kareem are writing a postcard. What do you think they write?* Elicit some suggestions about the postcard. If they don't know, ask *Do they write about school? (No) Do they write about their hotel? (Yes, maybe.) Do they write about watching TV? (No) etc.*
- Say *Read the postcard and tell me 'What is Mum doing?'*
- Give pupils time to read the postcard. When they have finished, ask your question again and elicit the answer (*She's buying some postcards.*)
- Choose pupils to read sentences from the postcard aloud. Then in pairs, pupils ask and answer the questions. Monitor as they are speaking, helping if necessary.
- Check answers as a class.


### Answers

- They are in Aqaba.
- They are staying in a hotel by the sea.
- No, they aren't swimming.
- They're looking at fish and a turtle.
- No, it isn't. It's sleeping.
- No, she isn't. She's buying postcards.


**4 Read and answer**

Dear Grandma and Grandpa,  
We're in Aqaba! We're staying in a hotel by the sea. We're at the Marine Park on the beach. We aren't swimming. We're looking at fish and a turtle. The turtle isn't swimming. It's sleeping! Mum is buying some postcards.  
Samira and Kareem

Where are Samira and Kareem?



- Where are Samira and Kareem?
- Where are they staying?
- Are they swimming now?
- What are Samira and Kareem looking at?
- Is the turtle swimming?
- Is Mum looking at the fish?



22

## Activity Book, Page 21, Exercise 5

- Say *Turn to page 21 in your Activity Books. Look at Exercise 5.*
- Show pupils by demonstrating on the board how to form the letters *ou*. Use Handwriting Practice at the end of the Activity Book as a guide. Pupils write the letters and then the word. Repeat with *ru*.
- Monitor as they are writing, checking they are forming the letters correctly.



## Activity Book, Page 21, Exercise 6

- Say *Look at Exercise 6*. Ask the pupils to look at the pictures and answer *Who can you see? What is he/she doing?*
- Ask a pupil to read the first question and another to answer. Then ask *Are you visiting a museum? (No, I'm not. I'm learning English.)*
- Pupils write the answers. Check as they are writing. If they cannot work out an answer, they can ask another pupil *How can I do this part of the exercise?*
- Choose pairs to read the questions and answers aloud to check the answers.

### Answers

1. No, she isn't. She is reading.
2. No, he isn't. He is sitting on the beach.
3. Yes, he is.
4. No, she isn't. She is phoning her friend.
5. Yes, she is.

## End the lesson

- Ask pupils to bring in any postcards they have received from friends or family to the next class. They can tell the class where the postcard is from and what it shows.

## Lesson 6

### Outcomes

- To take part in short, simple prepared presentations about a postcard
- To ask questions while reading (e.g. *Does this sound correct?*)
- To recognise the sounds of consonant combinations in the English alphabet: *gl, pl, sl*
- To develop strategies to demonstrate understanding of spoken words and short, simple sentences
- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. what people are doing)
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To complete a template of a short, simple postcard to a friend

### Structures

The present continuous:  
**What is your mother doing?**  
**She isn't reading. She is cooking.**  
**The boat isn't sailing fast.**

### Functions

Expressing actions  
 Asking and answering questions  
 Learning new sounds  
 Ordering pictures related to a listening dialogue

### Vocabulary

castle, visit (v)

### Topic

Visiting Aqaba

### Resources

- Pupil's Book, page 23 Exercise 5, Listen and say
- Pupil's Book, page 23 Exercise 6, Listen and order
- Pupil's Book, page 23 Exercise 7, Look and say
- Activity Book, page 22 Exercise 7, Listen, point and say
- Activity Book, page 22 Exercise 8, Look and write a postcard
- Cassette, Pupil's Book, Unit 5, Exercise 5
- Cassette, Pupil's Book, Unit 5, Exercise 6
- Cassette, Activity Book, Unit 5, Exercise 7
- Flashcards: postcard, castle

## Revision



- Ask pupils to show the postcards they have brought in to the rest of the class. They can tell the class as much as they can about it. Other pupils can add information too. This will be their first mini presentation.
- Show the pupils the flashcard *postcard* and ask *Do you remember the postcard from Samira and Kareem? How much can you remember? Listen and say yes or no.*
  - *They are in Aqaba. (Yes)*
  - *They're sleeping on a boat. (No)*
  - *They're at the Marine Park. (Yes)*
  - *They're swimming. (No)*
  - *They're looking at a dolphin. (No)*
  - *They're looking at fish and a turtle. (Yes)*
  - *The turtle is sleeping. (Yes)*
  - *Mum is buying some ice cream. (No)*

## Pupil's Book, Page 23, Exercise 5

- Say *Open your Pupil's Books at page 23. Look at Exercise 5. Point to the first picture. Listen. Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.*
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

5





Listen and say

glass
playing
sleeping

6

Listen and order

7

Look and say

- swim • sleep • work • play
- read • cook • sail
- study • write



### Tapescript

gl, glass, glass  
 pl, playing, playing  
 sl, sleeping, sleeping

## Pupil's Book, Page 23, Exercise 6

- Show the class the flashcard *castle* and teach the word. Write the word on the board and repeat it. Show them that we do not pronounce the *t*.
- Say *Look at Exercise 6. What can you see in the photos?* Elicit different words from the class.
- Tell the pupils to listen carefully and put the photos in the correct order. Play the tape all the way through.
- Play the tape again. Then ask pupils for their answers. If you want to make it easier for them, pause the tape after each photo is described and elicit the answer.

### Tapescript

Samira: What are you doing, Kareem?

Kareem: I'm looking at the postcards of Aqaba. Look, here's a postcard of the beach. Children are playing football.

Samira: Yes, I like the beach. Look at this postcard. Where is this? Is it the museum?

Kareem: No, it isn't. It's the castle in Aqaba.

Samira: Oh yes. I like the castle.

Kareem: Do you like this postcard, Samira? It's a boat. Are the people looking at the fish?

Samira: No, they aren't. They're sailing the boat.

Samira: Look at this postcard, Kareem. It's the Marine Park in Aqaba.

Kareem: Yes, we're visiting the Marine Park now!

### Answers

b d a c

## Pupil's Book, Page 23, Exercise 7

- Say *Look at Exercise 7.* Choose two pupils to read the question and answer. Ask pupils to ask questions across the class, giving them different prompts of family members, e.g. father – *What's your father doing? He isn't playing football. He's working.*
- Now pupils work in pairs asking the question with different members of the family.
- Monitor as they are working, helping where necessary.
- Choose a few pairs to ask and answer the question in front of the class.

## Activity Book, Page 22, Exercise 7

- Say *Turn to page 22 in your Activity Books. Look at Exercise 7.*
- Write the sound *g/* on the board and ask the class to say it. Do the same with *pl* and *sl*.
- Say *You are going to hear some words. Listen and point to the sound you hear.* They can do this together and see if they agree or not. Play the tape.
- Now play the tape again, pausing after each word. Ask a pupil to come to the board and point to the sound each time. Does the class agree? If not, play the word again. Get the pupils to repeat the word each time.

### Tapescript

1. plane
2. sleep
3. glass
4. please
5. play
6. sunglasses
7. Islamic
8. English
9. plant

### Answers

1/pl/ plane, 2/sl/ sleep, 3/gl/ glass, 4/pl/ please, 5/pl/ play, 6/gl/ sunglasses, 7/sl/ Islamic, 8/gl/ English, 9/pl/ plant,

## Activity Book, Page 22, Exercise 8

- Say *Look at Exercise 8. You are going to write a postcard. How does it begin? (Dear Grandma and Grandpa,). How does it end? (Love, Samira and Kareem)*
- Say *Look at the first picture. What can we say? Where are Samira and Kareem now?* Elicit the example sentence. Then go through the rest of the exercise orally.
- Pupils then write the postcard. They can check with a partner when they have finished. If they are not sure what to do, encourage them to ask their partner saying, *How can I do this part of the exercise?*
- Check answers as a class.

### Answers

Dear Grandma and Grandpa,

We're visiting Petra! We're staying in a hotel near the old city. Dad is reading a book about Petra and Mum is taking photos of the old buildings. We're writing postcards!

Love, Samira and Kareem

## End the lesson

- Ask pupils *Do you want to go to Aqaba or Petra? What do you want to see? What do you want to do?*

## Lesson 1

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To use a sequence of pictures to demonstrate understanding of new words when listening</li> <li>To respond to questions before, during, and after listening (e.g. <i>Where does she/he live?</i>) to a conversation in a story sequence</li> </ul>
<b>Structures</b>	<p>Subject + be + going to + verb to refer to future plans:  <b>We're going to visit a farm. I'm going to draw lots of pictures.</b>  <b>Are you going to take your camera? Yes, I am.</b></p>
<b>Functions</b>	<p>Talking about future plans          Talking about farms, crops and animals          Acquiring appreciation of the environment</p>
<b>Vocabulary</b>	<p>camera, chicken, farm, pick (v), plant (v), sun hat, valley</p>
<b>Topic</b>	<p>Visiting a farm</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 24 Exercise 1, Listen and read</li> <li>Cassette, Pupil's Book, Unit 6, Exercise 1</li> <li>Flashcards: camera, chicken, farm, pick fruit, plant vegetables, sun hat, valley</li> <li>Wall chart 2: Activities; Wall chart 4: Places</li> </ul>

- Write a sentence on the board, e.g. *I'm going to visit a farm on Saturday*. Ask the pupils to give you the question *Are you going to visit a farm on Saturday?* Write it under the sentence and show how the word order changes.
- Give the pupils prompts and get them to pose the questions to other members of the class.
- Pupils answer *Yes, I am./No, I'm not*. Use verb expressions that they have learned recently:
  - use your computer on Saturday*
  - play a computer game on Saturday*
  - play table tennis on Saturday*
  - go sailing on Saturday*
  - go to the beach on Saturday*

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
respond correctly to the question <i>Are you going to visit a farm on Saturday?</i>			
understand the concept of the future			

### Revision

- Say *Tell me about Aqaba*. Elicit sentences from the pupils, e.g. *You can see a castle. You can go to the beach. You can swim in the sea.* etc.

### Presentation

- Show pupils the flashcard *farm* or the picture on the wall chart. Teach the word and ask *What can you see on a farm?* Elicit the names of animals. Show the flashcard *chicken* and teach the word.
- Ask *What vegetables and fruit grow on farms in Jordan?* Elicit the names of fruit and vegetables.
- Ask *What do farmers do on a farm?* Elicit ideas from the pupils, then, using the flashcards *pick fruit* and *plant vegetables*, teach the words. Refer also to the wall chart.
- Show pupils the flashcard *valley*. Say *Look at this picture*. Point to the hills and ask *What are these?* Then point to the area between them and say *This is a valley*. Ask pupils to repeat *valley*. Say *Sometimes farms are in valleys*. Refer also to the wall chart.
- Say *I'm going to visit a farm on Saturday*. Ask *Am I at the farm now? (No) When am I going to visit a farm?* Elicit *Saturday*. Show that it is in the future. You could draw a timeline on the board, if necessary.
- Ask *Are you going to visit a farm on Saturday?* Elicit *Yes, I am. / No, I'm not*. Encourage pupils to tell you what they are going to do, e.g. *I'm going to buy some new shoes on Saturday. / I'm going to visit my grandmother on Saturday. I'm going to tidy my room on Saturday.*

## Pupil's Book, Page 24, Exercise 1

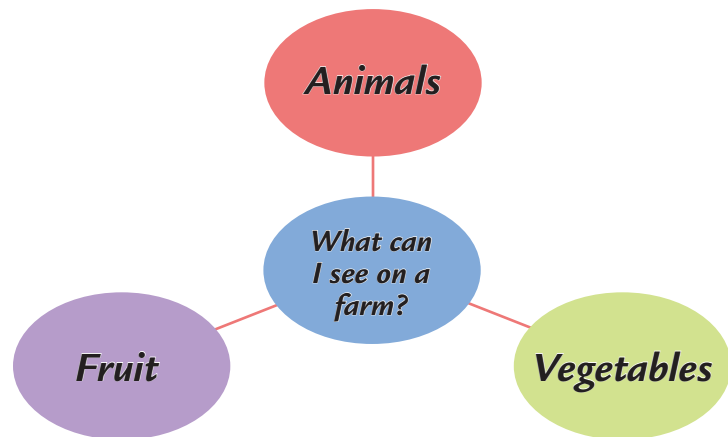
- Say *Open your Pupil's Book at page 24. Look at the pictures.*
- Ask questions, for example: *Look at picture 1. Where are Samira and Kareem? What are they doing? Look at picture 2. What animal can you see? What fruit can you see? Look at picture 3. What can you see? Elicit I can see a valley. Look at picture 4. Who can you see?*
- Now say *Listen and follow the words.* Ask *What is Kareem going to do at the farm? Play the tape.*
- Now check the answer to your question (*He's going to draw lots of pictures. He's going to take lots of photos.*) Then ask *What is he going to take with him? Elicit a camera.* Ask *What is Samira going to take with her? Elicit a sun hat.*
- Show the flashcards *camera* and *sun hat*. Ask *What's this?* for each of them. Ask *Is Samira going to take a camera? (No! Kareem is going to take a camera.) Is Kareem going to take a sun hat? (No! Samira is going to take a sun hat.)*
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and individually.
- Ask pupils some questions:
  - *Is the email from their grandma and grandpa? (No, it isn't. It's from Uncle Hassan and Aunt Muna.)*
  - *Are they going to go to Aqaba? (No, they aren't. They're going to go to Deir Alla.)*
  - *Are they going to see wolves? (No, they are going to see goats and chickens.)*
  - *Are they going to plant oranges? (No, they're going to plant aubergines and tomatoes.)*
  - *Are they going to pick vegetables? (No, they're going to pick fruit.)*
  - *Is it going to be cold on the farm? (No, it's going to be warm.)*
  - *Do you want to go to the farm? (Yes, I do./No, I don't.)*

### Tapescript

1. Samira: Look! We've got an email from Uncle Hassan and Aunt Muna. We're going to visit them at their farm in Deir Alla!
2. Samira: We're going to see the goats and the chickens!  
Kareem: We're going to plant aubergines and tomatoes. We're going to pick fruit.
3. Samira: Let's read about Deir Alla.  
Kareem: I'm going to draw lots of pictures on the farm.
4. Samira: It's going to be warm on the farm. I'm going to take my sun hat. Are you going to take your camera?  
Kareem: Yes, I am. I'm going to take lots of photos.

### Further practice

- Introduce pupils to the idea of a word web. Draw a circle on the board and write in the middle *What can I see on a farm?* Elicit *Animals, Fruit, Vegetables*. Draw these in separate circles on the board, i.e.



- Then draw two lines from the animal circle and ask pupils to tell you two animals they can see on a farm, e.g. *goats* and *chickens*. Invite two pupils to come to the board to write the words.
- Ask them to copy this into their diaries. For homework, they can write at least two vegetables (they know *aubergines* and *tomatoes*) and at least four types of fruit (they know *figs*, *bananas*, *oranges*, *apples* and *grapes*).

### End the lesson

- Ask *What's your favourite fruit?*

**Unit 6**  
**We're going to visit a farm**

**1 Listen and read**

**1**  
Samira: Look! We've got an email from Uncle Hassan and Aunt Muna. We're going to visit them at their farm in Deir Alla!

**2**  
Samira: We're going to see the goats and the chickens!  
Kareem: We're going to plant aubergines and tomatoes. We're going to pick fruit.

**3**  
Samira: Let's read about Deir Alla.  
Kareem: I'm going to draw lots of pictures on the farm.

**4**  
Samira: It's going to be warm on the farm. I'm going to take my sun hat. Are you going to take your camera?  
Kareem: Yes, I am. I'm going to take lots of photos.

24

## Lesson 2

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To demonstrate recognition of simple words in a sequence of sentences in a story</li> <li>To follow short, simple instructions in the class (e.g. <i>Please show me your homework.</i>)</li> <li>To write semi-cursive English words correctly, legibly and neatly</li> <li>To write short, simple (completion, answering project) sentences on familiar topics (e.g. visiting a farm)</li> </ul>
<b>Structures</b>	<p>Subject + be + going to + verb to refer to future plans:</p> <p><b>We're going to visit a farm. I'm going to draw lots of pictures.</b></p> <p><b>Are you going to take your camera? Yes, I am.</b></p>
<b>Functions</b>	<p>Talking about future plans</p> <p>Talking about farms, crops and animals</p> <p>Asking and answering questions</p> <p>Acquiring appreciation of the environment</p>
<b>Topic</b>	Visiting a farm
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 24 Exercise 1, Listen and read</li> <li>Activity Book, Page 23 Exercise 1, Read, look and complete</li> <li>Activity Book, Page 23 Exercise 2, Read and answer</li> <li>Cassette, Pupil's Book, Unit 6, Exercise 1</li> <li>Flashcards: camera, chicken, farm, pick fruit, plant vegetables, sun hat, valley</li> </ul>

### Revision

- Show the flashcards to the pupils and elicit what they are.
- Write the following on the board in a list:
  - c \_ m \_ r \_
  - f \_ rm
  - ch \_ ck \_ n
  - s \_ n h \_ t
  - v \_ ll \_ y
- Ask pupils to complete the words with vowels (*a, e, i, o, u*) and then point to the correct flashcard. (*camera, farm, chicken, sun hat, valley*)

### Pupil's Book, Page 24, Exercise 1

- Say *Open your books at page 24. Listen and read.* Play the recording to the class again while they read. If possible, stop the tape now and then for pupils to tell you the next word.
- In pairs, pupils practise reading the dialogue. Monitor as they are reading, helping with pronunciation where necessary. When they have finished, they can swap roles.
- Give the pupils some sentences. They respond *Yes* or *No*. For example, *They got a letter from their aunt and uncle. (No!) They're not going to see goats. (No!) They're going to see chickens. (Yes!)* etc.

### Activity Book, Page 23, Exercise 1

- Say *Open your Activity Book at page 23. Look at Exercise 1.*
- Ask pupils to look at the first picture. Ask *What is it? (It's a farm.)* Choose a pupil to read the first sentence.
- Continue going through the rest of the activity in the same way.
- Pupils work individually to complete the rest of the activity.
- Check the answers as a class.

#### Answers

1. farm 2. chickens 3. tomatoes 4. sun hat

### Activity Book, Page 23, Exercise 2

- Say *Now look at Exercise 2.* Choose pupils to read the two questions from Grandma.
- Choose a pupil to read the example sentence. Read through the words in the box with the class. Ask each of them to make a sentence with the different phrases.
- Explain to the pupils that they can choose their own endings for each of the sentences. Pupils write their sentences. Monitor and check that they are writing accurately.
- Choose pupils to read their answers aloud.

#### Suggested answers

I'm going to take my camera.  
 I'm going to take a book about Deir Alla.  
 I'm going to pick fruit.  
 I'm going to see the goats.  
 I'm going to plant tomatoes.  
 I'm going to take my sun hat.  
 I'm going to draw pictures.  
 I'm going to take my crayons.

### Further practice

- Ask pupils to take out their diaries and ask for the words they have written.
- Ask them to write two sentences about their diagram: *I like eating \_\_\_\_\_ . I don't like eating \_\_\_\_\_ . I am going to eat \_\_\_\_\_ for lunch.*
- They can also decorate their page at home, drawing pictures of the different fruits and vegetables.

### End the lesson

- Ask *What are you going to do now?* Elicit answers, e.g. *We're going to study Maths. We're going to go home.*

## Lesson 3

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To develop strategies to understand spoken words and short, simple sentences in a listening task</li> <li>To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. what they are going to do)</li> <li>To demonstrate understanding of short, simple reading material (e.g. paragraph)</li> </ul>
<b>Structures</b>	<p>Subject + be + going to + verb to refer to future plans:  <b>They're going to visit a farm. They're going to stay on the farm for a week.</b>  <b>Samira and Kareem are going to walk on the farm.</b></p>
<b>Functions</b>	<p>Talking about future plans          Talking about farms, crops and animals          Listening and matching information with pictures          Acquiring appreciation of the environment</p>
<b>Topic</b>	Visiting a farm
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 25</li> <li>Exercise 2, Listen and match</li> <li>Activity Book, page 24</li> <li>Exercise 3, Read and circle Yes or No</li> <li>Cassette, Pupil's Book, Unit 6, Exercise 2</li> <li>Flashcards: camera, chicken, farm, pick fruit, plant vegetables, sun hat, valley</li> </ul>

### Revision

- Show pupils different flashcards and elicit sentences from them about what they are going to do, e.g. *farm – I'm going to visit a farm on Saturday./ camera – I'm going to take some photos with my camera./ plant vegetables – I'm going to plant some vegetables with my grandmother.* etc.

### Presentation

- Check the pupils know how to conjugate the verb *be* for each subject pronoun with *going to*.
- Write on the board *Kareem and Samira are going to visit a farm.* Ask a pupil to read it. Then say *Samira* to elicit *Samira is going to visit a farm. I – I am going to visit a farm. Kareem – Kareem is going to visit a farm. You – You are going to visit a farm. We – We are going to visit a farm.*
- If the pupils need more practice with this, change the verb from *visit* to another one they are familiar with, and practise a few more times. You can use flashcards for this, e.g. hold up the flashcard *pick fruit* and say *he* to elicit *He is going to pick some fruit.*

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
Use the <i>going to</i> tense fluently and accurately with all persons			

## Pupil's Book, Page 25, Exercise 2

- Say *Open your Pupil's Book at page 25.*
- Point to the days of the week and ask a pupil to read them. Ask *Which day is missing? (Saturday)*
- Ask the pupils to look at the pictures and describe what they see. They can describe the actions as well as anything they see in the pictures.
- Say *Listen and match each picture to a day.* Play the recording while the pupils match the activities and the days. Play the recording again for pupils to check their answers.
- Check answers as a class. Elicit sentences from the pupils, e.g. *Samira and Kareem are going to walk on the farm on Sunday.*

**2 Listen and match**

• Sunday • Monday • Tuesday • Wednesday • Thursday • Friday

**a**



**b**



**c**



**d**



**e**



**f**



**3 Ask and answer**

- do my homework
- go to the library
- play sport
- go to a restaurant
- go to the park
- read a book
- write an email
- use the computer
- go to the beach

What are you going to do on Saturday?

I'm going to play sports. I'm going to go to a restaurant.



25

### Tapescript

The children are very happy because they're going to visit a farm! They're going to stay on the farm for a week. The farm is in Deir Alla. On Sunday, Samira and Kareem are going to walk on the farm. Kareem is going to draw pictures of the birds and animals. On Monday, Samira and Kareem are going to help Uncle Hassan. They are going to plant vegetables. On Tuesday, Samira is going to look at the goats. On Wednesday, Samira is going to find the chickens' eggs. The family are going to eat the eggs for lunch! On Thursday, Kareem is going to pick oranges. On Friday, Samira and Kareem are going to go to Ajloun with Uncle Hassan and Aunt Muna.

### Answers

Sunday **e** Monday **d** Tuesday **f** Wednesday **b**  
Thursday **a** Friday **c**

### Further practice

- Make some statements about the story for the pupils to correct. For example, *On Sunday, Kareem and Samira are going to plant vegetables. Yes or no? (No, they're going to plant vegetables on Monday.)*

### Activity Book, Page 24, Exercise 3

- Say *Open your Activity Book. Turn to page 24.*
- Give students two or three minutes to read the text quietly to themselves. Choose pupils to read sentences from the text aloud.
- Choose a pupil to read the example sentence and answer.
- In pairs, pupils do the activity.
- Check the answers as a class.

### Answers

1. Yes 2. Yes 3. No 4. Yes 5. No 6. No

### End the lesson

- Say *You are going to visit the farm on Saturday. What are you going to do? You can choose.* Elicit sentences about what they want to do.

## Lesson 4

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To ask and answer short, simple questions using <i>Wh-</i> words (e.g. <i>where, what, when</i>)</li> <li>• To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. what they are going to do)</li> <li>• To write answers to short, simple questions about pictures</li> </ul>
<b>Structures</b>	<p><i>Subject + be + going to + verb</i> to refer to future plans: <i>What are you going to do? I'm going to do my homework.</i></p>
<b>Functions</b>	<p>Talking about future plans Asking and answering questions Acquiring appreciation of the environment</p>
<b>Topic</b>	Visiting a farm
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 25 Exercise 3, Ask and answer</li> <li>■ Activity Book, page 24 Exercise 4, Read, look and write answers</li> </ul>

### Revision

- Pupils keep their Pupil's Books closed. Ask questions about the last lesson, e.g. *Are Kareem and Samira going to plant vegetables on Wednesday? (No, they aren't. They're going to plant vegetables on Monday.)* etc.

### Presentation

- On the board write *I'm going to eat lamb and rice for lunch.* Choose a pupil to come to the board and read it. Then rub out *lamb* and *rice* and draw a line, i.e. *I'm going to eat \_\_\_\_\_ for lunch.*
- Say to the class *I'm going to eat lamb and rice for lunch.* Ask [*pupil's name*]. Pupils need to ask a *Wh-* question to get the answer. If they can't do it, help them by writing *What* on the board. Elicit *What are you going to eat for lunch?*
- The pupil at the board answers for him/herself and then asks another pupil. Get pupils to pose the questions to other members of the class.
- Then ask *What are you going to do after school?* Elicit answers making sure pupils realise they do not have to repeat the verb *do* (the answer could be e.g. *I'm going to do my homework. I'm going to eat lunch. I'm going to play volleyball.*)

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
Ask and answer <i>Wh-</i> questions with <i>going to</i>			

### Pupil's Book, Page 25, Exercise 3

- Say *Open your Pupil's Book. Turn to page 25.*
- Point to the two boys. Ask two pupils to read the question and answer.
- Choose pupils to read the list of activities.
- Choose two other pupils. Ask them to ask and answer the question about themselves.
- Pupils practise in pairs. Monitor as they are talking, helping where necessary.
- Check any pronunciation problems.

### Activity Book, Page 24, Exercise 4

- Say *Open your Activity Books at page 24. Look at Exercise 4.* Point out the word box at the top of the exercise.
- Say *Look at the first picture. What is it? It's a sports centre.* Ask two pupils to read the first question and example answer.
- Go over the rest of the exercise orally.
- Now pupils write the answers individually. Then they sit in pairs and take turns to ask and answer the questions. They can check each other's work at the same time.
- Check answers as a class, choosing pupils to read the questions and answers.

### Answers

1. I'm going to go to the sports centre.
2. I'm going to use the computer.
3. I'm going to go to the library.
4. I'm going to pray at the mosque.

### Further practice

- Ask further questions related to the exercise. Say *You're going to go to the sports centre. What are you going to do there?* Ask a pupil and elicit an answer, e.g. *I'm going to go swimming.* Ask that pupil to ask another pupil.
- Continue with the other questions: *What are you going to do on the computer? Who are you going to write an email to? What are you going to play on the computer?* Make sure there is time for pupils to ask the questions too.

### End the lesson

- Ask the class to write in their diaries about what they are going to do at the weekend. They can do this at home. They can add pictures to their diaries if they wish.

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To demonstrate recognition of simple words in an email</li> <li>To ask questions while reading (e.g. <i>Does this sound correct?</i>)</li> <li>To recognise some basic kinds of short, simple reading material (e.g. an email)</li> <li>To use capital letters for names and when starting a sentence (e.g. <i>Deir Alla, Kareem, We've</i>, etc.)</li> <li>To spell correctly learned simple vocabulary</li> <li>To copy small English letters in semi-cursive handwriting: <i>os, re</i></li> </ul>
<b>Structures</b>	<p>Subject + be + going to + verb to refer to future plans:</p> <p><b>We're going to go to Deir Alla! We're going to have a picnic.</b></p>
<b>Functions</b>	<p>Talking about future plans</p> <p>Putting pictures in order according to an email</p> <p>Describing location</p> <p>Acquiring appreciation of the environment</p>
<b>Vocabulary</b>	<i>east, north, picnic, south, west</i>
<b>Topic</b>	Visiting a farm
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 26 Exercise 4, Read and match</li> <li>Pupil's Book, page 26 Exercise 5, Look and say</li> <li>Activity Book, page 25 Exercise 5, Write and use capitals</li> <li>Activity Book, page 25 Exercise 6, Look and complete</li> <li>Activity Book, page 25 Exercise 7, Trace and copy</li> <li>Flashcard: picnic</li> <li>Wall chart 5: The world</li> </ul>

### Revision

- Ask pupils to ask each other questions across the class about what they are going to do at the weekend. One pupil asks a question, another answers it and then asks another question to somebody else, i.e.

A: *What are you going to do at the weekend?*

B: *I'm going to go swimming. What are you going to do at the weekend?*

C: *I'm going to buy a new book.*

### Presentation

- Say *At the weekend, I'm going out with my family. We're going to have a picnic* (show flashcard). *Who likes picnics?* Elicit answers from the class *I like picnics*. Check their pronunciation. Ask the pupils *What food can you have in a picnic?* Pupils suggest some food.
- Then say *Where are we going to go?* Show pupils the wall chart with the compass points and teach the words.
- Now draw a simple compass with the four directions on the board and place names next to each one (e.g. *Aqaba next to south, Irbid next to north, Azraq next to east and Salt next to west*). Then say *I am going to go north for my picnic. Where am I going to go?* (*You are going to go to Irbid.*)
- Pupils can suggest different places that you can visit.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce the new words correctly			
understand the concept of the points of the compass			

### Pupil's Book, Page 26, Exercise 4

- Say *Open your Pupil's Book at page 26. Look at the pictures. What can you see?* Pupils describe the pictures.
- Point to the email and ask *What's this?* (*an email*) Ask *How do you know?* (*The top says From: and To:*)
- Ask pupils to read the email silently to themselves. Then choose pupils to read sentences from the email aloud.
- Pupils tell you where each photo is and the order they visit them.
- Pupils practise reading the email in pairs. They can ask each other *Does this sound correct?*

### Answers

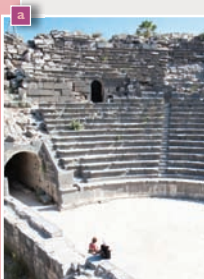
1. b 2. a

**4 Read and match**


From: Kareem and Samira  
To: Ali and Laila

Dear Ali and Laila,  
(1) We're going to go to Deir Alla! Deir Alla is west of Amman. At my uncle's farm, we're going to see the animals! Then, we're going to have a picnic at the Yarmouk River. (2) After this, we're going to visit the old Roman Theatre at Umm Qais.

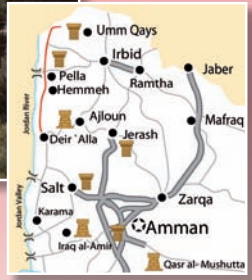
Kareem and Samira




a



b

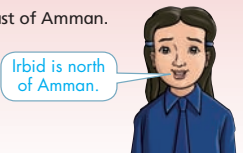


**5 Look and say**



26

- 1 It's north of Amman.
- 2 It's south of Amman.
- 3 It's west of Amman.
- 4 It's east of Amman.





## Pupil's Book, Page 26, Exercise 5

- If you can, take a large map of Jordan into class. You can then practise the words further.
- Ask pupils to look at the map on page 26. Ask *Where is this? (Jordan) Can you see our town on the map? (Yes/No) Can you point to Amman?* Check pupils are pointing to the correct place.
- Say *Look at number 1.* Choose a pupil to read it aloud. Choose another pupil to read the example. Go through the rest of the exercise orally.
- Then ask pupils to practise in pairs.
- If you have a larger map, practise with more towns.

## Further practice

- Draw a circle on the board and inside write *My school.* Draw four arrows coming from the circle to indicate north, south, east, west. Ask *What is north of our school?* Pupils can answer, e.g. *My house is north of my school.* Ask about the other directions. Help them if necessary.
- If you wish, ask pupils to put a diagram like this in their diaries. They can write sentences and draw pictures.

## Activity Book, Page 25, Exercise 5

- Say *Turn to page 25 in your Activity Books. Look at Exercise 5.*
- Ask pupils *When do we use capital letters?* Elicit that we use them at the beginning of sentences and for names of people and places.
- Pupils write the sentences out correctly. They can ask each other for help in English, if necessary. (*How can I do this part of the exercise? Is this correct?*)
- Monitor as the pupils are writing.

### Answers

Dear Ali and Laila,

Deir Alla is west of Amman.

We're going to see the Roman Theatre at Umm Qais.

Kareem and Samira

## Activity Book, Page 25, Exercise 6

- Say *Look at Exercise 6. Point to north. Now write the other words in the correct place.*
- Let them complete this in pairs.
- Check answers as a class. Draw a circle on the board with *north* indicated and ask pupils to come to the board and write the other words.

### Answers

1. north
2. east
3. south
4. west

## Activity Book, Page 25, Exercise 7

- Say *Look at Exercise 7.*
- Use the Handwriting Practice at the end of the Activity Book as a guide to show pupils how to form the letters *os* on the board. Pupils write the letters and then the words. Repeat with *re*.
- Monitor as they are writing, checking they are forming the letters correctly.

## End the lesson

- Ask pupils questions about what they are going to do this evening and elicit answers with full sentences, e.g. *Are you going to read an English book this evening? No, I'm not. I'm going to do my Maths homework and I'm going to watch TV.*

## Lesson 6

### Outcomes

- To ask questions while reading (e.g. *Does this sound correct?*)
- To recognise the sounds of consonant combinations in the English alphabet: *br, cr, dr*
- To write English sentences in semi-cursive handwriting correctly, legibly, and neatly
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)

### Structures

*Subject + be + going to + verb* to refer to future plans:  
*He's going to play in a football match.*

### Functions

Talking about future plans  
Describing pictures  
Acquiring appreciation of the environment

### Vocabulary

*brush*

### Topic

Visiting a farm

### Resources

- Pupil's Book, page 27 Exercise 6, Listen and say
- Pupil's Book, page 27 Exercise 7, Look and say
- Activity Book, page 26 Exercise 8, Listen, point and write
- Activity Book, page 26 Exercise 9, Write about your friend
- Cassette, Pupil's Book, Unit 6, Exercise 6
- Cassette, Activity Book, Unit 6, Exercise 8
- Flashcards: brush, camera, chicken, farm, picnic, sun hat, valley

## Revision

- Show the pupils the flashcards *brush, camera, chicken, farm, picnic, sun hat, valley* and elicit what they are. Write the words on the board in a list. Ask the class to read them as you write them. Then give the flashcards to different pupils to match to the words on the board.

## Pupil's Book, Page 27, Exercise 6

- Say *Open your Pupil's Books at page 27. Look at Exercise 6. Point to the first picture. Listen.* Play the recording.
- Pupils repeat the sound and the word as a class. Invite individuals to say the sound and word. Repeat with the second and third pictures.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

**6 Listen and say**

brush      crayon      draw

**7 Look and say**

Sunday 1 do his homework

Monday 2 visit his grandparents

Tuesday 3 go to the library

Wednesday 4 tidy his bedroom

Thursday 5 play table tennis

Friday 6 go to Friday prayer

On Sunday, he's going to do his homework. 27

#### Tapescript

br, brush, brush  
cr, crayon, crayon  
dr, draw, draw

### Pupil's Book, Page 27, Exercise 7

- Say *Look at Exercise 7. Point to Saturday.* Check pupils are pointing to the correct day. Choose a pupil to read the example sentence. Get others to repeat. Make sure they pay attention to the comma. There should be a very short pause after *On Sunday,...*
- Pupils work in pairs saying the sentences.
- Check answers. Choose pupils to say the sentences. Pay careful attention to their pronunciation.

#### Answers

On Sunday, he's going to do his homework.  
On Monday, he's going to visit his grandparents.  
On Tuesday, he's going to go to the library.  
On Wednesday, he's going to tidy his bedroom.  
On Thursday, he's going to play table tennis.  
On Friday, he's going to go to Friday prayer.

### Further practice

- Ask the pupils to close their books. Ask *Is he going to do his homework on Saturday?* Pupils reply *No, he isn't. He's going to do his homework on Sunday.*
- Pupils can work in pairs. One pupil has their book closed and the other asks questions. They ask three and then swap roles.
- Monitor as they are speaking, helping where necessary. Go over any problems as a class when they have finished the activity.

### Activity Book, Page 26, Exercise 8

- Say *Open your Activity Book at page 26. Look at Exercise 8.*
- Ask different pupils to read the words, making sure they are pronouncing *cr, br, dr* correctly – there should be no vowel sound between the two consonants.
- Now say *Listen and point to the words.* Play the tape again, pausing after each word. Pupils write the word. Check as they are writing. They must write the words in the order they hear them.

#### Tapescript

1. ice cream
2. brush
3. dress
4. breakfast
5. crayon
6. bread

### Activity Book, Page 26, Exercise 9

- Say *Look at Exercise 9.* Ask the pupils to ask you questions for each day about your friend. Choose a pupil to read the example sentence, and give other model answers for them.
- Pupils then write about their own friend, using *he* or *she*. Remind them to use the correct pronunciation. Check as they are writing.

### End the lesson

- Tell the pupils *Think about next week. What are you going to do on Sunday?* Ask them questions about each day. Extend the questions if you can e.g. *What are you going to do on Saturday? We're going to go to a restaurant with my aunt and uncle. Are you going to eat chicken? No, I'm going to eat fish.*
- Congratulate pupils on all their hard work in Unit 6.

## Lesson 1

### Outcomes

- To respond to questions before, during, and after listening (e.g. *Where does she/he live?*) to a sequence of questions and sentences in a story
- To participate in short, simple guided exchanges (e.g. about personal experiences)
- To pronounce learned English words in exchanges correctly

### Structures

The present continuous and the present simple:  
**We usually go to the market on Saturday.**  
*But tomorrow we're going to Ajloun.*

### Functions

Expressing actions  
 Talking about daily routines  
 Asking and answering questions  
 Acquiring appreciation of Jordanian culture

### Vocabulary

*steps, take, top*

### Topic

Visiting Ajloun

### Resources

- Pupil's Book, page 28  
 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 7, Exercise 1
- Flashcards: castle, laboratory, play volleyball, steps
- Wall chart 2: Activities

### Revision

- Ask *What are you going to do after this lesson? What are you going to do after school today? What are you going to do after lunch? What are you going to do in the evening?* Choose different pupils to answer the questions. Make sure they are using the *going to* structure correctly.

### Presentation

- Show pupils the flashcard *steps*. Teach each word. Say *You walk up steps and down steps. Where do you walk up and down steps?* Elicit places where the pupils use steps, e.g. *at school, at home, at the shopping centre, etc.*
- Draw some steps on the board. Draw a person at the bottom of the steps. Ask *Where is he?* Pupils know the word *bottom* from Unit 5. Elicit *He's at the bottom of the steps*. Draw the man at the top of the steps. Say *He's not at the bottom of the steps. He's at the top of the steps*. Repeat the new word *top*. Ask pupils if they can spell it and write it on the board.
- Ask the pupils, e.g. *What day is it today? Who teaches you in the laboratory today?* Elicit the name of the science teacher. Put up the flashcard *laboratory*. Say *[Teacher's name] usually works in the laboratory on Monday*. Put the flashcard *castle* on the board. Elicit from pupils what it is. Point to the laboratory and say *[Teacher's name] usually works in the laboratory on Monday, but today he's visiting a castle*. Ask *Is he in the laboratory now? (No, he's visiting a castle.) Does he usually visit a castle on Monday? No, he usually works in the laboratory.*

- Ask a pupil, e.g. *What day is it today? (Tuesday) What do you do on Tuesday after school?* Elicit an answer e.g. *I play handball on Tuesday after school. Say [Tamer] usually plays handball on Tuesday. Does he usually play football on Tuesday? (No, he doesn't.) What does he usually do on Tuesday? (He usually plays handball on Tuesday.) But not today*. Put up the flashcard *play volleyball*. Say *Today, Tamer is ...* Invite pupils to finish the sentence: *playing volleyball*.
- Practise using some other pupils as examples. You can use other flashcards to help them make sentences as well.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and pronounce new words correctly			
understand the concept of the present simple versus present continuous			

### Pupil's Book, Page 28, Exercise 1

- Say *Open your books at page 28*.
- Ask *Who can you see in picture 1? Elicit the characters. Ask Are Kareem and Samira at school? What are they doing?* Elicit answers.
- Say *Listen and read the story. Then, tell me 'Is Kareem at the top of the castle?'*
- Ask pupils to listen to the recording and follow the words as they listen. Elicit the answer to your question (*No, he isn't. Uncle Hassan is at the top of the castle.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class, and then ask individuals to repeat.
- To help the pupils understand *take* ask *Are Kareem and Samira going to Ajloun in a bus? (No) How are they getting to Ajloun? (in their uncle's car) Yes, their aunt and uncle are taking them to Ajloun. Ask Who takes you to school? (My father takes me to school.)*
- On the board, write *usually* on the left-hand side and *today* on the right-hand side. Point to *usually* and ask *What do Samira and Kareem usually do on Saturday. (They usually go to the library.)* Point to *Today*. Ask *What are they doing today? (They are travelling to Ajloun.)*
- Write the sentences under each word. Ask pupils to repeat them.

## We're travelling to Ajloun today!

### 1 Listen and read



**Kareem:** What are we going to do tomorrow?

**Aunt Muna:** We usually go to the market on Saturday.

**Uncle Hassan:** But tomorrow we're going to take you to Ajloun!

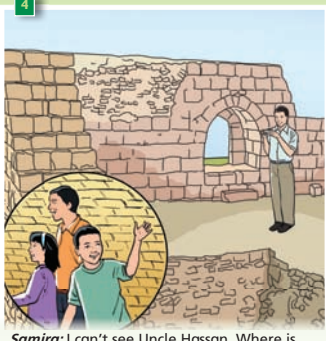


**Samira:** We usually go to the library on Saturday.

**Kareem:** But today we're travelling to Ajloun!



**Uncle Hassan:** Wait for me here. I'm walking up the steps.



**Samira:** I can't see Uncle Hassan. Where is he?

**Kareem:** I can see him! He's at the top of the castle. He's taking a photo of us!

### Tapescript

1.  
**Kareem:** What are we going to do tomorrow?  
**Aunt Muna:** We usually go to the market on Saturday.  
**Uncle Hassan:** But tomorrow we're going to take you to Ajloun!
2.  
**Samira:** We usually go to the library on Saturday.  
**Kareem:** But today we're travelling to Ajloun!
3.  
**Uncle Hassan:** Wait for me here. I'm walking up the steps.
4.  
**Samira:** I can't see Uncle Hassan. Where is he?  
**Kareem:** I can see him! He's at the top of the castle. He's taking a photo of us!

### Further practice

- Divide the class in half. Say *usually* to one half and point to the sentence on the board. Say *today* to the other half and point to their sentence. Ask each group to read their sentence aloud.
- Put up Wall chart 2: Activities. Point to each activity and elicit what it shows, e.g. *go to the library*. Say *Today is Saturday*. Point to an activity and the *usually* group. Elicit a sentence from them, e.g. *We usually play the piano on Saturday*. Point to a different activity and the *today* group. Elicit a sentence from them *We are picking some fruit today*.
- Give some more examples and then swap the groups to practise further.

### End the lesson

- Ask *Do you like visiting castles? Do you want to go to Ajloun?*

## Lesson 2

### Outcomes

- To demonstrate recognition of simple words in a reading text
- To follow short, simple instructions in class (e.g. *Please show me your homework.*)
- To retell or act out the important events in a short, simple narrative
- To demonstrate understanding of short, simple reading material (e.g. a story)
- To write semi-cursive English words correctly, legibly and neatly (e.g. taking, walking)

### Structures

The present continuous and the present simple:

**We usually go to the market on Saturday.**  
**But today we're going to Ajloun!**

### Functions

Expressing actions  
Talking about daily routines  
Asking and answering questions  
Acquiring appreciation of Jordanian culture

### Topic

Visiting Ajloun

### Resources

- Pupil's Book, page 28  
Exercise 1, Listen and read
- Activity Book, page 27  
Exercise 1, Read and match
- Activity Book, page 27  
Exercise 2, Read, look and complete
- Cassette, Pupil's Book, Unit 7, Exercise 1
- Wall chart 2: Activities

### Revision

- Show the pupils Wall chart 2: Activities. Encourage them to make sentences about what they usually do on Wednesday for example, and what they are doing now.
- After a few pupils have given their sentences, ask some of the others to tell you about them, e.g. *Muna usually plays the piano on Monday. On Friday, she is having a picnic.*

### Pupil's Book, Page 28, Exercise 1

- Say *Open your books at page 28.*
- Ask a pupil to read the first sentence. Play the first sentence to the class, pause it and ask the whole class to repeat. Continue in this way with the rest of the story.
- Ask questions:
  - *Where does Aunt Muna usually go on Saturday?*
  - *What do Samira and Kareem usually do on Saturday?*
  - *What are they doing today?*
  - *Look at picture 3. What is Uncle Hassan doing?*
  - *Look at Picture 4. Where is Uncle Hassan? Where are Samira and Kareem? What is Uncle Hassan doing?*
- Divide the class into groups of four. Pupils practise reading the story. Monitor as they are reading, checking their pronunciation. When they have finished the reading practice, tell them you'd like them to perform the story in front of the class. Give them three or four minutes to prepare what they are going to do and say.
- Ask some groups to act out the story in front of the class.

### Activity Book, Page 27, Exercise 1

- Say *Open your Activity Book at page 27. Look at Exercise 1.*
- Choose a pupil to read the example sentence.
- Ask the pupils to work in pairs. They should match the sentences and then read them aloud to check they make sense.
- Check the answers as a class.

#### Answers

1. f 2. a 3. d 4. b 5. c 6. e

### Activity Book, Page 27, Exercise 2

- Use Wall chart 2: Activities again. Give today's day. Point to different pictures and say either *usually* or *now*. Elicit sentences from the pupils about themselves, e.g. *I usually phone Grandma on Monday. I'm planting vegetables now.* Make sure they are using the present simple and present continuous correctly. If not, write some examples on the board for them and practise further.
- Say *Now look at Exercise 2. Look at number 1.* Choose a pupil to read the example sentence aloud.
- Pupils complete the rest of the sentences individually and then read them to a partner to check the answers.
- Check the answers as a class.

#### Answers

1. take 2. taking 3. walking 4. walk

### End the lesson

- Ask pupils to write in their diaries about one day this week when they do something different from usual. They should write a sentence and can draw a picture if they wish, e.g. *I usually go swimming on Friday. Today I'm visiting my grandmother.*

## Lesson 3

#### Outcomes

- To use words and sentences to participate in short, simple guided exchanges in familiar contexts (e.g. daily activities)
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To write answers to short, simple questions on pictures

#### Structures

The present continuous and the present simple:  
*We usually go to the market on Saturday.*  
*We're going to Ajloun today.*

#### Functions

Expressing actions  
 Talking about daily routines  
 Asking and answering questions about activities  
 Acquiring appreciation of Jordanian culture

#### Vocabulary

*afternoon*

#### Topic

Visiting Ajloun

#### Resources

- Pupil's Book, page 29  
Exercise 2, Ask and answer
- Activity Book, page 28  
Exercise 3, Read, look and write answers
- Wall chart 2: Activities

### Revision

- Ask pupils *Where do your parents take you at the weekend? Do they take you to see a castle?* Elicit answers from the pupils, e.g. *They take me to the beach/museum/shopping centre, etc.*
- When you have a few answers, ask the pupils *Are you going to a castle this weekend? Are you going to the beach/the museum/the shopping centre this weekend?*

### Presentation

- Write on the board: *Saturday afternoon*. Tell the pupils *It's Saturday afternoon*. Elicit from pupils what time of the day it is when it is the afternoon. Revise *morning*.
- Using Wall chart 2: Activities, ask some pupils *What do you usually do on Saturday afternoon?* Elicit answers using the wall chart. Then ask *What are you doing now?*
- Ask students to ask each other the questions across the class, helping them if necessary.
- Write the questions on the board and ask the class to read them. Ask a few more pupils the questions to make sure they understand the difference.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
ask and answer the questions accurately			
understand when we use the present simple and the present continuous			

### Pupil's Book, Page 29, Exercise 2

- Say *Open your Pupil's Book at page 29.*
- Ask pupils to read the questions and answers.
- Then divide the class into *A* and *B* pupils. Go round the class naming pupils *A* and *B*. Pupils work in their *A* and *B* pairs.
- Ask them to look at the *Pupil A* table. Explain that Pupil B asks the questions and Pupil A uses these answers. Then look at the *Pupil B* table and explain again. Ask the pupils to take turns asking and answering the questions.
- Monitor as they are speaking, helping where necessary. Make a note of any pronunciation or grammar problems and go over them as a class at the end of the activity. This activity will take between 10 and 15 minutes.

## Lesson 4

### 2 Ask and answer

Pupil A	usually	now
Sunday afternoon	play the piano	work on my school project
Monday afternoon	help my grandfather	send an email to my cousin
Tuesday afternoon	play computer games	go to the sports centre
Wednesday afternoon	clean the park	visit my friend, Ali
Thursday afternoon	read	have a picnic

Pupil B	usually	now
Sunday afternoon	go swimming	play volleyball
Monday afternoon	go to the library	play in a football match
Tuesday afternoon	use the computer	make a video
Wednesday afternoon	send emails to my friends	phone my friend, Amer
Thursday afternoon	tidy my room	play handball

What do you usually do on Sunday afternoon?

I usually play the piano.

What are you doing now?

I'm working on my school project now.

### 3 Talk about you

What do you usually do on Friday afternoon?

I usually visit my grandparents.

### Activity Book, Page 28, Exercise 3

- Say *Open your Activity Books. Turn to page 28.*
- Choose pupils to read the first two questions and answers aloud. Go over the others orally making sure they understand the pictures.
- Pupils write the sentences and then work in pairs, asking and answering the questions.
- Check answers as a class.

#### Answers

1. I usually play football.
2. I'm playing volleyball now.
3. I usually visit my grandparents.
4. I usually go to the market.
5. I'm going to Ajloun now.

### End the lesson

- Ask pupils *What do you usually do after school?* Choose different pupils to answer.

### Outcomes

- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. activities)
- To use prior knowledge to participate in short, simple guided exchanges about daily activities
- To make connections between prior knowledge and experiences of daily activities and short, simple reading materials

### Structures

The present continuous and the present simple:

*We usually go to the market on Saturday.*  
*We're going to Ajloun today.*

### Functions

Expressing actions  
Talking about daily routines  
Asking and answering questions  
Acquiring appreciation of Jordanian culture

### Topic

Visiting Ajloun

### Resources

- Pupil's Book, page 29  
Exercise 3, Talk about you
- Activity Book, page 28  
Exercise 4, Read and circle *Yes* or *No*
- Photocopiable worksheet 2

### Revision

- Give the students the following words and phrases and ask them if we say *go* or *play*:
  - *swimming (go)*
  - *sailing (go)*
  - *football (play)*
  - *to the sports centre (go)*
  - *the piano (play)*
  - *in a football match (play)*
  - *to the library (go)*
  - *to a football match (go)*
  - *handball (play)*
  - *computer games (play)*

### Pupil's Book, Page 29, Exercise 3

- Say *Open your Pupil's Book. Turn to page 29.*
- Ask two pupils to read the question and answer. Explain that they have to speak about themselves.
- Pupils practise, changing the day of the week. Monitor as they are speaking.
- Choose a few pupils to ask and answer in front of the class.
- Pupils continue practising but this time asking about members of their partner's family, e.g. *What does your [brother, sister, mother, father] usually do on a Monday afternoon?*

### Further practice: Photocopiable worksheet 2

- Give each pupil a copy of *Photocopiable worksheet 2* on page 161. They look at the pictures and write about each person.
- Then they draw two pictures about themselves and write in sentences. Monitor as they are writing.
- In pairs get them to check each other's answers.
- Choose a few pupils to read out the sentences they wrote about themselves.

## Activity Book, Page 28, Exercise 4

- Say *Open your Activity Books at page 28. Look at Exercise 4.*
- Choose pupils to read through each sentence and say *Yes* or *No*. After you've practised them aloud, pupils write their own answers.
- Pupils work in pairs to tell each other what they do. They can say, for example, *I usually play sport at the weekend, or I don't usually play sport at the weekend.*
- Choose some pupils to say a sentence about themselves to the class.

## End the lesson

- Ask the class *What lesson do you usually have next? (We usually have [PE] next.) Are you going to your [PE] class next, today? (Yes, we are.)*

## Lesson 5

### Outcomes

- To demonstrate recognition of simple words in short paragraphs describing pictures about visiting Ajloun Castle
- To use reading strategies to demonstrate understanding of simple reading material (e.g. short paragraphs)
- To make connections between prior knowledge and experiences and short, simple reading materials
- To write semi-cursive English words correctly, legibly and neatly (e.g. gate, room, etc.)
- To copy English letters in semi-cursive handwriting: *q, j, y*

### Structures

The present continuous and the present simple:  
*Now I'm at the top of the castle.*  
*I'm looking down at all the trees.*

### Functions

Expressing actions  
Asking and answering questions  
Matching pictures with texts  
Acquiring appreciation of Jordanian culture

### Vocabulary

*across, bridge, century, gate, go up, look down, room, twelfth*

### Topic

Visiting Ajloun

### Resources

- Pupil's Book, page 30 Exercise 4, Read and match
- Activity Book, page 29 Exercise 5, Read, look and complete
- Activity Book, page 30 Exercise 6, Trace and copy
- Flashcards: across, bridge, castle, gate, go up, look down, steps
- Wall chart 2: Activities

## Revision

- Show the class Wall chart 2: Activities. Ask *Do you usually go to the library at the weekend? Are you going today?*
- Pupils ask and answer questions across the class. If they make a mistake, encourage them to try to correct themselves. If they can't correct their mistakes, ask others in the class to help, saying *Can anybody help us?*

## Presentation

- Use the flashcards to teach the new words. Start with *bridge*. Show the picture and say the word. Pupils repeat after you as a class and individually. Ask *Is there a bridge in our town? Then teach across*. Say *People go across the bridge every day. Do you usually go across a bridge on your way to school? Do you walk across a road?*
- Teach the word *gate*. Ask *Where is there a gate near here? (The school has got a gate.)*
- Show the pupils the flashcard *steps*. Ask *What are they? (steps) What is Uncle Hassan doing in the story on page 28? (He is walking up the steps of the castle.)* If they can't remember, say *Open your Pupil's Book at page 28* and ask the question again.
- *Look at this flashcard. He is going up the steps*. Pupils repeat after you. Explain that they can say *walk up* or *go up*. Ask *Do you go up steps every day?*
- Show the flashcard *castle*. Ask *What is it?* Draw the *castle* on the board and put a person at the bottom. Give him a name. Ask *Where is [Ali]? (He is at the bottom.)* Draw another man at the top of the castle and ask *Where is [Ahmad]? (He is at the top.) Can [Ahmad] see [Ali]? Show the flashcard look down*. Elicit *Yes, he can*. Teach *He is looking down. He can see Ali*. Pupils repeat. *What is Ali doing? He is looking up. He can see Ahmad*.
- Ask *On page 28, what are the family visiting? (They are visiting a castle.) Is a castle new or old? (They are usually old.) Yes, Ajloun Castle is about 800 years old. It is very old. Write this year on the board. Say We are in the 21<sup>st</sup> century. Ajloun Castle is from the twelfth century. Write 12<sup>th</sup> on the board. Repeat the phrase 12<sup>th</sup> century for the pupils. Twelfth will be very difficult for them to say because of the *fth* ending. Ask *How many years are there in a century? (a hundred)**
- Teach the word *room*. Ask *How many rooms are there in your house? (There are six rooms.)*

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
understand the new words			
read the new words correctly			

## Pupil's Book, Page 30, Exercise 4

- Say *Open your Pupil's Book at page 30. Look at Exercise 4.*
- Point to the photo of Ajloun castle and ask *What's this?* Elicit the answer. Tell the pupils they are going to read about the castle and then order the three pictures.
- Pupils work individually to read the information and order the pictures.
- Then they check their answers with a partner.

### Answers

1. b 2. c 3. a

**4 Read and match**

**1** Ajloun Castle is at the top of a mountain. It's a very old castle from the twelfth century. Now I'm walking across the bridge to go into the castle gate!

**2** There are lots of steps. There are lots of rooms. Now I'm going up more than thirty steps.

**3** Now I'm at the top of the castle. I'm looking down at all the trees. There are more than forty trees! I like Ajloun Castle!




30

### Activity Book, Page 29, Exercise 5

- Say Turn to page 29 in your Activity Books. Look at Exercise 5.
- Point to the words in the box and ask pupils to read them.
- Choose a pupil to read the example sentence.
- Ask pupils to work in pairs to complete the sentences.
- Check answers as a class.

#### Answers

1. century 2. bridge 3. gate 4. room 5. steps 6. top

### Activity Book, Page 30, Exercise 6

- Say Now look at Exercise 6.
- Show pupils by demonstrating on the board how to form the letter *q*. Pupils write the letter and then the word. Repeat with *j* and *y*. Remember to use the Handwriting Practice at the end of the Activity Book as a guide.
- Monitor as they are writing, checking they are forming the letters correctly.

### End the lesson

- Ask Do you usually go to Ajloun at the weekend? Are you going today? Do you want to go to Ajloun? What do you want to see there?

## Lesson 6

### Outcomes

- To recognise the sounds of consonant combinations in the English alphabet: *tr*, *tw*
- To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges
- To respond to questions before, during, and after listening (e.g. *Where does she/he live?*)
- To participate in the singing of simple songs and recitation of simple rhymes after listening to a tape
- To complete English sentences in semi-cursive handwriting correctly, legibly and neatly
- To recognise numbers 30, 40, 50 and 60

### Structures

The present continuous and the present simple:

*We usually wake up at six o'clock.*

*We're going on a school trip.*

### Functions

Expressing actions

Learning new sounds

Answering questions related to a listening text

Acquiring appreciation of Jordanian culture

Showing appreciation of listening to and singing a song

### Vocabulary

*sun, wake up*

### Topic

Visiting Ajloun

### Resources

- Pupil's Book, page 31 Exercise 5, Listen and say
- Pupil's Book, page 31 Exercise 6, Listen and point
- Pupil's Book, page 31 Exercise 7, Sing
- Activity Book, page 30 Exercise 7, Read and complete
- Activity Book, page 30 Exercise 8, Listen, point and say
- Cassette, Pupil's Book, Unit 7, Exercise 5
- Cassette, Pupil's Book, Unit 7, Exercise 6
- Cassette, Pupil's Book, Unit 7, Exercise 7
- Cassette, Activity Book, Unit 7, Exercise 8
- Flashcards: across, bridge, castle, gate, go up, look down, steps


### Revision


- Show the pupils the flashcards *across, bridge, castle, gate, go up, look down, steps* and elicit what each one is.
- Ask *How old is Ajloun castle?* They can reply *It's about 800 years old.* or *It's from the twelfth century.*

### Pupil's Book, Page 31, Exercise 5


- Say Open your Pupil's Books at page 31. Look at Exercise 5. Point to the first picture. Listen. Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second picture.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*




**5**  **Listen and say**



tree



twelfth


**6**  **Listen and point**

30

50

40


60

**7**  **Sing**

We usually wake up at six o'clock  
And we don't usually do anything special.  
But today we're going on a school trip,  
We're going to visit a castle!

We usually travel to school by car  
And school starts at a quarter to eight.  
But today we're walking across the bridge  
To get to the castle gate.

We usually say goodbye to our friends  
When school ends at a quarter past one.  
But today we're at the top of the castle  
Where it's nice and warm in the sun.



**31**

### Tapescript

tr, tree, tree  
tw, twelfth, twelfth

## Pupil's Book, Page 31, Exercise 6

- Say *Now look at Exercise 6.*
- Write the numbers 10 and 20 on the board. Ask pupils to tell the numbers. Ask pupils to start counting from 20. When they have reached the number 29, try to elicit what comes after. If pupils find difficulty, remind them that 10 and 20 end with a zero. Elicit the answer, 30, and write it on the board.
- Raise your hand high so all the pupils can see. Show your fingers and say 10. Ask them to do the same.
- Then show your fingers again and do a movement of the hands to the front twice. Say 20. Pupils repeat.
- Do the same for 30 and write it on the board. Do the same for 40, 50 and 60.
- Divide the class into four groups. Give each group a number. The first group has number 30, the second group has number 40, the third has number 50 and the fourth has number 60.
- Call out a random number from 30, 40, 50 and 60. For example, say 40, the group that has the number 40 stands up and says 40 out loud.
- Continue with the rest of the numbers and make sure every group has had the chance to practise these numbers.
- Then use the flash cards of the numbers 30, 40, 50 and 60 to hold one at a time and ask pupils to say the number.
- Write the numbers consecutively on the board. Ask pupils to come to the board and point to a number as you say it.

### Tapescript

30 40 50 60

## Pupil's Book, Page 31, Exercise 7

- Say *Look at the picture in Exercise 7. What can you see?* Elicit an answer from the class.
- Say *Listen and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again. Ask *I wake up at half past six. What time do you wake up?* If the pupils don't understand this, mime *waking up*. Then ask the question again.
- Play the verses again, asking the pupils to join in.
- Divide the class into three parts. Each group practises and sings one verse to the class. Give them two or three minutes to practise.

### Tapescript

We usually wake up at six o'clock  
And we don't usually do anything special.  
But today we're going on a school trip,  
We're going to visit a castle!

We usually travel to school by car  
And school starts at a quarter to eight.  
But today we're walking across the bridge  
To get to the castle gate.

We usually say goodbye to our friends  
When school ends at a quarter past one.  
But today we're at the top of the castle  
Where it's nice and warm in the sun.

## Activity Book, Page 30, Exercise 7

- Say *Open your Activity Book at page 30. Look at Exercise 7.*
- Choose a pupil to read the example sentence.
- Go through the exercise orally first, if you wish.
- Pupils complete the sentences.
- Choose pupils to read the sentences aloud. Check their pronunciation.

### Answers

1. I'm drinking 2. I'm playing 3. I'm writing  
4. I'm looking down 5. I'm travelling 6. I'm walking up

## Activity Book, Page 30, Exercise 8

- Say *Look at Exercise 8.*
- Ask pupils to say what the pictures are.
- Explain that they are going to hear some words. They must listen and point to the correct picture. They can do this together and see if they agree or not. Play the tape.
- Now play the tape again, pausing after each word. The pupils point to the correct picture each time. Check they are doing this correctly.

### Tapescript

1. train 2. twelfth 3. tree 4. twelfth  
5. tree 6. trousers 7. train 8. trousers

## End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *What do you usually do on Saturday? What are you doing now?*
- Congratulate pupils on all their hard work in Unit 7.

## Lesson 1

## Outcomes

- To respond to questions before, during, and after listening (e.g. *Where does she/he live?*) to a conversation in a story
- To follow short, simple instructions in class (e.g. *Please show me your homework.*)
- To develop strategies to understand spoken words and short, simple sentences in exchanges

## Structures

Comparative adjectives:  
*Squirrels are **smaller than** the other animals.*  
*The flowers are **prettier** in spring.*  
*The deer is **more frightened than** you are.*

## Functions

Making comparisons  
 Talking about wildlife  
 Acquiring respect for the environment

## Vocabulary

*dangerous, deer, forest, frightened, jackal, pretty, squirrel, think, wolf*

## Topic

Comparing animals

## Resources

- Pupil's Book, page 32  
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 8, Exercise 1
- Flashcards: deer, forest, jackal, squirrel, wolf

- Then talk about the deer, saying *The deer is bigger than the squirrel.* Practise in the same way as the previous sentence.
- Show the flashcard of the *squirrel* and the *wolf*. Elicit two sentences from the class with *smaller* and *bigger*. Repeat with the *jackal* and the *deer*.
- Then choose items in the classroom to compare using *bigger* and *smaller*.
- Show the flashcard *deer*. Ask *Is it pretty?* Show the flashcard *wolf*. Ask *Is it pretty?* Say *I think the deer is prettier than the wolf.* *The deer is prettier than the wolf.* Ask pupils to repeat the last sentence. Then ask individuals *What do you think?* to elicit *I think the deer is prettier than the wolf.* Show different animal flashcards and elicit similar sentences.
- Say *Imagine you are in a forest. A squirrel sees you. What does it do?* Elicit *It runs away?* Ask *Why? (It's frightened.)* Say *You see a deer. Are you frightened? (Yes, I am.)* *What does the deer do? (It runs away.)* *Yes, the deer runs away. The deer is more frightened than you are.* Say the sentence few times and help pupils to repeat.
- Say *You see a wolf. Are you frightened? (Yes) Why?* Teach *dangerous.* Say *wolves are sometimes dangerous.* Pupils repeat the word and the sentence. Ask *Is a deer more dangerous than a wolf? (No) Is a wolf more dangerous than a deer? (Yes)*
- At this stage you want the pupils to understand the concept of the comparatives. They will practise the formation later in the unit.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
give sentences with <i>I think</i>			
understand the concept of comparatives			
say full sentences with comparatives			

## Revision

- Ask a few children *Do you want to visit Aqaba, Ajloun or a farm? Why? What do you want to see?*

## Presentation

- Show the class the flashcards *deer, jackal, squirrel, wolf* and teach the names of these animals. Practise the word *squirrel* a few times as they may have problems with the beginning *sq*.
- Then ask *Where do they live?* Show the flashcard *forest* and teach *They live in the forest.*
- Ask *Do you sometimes walk in a forest? Do you see any animals? Which animal do you want to see? Why?* Elicit suggestions from the class, teaching any new words, e.g. *I want to see a deer. It's pretty.*
- Then ask *Which animal don't you want to see?* Elicit suggestions from the class, teaching any new words, e.g. *I don't want to see a jackal. I'm frightened.*
- Ask *What do you think a squirrel eats?* Elicit suggestions from the pupils beginning with the structure *I think*, e.g. *I think they eat nuts.* Repeat with *deer*.
- Ask *Do you think a squirrel is big or small?* Pupils reply *I think a squirrel is small.* Say *Yes, a squirrel is small.* Put the flashcard on the board so all the pupils can see it. Then say *Do you think a deer is big or small?* Elicit *I think a deer is big.* Put the flashcard of the *deer* on the board.
- Say *Look at the deer and the squirrel.* Teach *The squirrel is smaller than the deer.* Pupils repeat. If they can't remember the whole sentence, help them by back chaining. You say *the deer*, with the correction intonation. Pupils repeat. Then say *smaller than the deer.* Pupils repeat. Say the full sentence and pupils repeat. Choose individuals to say the sentence.

## Pupil's Book, Page 32, Exercise 1

- Say *Open your books at page 32. Ask Who can you see in the pictures? Where are they? Say Look at the first picture. What can you see? Elicit green trees. Ask Are the trees pretty? Is it winter? Pupils reply No, I think it's spring/summer.*
- Now say *Listen and read. Tell me who is frightened.*
- Play the recording for the pupils. Elicit the answer to your question (*Samira is frightened.*) Play again and ask the class, then get individuals to repeat the answer.
- Divide the class into groups of four, one pupil for each character in the story. They practise reading through the story. Monitor as they are reading, checking pronunciation. They can ask you *Does this sound correct?*
- Then ask some groups to perform in front of the class. Tell the other groups they will get a chance in the next lesson.

**1** Listen and read



**Kareem:** Today, we are in Ajloun Forest.  
**Samira:** Look at all the pretty spring flowers and green trees!  
**Aunt Muna:** Yes, the flowers are prettier in spring than they are in autumn.



**Kareem:** What animals live in the forest, Uncle Hassan?  
**Uncle Hassan:** There are squirrels, wolves, jackals and deer. Squirrels are smaller than the other animals. Squirrels live in the trees.



**Kareem:** What's that animal? It's big. Is it a fox? Is it a jackal?  
**Aunt Muna:** I think that it's a jackal.  
**Uncle Hassan:** No, this animal is bigger than a jackal.



**Samira:** I'm frightened!  
**Uncle Hassan:** Don't be frightened, Samira! It's a deer! A deer isn't dangerous.  
**Mum:** The deer is more frightened than you are, Samira!

**Tapescript**

1.
 

**Kareem:** Today, we are in Ajloun Forest.  
**Samira:** Look at all the pretty spring flowers and green trees!  
**Aunt Muna:** Yes, the flowers are prettier in spring than they are in autumn.
2.
 

**Kareem:** What animals live in the forest, Uncle Hassan?  
**Uncle Hassan:** There are squirrels, wolves, jackals and deer. Squirrels are smaller than the other animals. Squirrels live in the trees.
3.
 

**Kareem:** What's that animal? It's big. Is it a fox? Is it a jackal?  
**Aunt Muna:** I think that it's a jackal.  
**Uncle Hassan:** No, this animal is bigger than a jackal.
4.
 

**Samira:** I'm frightened!  
**Uncle Hassan:** Don't be frightened, Samira! It's a deer! A deer isn't dangerous.  
**Mum:** The deer is more frightened than you are, Samira!

**Further practice**

- Give the pupils some words so they can make comparative sentences with *bigger* and *smaller*, e.g. *tennis ball – football/ our classroom – the school library/ a stadium – our school/ a castle – your house.*
- Ask pupils to work in pairs and to make their own sentences using different vocabulary.

**End the lesson**

- Show pupils the four flashcards *deer*, *wolf*, *jackal*, *squirrel* and ask *Which is your favourite animal?*

**Lesson 2**

**Outcomes**

- To pronounce learned English words in reading a conversation correctly
- To use simple words to participate in short, simple guided exchanges in familiar contexts
- To retell or act out the important events in a short, simple narrative
- To correct spelling and use of capitalisation, period and question mark with the assistance of peers and teachers
- To demonstrate understanding of short, simple reading material (e.g a narrative)
- To write short, simple sentences describing pictures

**Structures**

Comparative adjectives:  
*Squirrels are **smaller than** the other animals.*  
*The flowers are **prettier** in spring.*  
*The deer is **more frightened than** you are.*

**Functions**

Making comparisons  
Talking about wildlife  
Acquiring respect for the environment

**Topic**

Comparing animals

**Resources**

- Pupil's Book, page 32  
Exercise 1, Listen and read
- Activity Book, page 31  
Exercise 1, Look and write
- Activity Book, page 31  
Exercise 2, Read and circle *Yes* or *No*
- Cassette, Pupil's Book, Unit 8, Exercise 1
- Flashcards: deer, forest, jackal, squirrel, wolf

**Revision**

- Show the class the flashcards *deer*, *forest*, *jackal*, *squirrel*, *wolf* and, for each one, ask *What is it?* Pupils answer and check their pronunciation.
- Write the words on the board and ask pupils to read them. Then hand out one flashcard to five different pupils and ask them to match the flashcard to the corresponding word on the board.
- Rub all the words out. Show the flashcards and say *Spell the word*. A pupil spells the word aloud. On the board, you write what they say. Ask the rest of the class, *Is that correct?* Give the pupil a chance to correct the spelling if necessary.

**Pupil's Book, Page 32, Exercise 1**

- Say *Open your books at page 32. Listen*. Play the tape through once more.
- Choose a couple of the groups to act the story out in front of the class.
- Then ask comprehension questions:
  - *Where are Kareem and Samira today? (They're in Ajloun Forest.)*
  - *What month is it? (Pupils reply I think it's [a month in spring.]*
  - *Which animals live in the forest? (squirrels, wolves, jackals and deer)*
  - *Which animal lives in the trees? (squirrels)*
  - *What animal do they see? (a deer)*
  - *Do they see a jackal? (No, they don't.)*
  - *Is a deer dangerous? (No, it isn't.)*
  - *Who is frightened? (Samira)*

## Activity Book, Page 31, Exercise 1

- Say *Open your Activity Book at page 31. Look at Exercise 1.*
- Ask pupils to look at the words in the box. Ask the whole class to read the first word and another pupil to come to the front and hold up the correct flashcard. Do this with the other three words, also.
- Pupils complete the exercise. Monitor as they are writing.
- Check the answers as a class.

### Answers

1. It's a squirrel. 2. It's a deer.  
3. It's a wolf. 4. It's a jackal.

## Activity Book, Page 31, Exercise 2

- Say *Now look at Exercise 2.* Choose a pupil to read the example sentence and answer.
- Go over the rest of the exercise orally. Choose pupils to read the sentences and others to suggest the answer. You can ask others in the class *Do you agree?*
- Pupils write the answers individually. Then they read the sentences to each other in pairs and check their answers.
- Check answers as a class.

### Answers

1. No 2. Yes 3. No 4. Yes 5. Yes 6. Yes

## End the lesson

- Ask *Who can run fast?* Choose a pupil and say *Hassan can run fast. Can you run faster than Hassan? Can Hassan run faster than a squirrel? Can he run faster than a deer?*

## Lesson 3

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To develop strategies to understand spoken words and short, simple sentences</li> <li>• To use prior knowledge about animals to participate in short, simple guided exchanges (e.g. face the speaker)</li> <li>• To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. about animals)</li> <li>• To write semi-cursive English words correctly, legibly and neatly</li> </ul>
<b>Structures</b>	Comparative adjectives: <i>A jackal is <b>bigger than</b> a deer.</i> <i>A squirrel is <b>smaller than</b> a wolf.</i>
<b>Functions</b>	Making comparisons Talking about wildlife Correcting information related to listening Acquiring respect for the environment
<b>Topic</b>	Comparing animals
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 33 Exercise 2, Listen and say right or wrong</li> <li>■ Activity Book, page 32 Exercise 3, Complete</li> <li>■ Cassette, Pupil's Book, Unit 8, Exercise 2</li> <li>■ Flashcards: deer, jackal, squirrel, wolf</li> </ul>

## Revision

- Choose two pupils to come to the front. Say, e.g. *[Salwa] is taller than [Muna]. Right or wrong? [Salwa] is shorter than [Muna]. Right or wrong?*
- Ask pupils to give a sentence with *young*. Help them if necessary (*[Salwa] is younger than [Muna]. Right or wrong?*) Choose a pupil to answer. Then ask them to make a sentence with *old*. Again, help them to form *older* if necessary.
- On the board write:  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_
- Ask how many letters there are in each word? (4, 4, 6, 8)
- Say *Keep your books closed.* Show the flashcard *wolf*. Ask *What is it?* (*Wolf*)
- Say *Can you write wolf in the right place?* Pupils write *wolf* for number 2.
- Repeat with the other flashcards, checking the pupils spelling and asking the class *Is that correct?* (1. deer, 2. wolf, 3. jackal, 4. squirrel)

## Pupil's Book, Page 33, Exercise 2

- Say *Open your Pupil's Book at page 33.*
- Point to the photographs and elicit what each is.
- Say *Listen to the first sentence.* Play the first sentence and pause the tape. Choose a pupil to read the example answer.
- Say *Listen and think whether the sentences are right or wrong. I am going to play the tape twice.* Play the rest of the tape all the way through.
- Play the tape again and pause after each sentence to elicit an answer from the pupils. Ask several pupils for the answer each time.

### Tapescript

1. A jackal is bigger than a deer.
2. A squirrel is smaller than a wolf.
3. A deer is taller than a wolf.
4. A squirrel is bigger than a deer.
5. A wolf is more dangerous than a squirrel.

### Answers

1. A jackal is smaller than a deer.
2. A squirrel is smaller than a wolf.
3. A deer is taller than a wolf.
4. A squirrel is smaller than a deer.
5. A wolf is more dangerous than a squirrel.

**2** Listen and say right or wrong



jackal



deer



squirrel



wolf

A jackal is smaller than a deer.

**3** Look and say

- elephant • lion • bear • giraffe
- cat • owl • eagle • frog
- big • small • tall • dangerous

An elephant is bigger than a cat.

### Further practice

- Write the following words on the board: *small, big, tall, dangerous, frightened, beautiful*.
- Using flashcards and drawings on the board, practise the comparatives further. Write the sentences on the board so that pupils can see the full forms.
- Show pupils the flashcards *squirrel* and *wolf*. Point to *small* and elicit a sentence *A squirrel is smaller than a wolf*. Then point to *big* and elicit *A wolf is bigger than a squirrel*.
- Write the two sentences on the board. Show the pupils how we add *-er* to *small* and add *than*; with *big* we add *-ger* and add *than*.
- On the board, write *A wolf is \_\_\_\_\_ a squirrel*. Point to *tall* and elicit the sentence. Ask a pupil to come and fill in the spaces with *taller than*.
- Now point to *dangerous* and try to elicit the sentence *A wolf is more dangerous than a squirrel*. Write it on the board. Repeat the sentence.
- Ask pupils to look at the words at the top of the board again. Say *How many syllables are in 'small'?* Show them that there is one. Repeat with *big* and *tall*. Then ask how many syllables are in *dangerous* (3). Point to the sentence and show them the difference.
- We add *more* and do not add *-er* to longer words.
- Point to *beautiful*. Write on the board *A squirrel is \_\_\_\_\_ a wolf*. Ask the pupils to complete the sentence (*more beautiful than*).
- Say *A squirrel sees a wolf. The wolf sees the squirrel. Make a sentence with 'frightened'*. Elicit *The squirrel is more frightened than the wolf*.
- Write both of these sentences up on the board so pupils can see the structure clearly.
- Now write the word *pretty* on the board. Ask the pupils *How many syllables are in 'pretty'?* (2). Ask, *What do we do?* Pupils are likely to say (*add -er*). You can add *-er* to the word, but ask *Does this look right?* (No)

- Explain that when adjectives end in *y*, we remove the *y* and change the ending to *-ier*. Use a few more examples for practice. Get pupils to come up to the board to change the endings. For example:
  - heavy (heavier): (An elephant is heavier than a squirrel.)*
  - noisy (noisier): (A Jackal is noisier than a deer.)*
- Now write *A deer is \_\_\_\_\_ a wolf*. Ask pupils to complete the sentence (*prettier than*).

### Activity Book, Page 32, Exercise 3

- Say *Open your Activity Books. Turn to page 32.*
- Ask the pupils to work in pairs to complete the sentences. Remind them of the sentences you have just practised. Point to the *-er* words on the board and the sentences with *more \_\_\_\_\_ than*.
- Check the answers as a class.

#### Answers

- bigger than
- smaller than
- taller than
- more dangerous than

### End the lesson

- Ask the children *When are you frightened?* Elicit examples from the class.

## Lesson 4

#### Outcomes

- To use simple words to participate in short, simple guided exchanges in familiar contexts
- To pronounce learned English words correctly (e.g. *elephant, lion, bear*, etc.)
- To arrange jumbled information in simple tables and charts

#### Structures

Comparative adjectives:  
*An elephant is **bigger than** a cat.*

#### Functions

Making comparisons  
Talking about wildlife  
Acquiring respect for the environment

#### Topic

Comparing animals

#### Resources

- Pupil's Book, page 33 Exercise 3, Look and say
- Activity Book, page 32 Exercise 4, Read, look and complete
- Photocopiable worksheet 3

### Revision

- Write the following on the board: *A deer is \_\_\_\_\_ a jackal*. Ask pupils to suggest words to go in the gap, for example, *bigger than, prettier than, taller than*, etc.
- Then turn the sentence round *A jackal is \_\_\_\_\_ a deer*. Ask for suggestions, for example, *smaller than, more dangerous than*, etc.

### Pupil's Book, Page 33, Exercise 3

- Say *Open your Pupil's Book at page 33.*
- Point to the girl. Ask a pupil to read the sentence.
- Point to the other words. Make sure pupils pronounce them correctly.
- Ask a pupil to suggest another sentence. Then ask pupils to work in pairs, making sentences. If they are not sure, they can ask you *Is this correct?*

- Give them four or five minutes to make as many sentences as they can.
- Go through as a class, asking each pair to give you a sentence. Try to get them to say a sentence that has not already been said.

### Activity Book, Page 32, Exercise 4

- Say *Open your Activity Books at page 32. Look at Exercise 4.*
- Ask pupils to read it silently to themselves. Then ask them to look at the graph and the text according to the graph.
- Ask pupils to work in pairs. They should read each section aloud to each other and then decide.
- Check answers as a class.

#### Answers

1. bigger than 2. bigger than 3. smaller than  
4. smaller than 5. bigger than 6. smaller than

### Further practice: Photocopiable worksheet 3

- Make a copy of *Photocopiable worksheet 3*, page 162, for each pupil. Explain that they should write a sentence about each pair of animals.
- They have to compare them but they can use whichever adjectives they want.

### End the lesson

- Choose some pupils to read one of their sentences from the worksheet to the class.

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To demonstrate recognition of simple words in a letter</li> <li>• To use reading strategies to understand short, simple reading material (e.g. a letter)</li> <li>• To recognise and name some basic kinds of short, simple reading material (e.g. a letter)</li> <li>• To copy English letters in semi-cursive handwriting: <i>ch, al</i></li> <li>• To complete a paragraph with words</li> </ul>
<b>Structures</b>	Comparative adjectives: <i>Jackals and wolves are <b>more dangerous than</b> deer.</i> <i>The flowers are <b>more beautiful</b> in spring <b>than</b> in summer.</i>
<b>Functions</b>	Making comparisons Talking about wildlife Completing a text Acquiring respect for the environment
<b>Vocabulary</b>	<i>beautiful, people</i>
<b>Topic</b>	Comparing animals
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 34 Exercise 4, Read and complete</li> <li>■ Activity Book, page 33 Exercise 5, Trace and copy</li> <li>■ Activity Book, page 33 Exercise 6, Read, complete and say</li> <li>■ Flashcards: deer, jackal</li> </ul>

### Revision

- Say to one pupil: *Tell me the name of an animal (e.g. elephant).* Say to another: *Tell me the name of an animal (e.g. lion).* Say to a third pupil: *Give me a sentence about the two animals (e.g. An elephant is bigger than a lion.).* Continue practising with other pupils.

### Presentation

- If possible, bring a picture of some flowers or something beautiful into class. Alternatively you can use the first picture on page 32. Ask *Do you like this/these? Why?* Elicit from the pupils *It's /They're pretty.* Teach the word *beautiful.* Say the word with enthusiasm to show that it means more than just pretty.
- Tell the pupils it is a difficult word to spell. Write it on the board, saying the letters as you write them. Pupils say the word after you. Choose pupils to read it aloud.
- Show the two flashcards *jackal* and *deer* one at a time. Elicit the name of each animal. Then hold them up together and say *What are they? Give me one word.* Elicit *animals.*
- Now teach the word *people.* Say *I am a teacher. You are ...* Let pupils finish your sentence (*pupils, children, boys, girls.*) Say *We are people.* Hold the two flashcards up again and say *They are ...* Let pupils finish the sentence (*animals*) *We are ...* Again let pupils finish the sentence (*people*).
- Tell pupils it is quite a difficult word to spell too. Write the word on the board, spelling it as you write. Read the word for the pupils. They repeat. Then ask pupils to read it aloud.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce the new words correctly			
understand the new words			

### Pupil's Book, Page 34, Exercise 4

- Say *Open your Pupil's Book at page 34. Look at Exercise 4.*
- Ask the pupils to look at the picture at the bottom of the page and tell you what they can see (*trees, a forest, mountains*).
- Then ask them to look at the top of the page. Ask *What is this? (a letter)* Ask *How do you know it's a letter? (It begins 'Dear' and ends 'From')* *Who is writing the letter? (Kareem and Samira)* *Who are they writing to? (Ali and Leila)*
- Say *Read the letter. Tell me what is beautiful.* Pupils silently read the letter to themselves.
- When they have finished, ask them the question again and elicit the answer (*flowers in spring*). At this point you could ask them to name the other three seasons (*summer, autumn, winter*).
- Then ask the pupils to point to the words *beautiful* and *people*.
- Tell the pupils they have to write the words in the correct places. They can work in pairs to complete the exercise.
- Check answers as a class, asking pupils to read the sentences aloud. Encourage them to explain why they chose the answers, e.g. **Number 3:** *Squirrels live in trees; the other animals don't.*

#### 4 Read and complete

Dear Ali and Laila,

There are many animals in Ajloun Forest. There are deer, jackals and wolves. They are all big animals, but jackals and wolves are more dangerous than deer. The squirrel is a small animal. It lives in the trees. Many people walk in the forest in the spring. The flowers are more beautiful in spring than in summer.

From Kareem and Samira

• deer • animals • flowers • people • squirrels

- 1 Jackals and other big \_\_\_\_\_ live in Ajloun Forest.
- 2 A wolf is more dangerous than a \_\_\_\_\_.
- 3 Small animals called \_\_\_\_\_ live in the trees.
- 4 There are more \_\_\_\_\_ in the forest in the spring.
- 5 \_\_\_\_\_ come to the forest to walk.

Jackals and other big animals live in Ajloun Forest.



34

#### Answers

1. animals 2. deer 3. squirrels 4. flowers 5. People

#### Further practice

- Read the text again but with wrong information. Pupils listen and correct what you say. For example:  
*There are many fish in Ajloun Forest. There are deer, jackals and elephants. They are all small animals, but jackals and wolves are more dangerous than lions. The deer is a small animal. It lives in the trees. Many people run in the forest in the winter. The trees are more beautiful in autumn than in spring or summer.*
- Then see if the pupils can do the exercise with their books closed.

#### Activity Book, Page 33, Exercise 5

- Say Turn to page 33 in your Activity Books. Look at Exercise 5.
- Refer to the Handwriting Practice at the end of the Activity Book as a guide to demonstrate on the board how to form the letters *ch*. Pupils write the letters and then the word. Repeat with *al*.
- Monitor as they are writing, checking they are forming the letters correctly.

#### Activity Book, Page 33, Exercise 6

- Say Look at Exercise 6.
- Write the word *small* on the board. Ask a pupil to read it. Then ask the same pupil to read the example sentence. Ask pupils to say how it has changed.
- Ask them to work in pairs and try to do the exercise. Point out that there are some words to which we do not just add *-er* and *than*.
- Monitor as they are working to see who can do the exercise easily. Don't tell them, at the moment, if they are correct or not. If they are not correct, give them a clue by pointing at the example.
- Go over the answers as a class, choosing pupils to read the

sentences aloud. Write the answers on the board for pupils to check. If a pupil gives an answer that is incorrect, try and get them to correct it. If they cannot, ask *Can anyone help us?*

- When the correct answer is given, ask *Why?* Pupils should be able to explain why they gave an answer (*It is a short word, so you add -er and than./ It is a long word, so you add more and than./ The word ends in y, so you change the ending to -ier and add than.*)
- When you have finished, ask pupils to correct any mistakes. Monitor as they do this.

#### Answers

1. smaller than 2. bigger than 3. faster than  
4. prettier than 5. more frightened

#### End the lesson

- Ask pupils to think of other words they know with *ch* (e.g. *chicken, children, chef, catch, teacher, kitchen, lunch*). Ask them to make sentences with the words to show they understand them. Note the different pronunciation of *chef* (*sh* rather than *ch* sound at the beginning).

## Lesson 6

#### Outcomes

- To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. what they are going to do)
- To pronounce learned English words in reading a letter correctly
- To recognise the sounds of consonant combinations in the English alphabet: *fr, gr, pr*
- To write short, simple (completion, answering project) sentences and short paragraphs on familiar topics (e.g. describing people)

#### Structures

Comparative adjectives:  
*Grandpa is **older than** Dad.*  
*I am **taller than** my brother.*  
*I am **younger than** my sister.*

#### Functions

Making comparisons  
Talking about wildlife  
Acquiring respect for the environment

#### Topic

Comparing animals

#### Resources

- Pupil's Book, page 35 Exercise 5, Listen and say
- Pupil's Book, page 35 Exercise 6, Look and say
- Pupil's Book, page 35 Exercise 7, Talk about you
- Activity Book, page 34 Exercise 7, Listen and point
- Activity Book, page 34 Exercise 8, Look and complete
- Cassette, Pupil's Book, Unit 8, Exercise 5
- Cassette, Activity Book, Unit 8, Exercise 7

## Revision

- Say *tell me about Ajloun Forest. What can you see there?* As they give some information, try to ask further questions, e.g. the pupils say: *You can see squirrels, deer and wolves.* / You ask: *Are squirrels bigger than deer?* (No! Deer are bigger than squirrels.)

## Pupil's Book, Page 35, Exercise 5

- Say *Open your Pupil's Books at page 35. Look at Exercise 5. Point to the first picture. Listen.* Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

**5 Listen and say**



frog                      green                      pretty flowers

**6 Look and say**



• old • young • small • tall

Grandpa is older than Dad.

I am younger than my sister.

**7 Talk about you**



I am taller than my brother.

I am younger than my sister.

### Tapescript

fr, frog, frog  
gr, green, green  
pr, pretty flowers, pretty flowers

## Pupil's Book, Page 35, Exercise 6

- Say *Look at Exercise 6. What is this a picture of?* (It's a family.) Ask *Who can you see?* (Grandma, Grandpa, Mum, Dad and two children.) Say *The little boy's name is Yousuf. What is the baby's name?* Let the pupils point to the name of the baby (Abla).
- Choose a pupil to read the example sentence aloud. Ask other pupils to give you more sentences about the picture.
- After they have heard a few examples, ask the pupils to work in pairs to make sentences comparing the family. They should use all the words next to the picture.
- Monitor as they are speaking, helping where necessary.

## Pupil's Book, Page 35, Exercise 7

- Say *Look at Exercise 7.* Ask two pupils to read the two sentences.
- Give some sentences about your family, and encourage pupils to respond with a sentence about their own family. e.g. *I am taller than my sister. What about you, [pupil's name]?* (*I am shorter than my sister.*) Repeat with a few pupils.
- Pupils now work in pairs to give sentences about their family. Monitor as they are speaking, helping if necessary.
- Get two or three pairs to tell the class about their partner's family.

## Further practice

- Draw a circle on the board and write 'animals' in the middle. Then draw two lines from it, saying 'forest animals' and 'farm animals'. Ask the pupils for a suggestion of a farm animal, e.g. *chicken*. Add it to the diagram. Ask them for a forest animal, e.g. *deer*. Add it to the diagram. Ask them to create a diagram like this in their diaries and add as many words as they can to each part.

## Activity Book, Page 34, Exercise 7

- Say *Open your Activity Book at page 34. Look at Exercise 7.*
- Ask pupils to say what the words are.
- Explain that they are going to hear some words. They must listen and point to the correct sound. They can do this together and see if they agree or not. The first three words have been written in the correct places. Play the tape.
- Play the tape again, pausing after each word. The pupils point to the correct sound each time. Check they are doing this correctly.

### Tapescript

1. frog 2. green 3. pretty 4. fridge 5. fruit  
6. grape 7. grey 8. friend 9. grandparent  
10. present

### Answers

FR: frog, fridge, fruit, friend  
GR: green, grape, grey, grandparent  
PR: pretty, present

## Activity Book, Page 34, Exercise 8

- Say *Look at Exercise 8. Who can you see?* (Jaber and Rakan)
- Choose two boys to come to the front of the class. Make sure one is taller than the other. Tell the taller boy *You are Jaber*, and the other boy *You are Rakan*. Ask the two boys to read the sentences telling their ages.
- Then say to the class *Look at Jaber and Rakan.* Point to their height. Elicit the sentence *Jaber is taller than Rakan*. Say *small* and elicit the sentence *Rakan is smaller than Jaber*. Repeat with *young* and *old*.
- Ask pupils to work alone to complete the sentences. If they have a problem, they can ask another pupil for help.
- Check answers as a class.

### Answers

1. Jaber is taller than Rakan.  
2. Rakan is smaller than Jaber.  
3. Jaber is older than Rakan.  
4. Rakan is younger than Jaber.

## End the lesson

- Ask pupils some questions with comparatives about their lives e.g. *Is our school bigger than (give name of another school)? Is our classroom smaller than the library?* etc.
- Congratulate pupils on all their hard work in Unit 8.



## Lesson 1

## Outcomes

- To respond to questions before, during and after listening (e.g. *Where does she/he live?*) to a diary
- To use prior knowledge to participate in short, simple guided exchanges (e.g. face the speaker)
- To demonstrate recognition of basic English sounds and their combination in short, simple words and phrases
- To demonstrate understanding of short, simple reading material (e.g. a diary)

## Structures

The present continuous and the present simple:  
**We usually go to the sports centre.**  
**Today, we're visiting Ajloun.**  
 Subject + be + going to + verb to refer to future plans:  
**Kareem is going to make a video.**

## Functions

Asking and answering questions  
 Expressing actions  
 Talking about daily routines  
 Talking about future plans  
 Acquiring appreciation of Jordanian culture

## Vocabulary

Revision of:  
*across, bottom, bridge, camera, castle, century, chicken, dangerous, deer, farm, forest, frightened, gate, go up, hotel, jackal, make a video, pick (v), picnic, plant (v), postcard, squirrel, steps, sun, take, top, twelfth, valley, visit (v), wolf*

## Topic

Revision

## Resources

- Pupil's Book, page 36 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 9, Exercise 1
- Flashcards: across, bridge, brush, camera, castle, chicken, deer, farm, forest, gate, go up, hotel, jackal, making a video, picnic, pick fruit, plant vegetables, postcard, squirrel, steps, valley, wolf
- Wall chart 2: Activities; Wall chart 4: Places

- Ask each group to give you a sentence about their day related to the flashcards or their own ideas. If they give a correct sentence, they get a point. When they use one of the flashcards, move it to the side. The other group can still use it if they wish. Continue until they cannot give any more sentences.
- If there are any flashcards that they haven't used, check that they can tell you what they are. Ask them to use the words in a sentence. They should be able to use them all about a farm or the castle.
- Revise also the words using the wall charts.
- Hand out the five flashcards *deer, forest, jackal, squirrel* and *wolf* to different pupils.
- Ask the pupils with the *forest* and *squirrel* to stand up. They say their words. Then ask pupils to give you a sentence using both words, e.g. *A squirrel lives in the forest. A squirrel likes trees. A squirrel's home is in the trees.* etc.
- Then ask the pupil with the *wolf* to stand up and say the word. Ask pupils to give further sentences, e.g. *A wolf lives in the forest. A wolf can find food in the forest. A squirrel is frightened of the wolf. A wolf is dangerous. A wolf is more dangerous than a squirrel. A squirrel isn't dangerous.*
- Continue in the same way with *deer* and *jackal*.
- Then ask pupils *Were you in the forest on Saturday? Do you think the forest is pretty? Do you think it is dangerous? Where were you?* Elicit answers from different pupils.

## Pupil's Book, Page 36, Exercise 1

- Say *Open your books at page 36.*
- Ask pupils to look at Exercise 1 and ask *Who can you see? What can you see?*
- Say *Listen and read the story. Then, tell me 'Where are Kareem and Samira having lunch today?'*
- Play the recording. Pupils follow the words as they listen. Elicit the answer to your question. (*They're having a picnic at the top of a hill near the castle.*) Ask *What are they having to eat?* Pupils use their imagination to answer the question.
- Play the recording for the pupils, again. Pause after each sentence. Pupils repeat as a class and individually.
- Then tell the pupils to close their books. Tell them you are going to ask some questions. You can make it into a team quiz if you wish. Here are some questions:
  - *Who are Kareem and Samira visiting? (Uncle Hassan and Aunt Muna)*
  - *Are they staying in a hotel? (No, they are staying on their farm.)*
  - *Where are they visiting today? (Ajloun)*
  - *Where are they having their picnic? (at the top of a hill)*
  - *Where is the hill? (near the castle)*
  - *What are Mum and Dad doing? (They're writing postcards.)*
  - *What are they also visiting? (Ajloun forest)*
  - *Which animals are dangerous? (jackals and wolves)*
- Say *Open your books at page 36, again.* Pupils practise reading the story in pairs. They should listen to each other carefully and make corrections if necessary.

## Revision

- Divide the class into two groups. Say to one group *Imagine you are going to go to a farm tomorrow. What are you going to see? What are you going to do?* Say to the other group *Imagine you are going to go to Ajloun castle tomorrow. What are you going to see? What are you going to do?* Let them discuss in their groups for a few minutes.
- While they are talking, put the flashcards on the board or somewhere where all the class can easily see them. Do not put them in any particular order. Also write the words *twelfth, century*.

# Unit 9

## Review

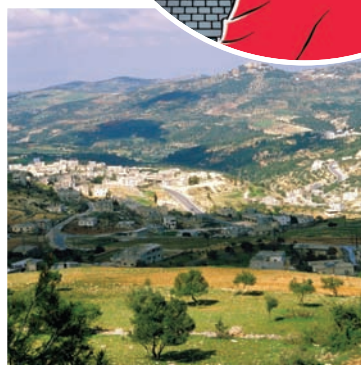
### 1 Listen and read

#### Kareem and Samira's diary

Now, we're staying with Uncle Hassan and Aunt Muna on their farm.

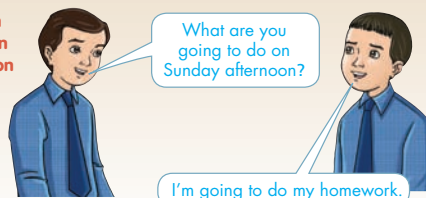
We're visiting Ajloun castle. We're having a picnic at the top of a hill near the castle. Mum and Dad are writing postcards.

We like Ajloun Forest. There are lots of animals in the forest. Jackals and wolves are dangerous animals but they don't usually come near people.



### 2 Ask and answer

- Sunday afternoon
- Tuesday afternoon
- Thursday afternoon
- Friday
- Saturday



### Tapescript

Now, we're staying with Uncle Hassan and Aunt Muna on their farm.  
 We're visiting Ajloun castle. We're having a picnic at the top of a hill near the castle. Mum and Dad are writing postcards.  
 We like Ajloun Forest. There are lots of animals in the forest. Jackals and wolves are dangerous animals but they don't usually come near people.

### Further practice

- Give each pupil an A4 piece of paper. Ask them to divide it into twenty boxes. Write the following words on the board:
  - across, bottom, bridge, camera, castle, century, chicken, farm, gate, go up, hotel, make a video, picnic, pick, plant, postcard, sun, top, twelfth.
- Ask the pupils to write one word in each box. They should write the words in the middle of the box. They then cut the boxes out and mix the pieces of paper up. They are going to play a game called *Snap* in pairs.
- Each pupil makes a pile of the pieces of paper and puts them face down in front of them. They should sit next to each other rather than opposite each other.
- The first pupil turns over a piece of paper. The second pupil then turns over the piece of paper. If the pieces of paper are the same, the first pupil to say 'Snap' gets all the pieces of paper on both piles. The pupil who gets all the pieces of paper is the winner. Explain that *Snap* here means *the same*.
- You can play this game whenever you have time or when you have a list of new words to revise.

### End the lesson

- Ask *Do you think Kareem and Samira have fun at their aunt and uncle's?*

## Lesson 2

### Outcomes

- To follow short, simple instructions in class
- To pronounce learned English words correctly in reading a diary
- To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. activities)
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To write semi-cursive English letters correctly, legibly and neatly
- To write short, simple (completion, answering project) sentences and short paragraphs on familiar topics

### Structures

The present continuous and the present simple:  
*Today we're visiting Ajloun.*  
 Subject + be + going to + verb to refer to future plans:  
*Kareem is going to make a video.*  
 The present continuous:  
*Is your mother working now? Yes, she is.*

### Functions

Asking and answering questions  
 Talking about future plans  
 Acquiring appreciation of Jordanian culture

### Vocabulary

Revision of:  
*afternoon, play the piano, wake up*

### Topic

Revision

### Resources

- Pupil's Book, page 36  
Exercise 1, Listen and read
- Pupil's Book, page 36  
Exercise 2, Ask and answer
- Activity Book, Page 35  
Exercise 1, Read, look and complete
- Activity Book, Page 35  
Exercise 2, Write
- Cassette, Pupil's Book, Unit 9, Exercise 1
- Cassette, Pupil's Book, Unit 7, Exercise 7
- Wall chart 2: Activities

### Revision

- Show the pupils the Wall chart 2: Activities. Ask a few pupils *What are you going to do on Saturday afternoon?* Pupils reply using one of the activities, e.g. *I'm going to have a picnic.* Revise *afternoon*.
- Then say to one pupil *Mime an action.* The rest of the class asks, e.g. *Are you going to have a picnic on Saturday afternoon?* The pupil replies *No, I'm not./Yes, I am.*
- Pupils work in pairs miming and guessing what each other is going to do. Let them mime two or three activities each. Revise *play the piano* and *wake up*.
- Then ask pupils, *What is [Muna] going to do on Saturday afternoon?* (*She's going to have a picnic and go to the library.*)

## Pupil's Book, Page 36, Exercise 1

- Say *Open your books at page 36 and look at Exercise 1. Listen and read.*
- Play the recording to the class while they read. Stop the recording every now and then to ask pupils what the next word is.
- Then read a version to the class which is not correct. Explain that they must put their hands up as soon as they hear a mistake.
- Pick a pupil with their hand up to correct the mistake.
- Here is a suggested version:

*Now, we're visiting Uncle Hassan and Aunt Muna in their castle. We're visiting Amman. We're having an ice cream at the bottom of a hill near the sea. Mum and Dad are picking fruit. We are visiting Irbid. There are lots of animals in the castle. Jackals and squirrels are dangerous animals but they usually come near people.*

## Pupil's Book, Page 36, Exercise 2

- Say *Look at Exercise 2.* Point to the example question and answer, and ask two pupils to read them.
- Choose a pupil to ask another in the class. Make sure they answer for themselves.
- Pupils practise in pairs, using the different days in the list. Monitor as they are speaking, helping where necessary. Encourage pupils to ask you *Does this sound correct?*

## Activity Book, Page 35, Exercise 1

- Say *Open your Activity Book at page 35. Look at Exercise 1.*
- Ask pupils to look at the picture and say what they can see, e.g. *Kareem and Samira are picking fruit.*
- Choose a pupil to read the example sentence.
- Point to the words in the box and tell the pupils to use them to complete the rest of the exercise.
- Pupils work individually and then check answers with a partner.
- Check the answers as a class by asking pupils to read the sentences aloud.

### Answers

1. picking
2. at the top
3. walking up
4. looking down
5. across/planting
6. making
7. going to have

## Activity Book, Page 35, Exercise 2

- Say *Look at Exercise 2.*
- Ask some pupils for example answers to the question.
- Pupils write their answers. Monitor as they are writing, checking that they are writing neatly. Help with corrections where necessary.
- Choose a few pupils to read their answers to the rest of the class.

## End the lesson

- If you wish, play the song from Unit 7 to the pupils again and ask them to join in.

## Lesson 3

### Outcomes

- To develop strategies to understand spoken words and short, simple sentences while listening
- To use prior knowledge to participate in short, simple guided exchanges about activities
- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. what people usually do and are doing now)
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To correct spelling and use of capitalisation, period and question mark with the assistance of peers and teachers

### Structures

The present continuous and the present simple:  
*My mother usually **works** in a hospital.*  
*My mother **is helping** my grandma.*  
*Subject + be + going to + verb to refer to future plans:*  
***Nada is going to help** her uncle today.*  
 The present continuous:  
***Is your mother working** now? Yes, she is.*

### Functions

Asking and answering questions  
 Expressing actions  
 Talking about daily routines  
 Talking about future plans  
 Relating scripts to the correct picture  
 Acquiring appreciation of Jordanian culture

### Vocabulary

Revision of:  
*beach, boat, dolphin, east, north, south, sun hat, west*

### Topic

Revision

### Resources

- Pupil's Book, page 37 Exercise 3, Listen and choose
- Pupil's Book, page 37 Exercise 4, Ask and answer
- Activity Book, page 36 Exercise 3, Listen, read and circle *Yes* or *No*
- Activity Book, page 36 Exercise 4, Read and say
- Cassette, Pupil's Book, Unit 9, Exercise 3
- Cassette, Activity Book, Unit 9, Exercise 3
- Flashcards: beach, boat, dolphin, sun hat
- Wall chart 2: Activities; Wall chart 5: The world

## Revision

- Show the pupils the Wall chart 2: Activities. Write on the board *It's Saturday. Say I usually watch TV on Saturday. I'm planting vegetables today. Tomorrow I'm going to use my computer.* Repeat the sentences. Ask pupils to repeat each sentence after you.
- Ask pupils to work in pairs and make similar sentences using *We*, for example, *We usually use the computer on Saturday. We're watching TV today. Tomorrow we're going to plant vegetables.*
- Ask pairs of pupils to tell another pair their sentences. Then ask pairs to tell the class about each other, using *They*.
- Show pupils Wall chart 5: The world and elicit the compass points (*north, south, east, west*) from the pupils. Ask questions to revise, e.g. *What place is north of Amman?*
- Show the flashcards *beach, boat, dolphin* and *sun hat*. Elicit what each is. Ask pupils to spell the words. Write them on the board as they spell. Do not correct at this point but ask *Is that correct?* The class decides and changes if necessary.

## Pupil's Book, Page 37, Exercise 3

- Say *Open your Pupil's Book at page 37.*
- Point to the pictures and choose pupils to ask and answer *What is he/she doing? What are they doing?*
- Choose pupils to read the questions at the top of the page. Show them that for question 1 they have to look at pictures a, b and c in the first row, and so on.
- Play the tape all the way through. If pupils have any answers, they can compare with a partner.
- Play the tape again, stopping after each person. Check answers as a class.

### Tapescript

#### 1. What is Nada going to do?

Nada is visiting her uncle and aunt. They live on a farm. It's near a river. Nada is going to help her uncle today. They're going to plant some vegetables. They're going to plant aubergines and tomatoes.

#### 2. What is Omar doing?

On Saturday, Omar usually goes to the sports centre. He plays volleyball and table tennis. He sometimes goes swimming with his father. Today, Omar is going on a trip with his father. They are sailing on a boat in the sea. They can see the beach. They are looking at the fish in the sea!

#### 3. What do Hussein and Ghada usually do on Wednesday afternoon after lunch?

Hussein and Ghada finish school at a quarter past one. They always go home and have lunch. After lunch, Hussein and Ghada usually do their homework. Then, Hussein sometimes goes to the library. Ghada sometimes plays tennis.

### Answers

1. b
2. c
3. a

**3 Listen and choose**

- 1 What is Nada going to do?
- 2 What is Omar doing?
- 3 What do Hussein and Ghada do on Wednesday afternoon after lunch?

1 a 

b 

c 

2 a 

b 

c 

3 a 

b 

c 

**4 Ask and answer**

What does your mother usually do on Sunday morning?

My mother usually works in a hospital.

What is your mother doing now?

My mother is helping my grandma.

## Pupil's Book, Page 37, Exercise 4

- Say *Look at Exercise 4.*
- Choose two pupils to read the questions and answers.
- Ask pupils to ask and answer questions about their family in pairs.
- Monitor as they are speaking, helping where necessary.
- Choose some pupils to tell the class about their partner's family.

## Activity Book, Page 36, Exercise 3

- Say *Open your Activity Books. Turn to page 36.*
- Choose pupils to read the sentences aloud.
- Say *Listen and circle Yes or No.* Play the tape through all the way. Play it again, pausing after each sentence to check the answer.

### Tapescript

1. I'm going to visit a twelfth century castle tomorrow.
2. I usually play the piano at the weekend.
3. It's sunny. I'm taking my sun hat to the beach today.
4. We usually stay in a hotel in the holidays.
5. We're travelling east now.
6. We're watching the dolphins!
7. We're waiting for the boat now.
8. I'm going to write my postcards tomorrow!

### Answers

1. No
2. Yes
3. No
4. Yes
5. No
6. Yes
7. Yes
8. No

### Activity Book, Page 36, Exercise 4

- Write the following sounds on the board: *gl, pl, sl, br, fr, cr, dr, tr, tw, pr*. Ask pupils to give you words beginning with each of these sounds.
- Say *Look at Exercise 4*. Choose pupils to say each word.
- Ask pupils to work in pairs, practising the words. If they are not sure, they can ask you *Does this sound correct?*
- Practise any problem words as a class.

### End the lesson

- Say the sounds from the previous activity *gl, pl, sl, br, fr, cr, dr, tr, tw, pr* and ask different pupils to give you a word. If there is more than one example possible (e.g. *play, plant, plane, please*) they must listen carefully and not repeat an earlier one. They can give words that they know from previous levels as well as ones they have recently learned.

## Lesson 4

### Outcomes

- To demonstrate recognition of simple words in a reading paragraph
- To identify settings, and events in short simple stories (e.g. Marine Park, etc.)
- To demonstrate understanding of short, simple reading material
- To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. what people are doing)
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To make connections between prior knowledge and experiences and short, simple reading materials
- To write sentences in semi-cursive handwriting

### Structures

*Subject + be + going to + verb* to refer to future plans:  
**We're going to visit the Marine Park.**  
 The present continuous:  
*What is your father doing now?*

### Functions

Asking and answering questions  
 Expressing actions  
 Talking about daily routines  
 Talking about future plans  
 Ordering pictures related to a text  
 Acquiring appreciation of Jordanian culture

### Vocabulary

Revision of:  
*beach, dolphin, room, shark, sun hat*

### Topic

Revision

### Resources

- Pupil's Book, page 38 Exercise 5, Read and match
- Pupil's Book, page 38 Exercise 6, Ask and answer
- Activity Book, page 37 Exercise 5, Read and match
- Activity Book, page 37 Exercise 6, Listen and write
- Activity Book, page 37 Exercise 7, Read and answer
- Cassette, Activity Book, Unit 9, Exercise 6

### Revision

- Say *Open your Pupil's Book. Turn to page 37*. In pairs, they choose a picture from Exercise 3 and act it out in front of the class. The class guesses which picture they have chosen. Give them three or four minutes to prepare their mime.

### Pupil's Book, Page 38, Exercise 5

- Say *Open your Pupil's Book. Turn to page 38*.
- Say *What can you see in the photos?* Pupils describe each photo. Ask questions to help them give as much information as possible.
- Ask pupils to read the text silently to themselves. They should then match the photos.
- Pupils compare their answers.
- Elicit answers from different pupils. Write their suggestions on the board and then say *Let's check*.
- Ask pupils to read sentences from the text. When they have read a section referring to a photo, ask *Which photo is that?* Check the answers against those on the board.

### Answers

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

### Further practice

- Ask the pupils to retell the story with their books closed. Ask them questions to help them. If they wish, they can add extra information, e.g. what they are going to have for lunch, etc.

#### 5 Read and match

(1) We're going to visit the Marine Park. We're going to see the dolphins. (2) We're going to visit the shop. I'm going to buy a toy dolphin. My mother is going to buy some postcards. (3) After lunch, we're going to go to the beach. I'm going to wear my sun hat. (4) At half past five, we're going to go home. We're going to watch a video. It's about a dolphin in the sea. Dolphins are bigger than fish.



#### 6 Ask and answer

- 1 What is your father doing now?
- 2 What are you going to do at the weekend?
- 3 What do you usually do in the summer holidays?
- 4 Is your mother working now?
- 5 What can you see at the sea?
- 6 What can you see on a farm?



## Pupil's Book, Page 38, Exercise 6

- Say *Look at Exercise 6*. Choose pupils to read the questions and others to answer them.
- Pupils work in pairs to ask and answer the questions. Monitor as they are speaking, helping where necessary.
- Ask the questions again, not necessarily in the same order.

## Activity Book, Page 37, Exercise 5

- Say *Open your Activity Books. Turn to page 37*.
- Ask *What does he do?* Point to the first answer. Choose a pupil to answer. Ask *Where does he work?* Choose a pupil to answer. Ask the last question *What is he doing?* Choose a pupil to answer.
- Ask the pupils to work in pairs and join the sentences like the first example. They then practise asking and answering the questions. One pupil asks the 'he' questions (1 and 3), the other asks 'she' questions (2 and 4).
- Choose pupils to tell you about each person.

### Answers

1. He's a chef. He works in a restaurant. He's cooking a delicious lunch today!
2. She's a teacher. She works in a school. She's teaching her class now.
3. He's a pilot. He works in an airport. He's flying a plane now.
4. She's a doctor. She works in a hospital. She's helping a child with stomachache now.

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To follow short, simple instructions in class</li> <li>• To ask and answer questions about animals</li> <li>• To make a project</li> <li>• To work in a group cooperatively</li> </ul>
<b>Structures</b>	<i>X live(s)/eat(s)...; They are...; They have...; X is/ are bigger/smaller than...</i>
<b>Functions</b>	Making a leaflet Talking about an animal
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 39 Exercise 7, Project: An animal in Jordan</li> <li>■ Cassette, Activity Book, Unit 9, Exercise 7</li> <li>■ Cardboard</li> <li>■ Photos of an animal</li> </ul>

## Revision

- Ask pupils *Where does a shark live? Is a dolphin big or small? Is a turtle bigger than a goat? Is a wolf a dangerous animal? What does a deer eat?* Elicit answers. Accept all sensible answers to encourage pupils to participate.

## Pupil's Book, Page 39, Exercise 7

- Say *Turn to page 39 in your Pupil's Book. Look at the questions in Exercise 7*. Ask pupils to volunteer to read the questions. Explain that they are going to choose one animal that lives in Jordan such as, the fox, the camel, the eagle... and make a leaflet. They work in groups to answer the questions and write a paragraph with a title. They may need to do some research in the school library to find information about the animal.
- Go round the class checking pupils' work. Encourage them to use as many details as possible to describe the animal they have chosen (size, colour, fast/slow, food it has, dangerous or not, etc.)
- After they have done so, ask students to write the paragraph neatly on a cardboard to make the leaflet. Explain that they should get pictures to complete the leaflet in the following lesson. Encourage them to surf the net to get attractive pictures. Alternatively, they can draw their own scenery.

Note:

'Deer' is used as both plural and singular noun.

## Activity Book, Page 37, Exercise 6

- Say *Look at Exercise 6. What animals can you see?* Elicit *a squirrel* and *a wolf*. Say *Tell me about a squirrel*. Pupils describe it. Repeat with the wolf. Try to elicit the words they are going to hear on the tape.
- Tell them they have to listen and write what they hear. They will hear each sentence twice. Pause the tape each time to give them time to write.
- When they have finished, play the tape all the way through without pausing so pupils can check their answers.
- Choose pupils to read what they have written. You write on the board exactly what they say. Ask the class *Is this correct?*

### Tapescript and answers

1. It's small and grey.  
It's small and grey.  
  
It isn't dangerous.  
It isn't dangerous.
2. It's grey and brown.  
It's grey and brown.  
  
It's dangerous.  
It's dangerous.

## Activity Book, Page 37, Exercise 7

- In pairs, pupils answer the question. Check the answer as a class.

### Answer

The wolf is more dangerous than the squirrel.

## End the lesson

- Ask pupils *Where does the squirrel live? What colour is it? Is it dangerous?* Elicit answers.

**7** Project: An animal in Jordan

**1** Read and answer


- 1 Choose an animal that lives in Jordan.
- 2 Where does the animal live? Does it live in the forest or by the sea?
- 3 Is it big or small? What colour is it?
- 4 What animals are bigger or smaller?
- 5 Is it a dangerous animal?
- 6 What does it eat?

**2** Make a leaflet about the animal

**An animal in Jordan**

*I am writing about deer. Deer live in Ajloun Forest in Jordan.  
Deer are big animals. They are brown. They have got big ears and long legs.  
Jackals are bigger than deer. Squirrels are smaller than deer.  
Deer aren't dangerous animals. Deer eat leaves and grass in the forest.*

Alia



**3** Ask and answer



**Optional Project**

- Photocopy *Project worksheet 2*, on page 157, for each pupil. You need to give them this at the end of the week to do over the weekend.
- They write their name on the piece of paper and the date they are doing this homework.
- They then draw a picture in the left-hand column and write about what they usually do in the right-hand column. They repeat for what they are doing today and tomorrow – using the correct tenses. You might like to prepare one yourself to show as an example.
- When they bring them to class after the weekend, choose some pupils to present their projects to the class.
- Display all their work on the wall for pupils to look at.

**End the lesson**

- Ask pupils *Which is your favourite new word?* Ask pupils to write their favourite new word on a piece of paper. They then tell the class what their favourite word means without saying the word. Can the class say what the word is? For example, *My favourite word is a very old building. (Is it castle?) Yes, it is.*
- Ask pupils to complete the assessment found in their Activity Books.
- Congratulate pupils on all their hard work in these units.

**Lesson 6**

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To ask and answer questions about activities</li> <li>• To work in groups</li> <li>• To make a project</li> <li>• To gather information about what they can do</li> </ul>
<b>Structures</b>	<i>Where does X live? Does it leave..? Is it...? X live(s) in ..., It is...</i>
<b>Functions</b>	Making a leaflet Talking about an animal
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 39 Exercise 7, Project: An animal in Jordan</li> <li>■ Cardboard</li> <li>■ Photos of an animal</li> <li>■ Project worksheet 2</li> <li>■ Activity Book, page 79, Assessment</li> </ul>

**Pupil's Book, Page 39, Exercise 7**

- Pupils glue the pictures or drawings they have got on the cardboard to complete the leaflet.
- Groups present their leaflets to the class. Ask pupils in a group to ask and answer the questions. Encourage the groups to give constructive feedback to each other. The groups vote for the winning team.

## Lesson 1

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To develop strategies to demonstrate understanding of spoken words and short, simple sentences in a conversation</li> <li>To respond to questions before, during, and after listening (e.g. <i>Where does she/he live?</i>) to a conversation</li> <li>To participate in short, simple guided exchanges (e.g. about personal experiences)</li> </ul>
<b>Structures</b>	<p>Superlative adjectives:  <i>The planetarium is <b>the darkest</b> room in the museum.</i>  <i>This is <b>the hottest</b> planet.</i>  <i>The Earth isn't <b>the biggest</b> planet.</i></p>
<b>Functions</b>	<p>Making comparisons  Talking about the solar system  Acquiring appreciation of Jordanian culture</p>
<b>Vocabulary</b>	<i>bright, dark, light (adj), planet, planetarium, star, the Earth, the moon, the sun</i>
<b>Topic</b>	Describing people and places
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 40 Exercise 1, Listen and read</li> <li>Cassette, Pupil's Book, Unit 10, Exercise 1</li> <li>Flashcards: planetarium, planet, star, the Earth, the moon, the sun</li> <li>Wall chart 5: The world</li> </ul>

- Then say *What about [Muna]? [Muna] is shorter than [Ali] and [Ziad] so [Muna] is ...* Encourage pupils to finish the sentence with *the shortest*. Say *[Muna] is the shortest*. Pupils repeat. Write both sentences up on the board for pupils to read.
- Then ask *[Muna]/[Ali]/[Ziad] When is your birthday?* Write the dates on the board from youngest to oldest. Ask the three pupils to change position to match the board if necessary.
- Say *Tell me about [Muna] and [Ali]*. Elicit *[Muna] is younger than [Ali]; [Ali] is older than [Muna]*. Say *Now tell me about [Ali] and [Ziad]*. Elicit *[Ziad] is younger than [Ali]; [Ali] is older than [Ziad]*. Then say *[Ali] is older than [Muna] and [Ziad] so [Ali] is ...* Elicit the end of the sentence from the pupils (*the oldest*).
- Say *[Muna] is younger than [Ali] and [Ziad] so [Muna] is ...* Pupils say *the youngest*. Thank the three pupils and ask them to sit down.
- Ask *Can you tell me the seasons?* Elicit *spring, summer, autumn, winter*. Write on the board *hot, cold, pretty*. Ask the pupils to make sentences – comparative and superlative – about the seasons with these words, e.g. *Autumn is colder than summer. Winter is colder than autumn, summer and spring. Winter is the coldest.*
- Teach the new words using the flashcards *planetarium, planet, star, the Earth, the moon, the sun* or the wall chart. Show each flashcard or point to each picture on the wall chart and teach the word. Ask pupils to repeat after you. Show the flashcards to individuals and ask them to repeat.
- Ask comprehension questions:
  - Where can you see the stars? (in the sky)*
  - When can you see the stars? (at night)*
  - Can you see them now? (No, you can't. It's light so you can't see them.)*
  - Can you see them at 8 o'clock today? (Yes, because it's dark at 8 o'clock.)*
  - So now it's light; at 8 o'clock it's dark.*
- Pupils repeat the words *light* and *dark*.
- Ask pupils *Are the stars near the Earth? (No) Why can we see them?* Teach *bright*. Say *We can see them because they are bright*. Pupils repeat the new word.
- Write *light, dark, bright* on the board for pupils to read. Show them how the *ight* is pronounced in *light* and *bright*.

## Revision

- Ask some pupils to show their projects and explain them to the class.
- Give students two animals and elicit comparative sentences, e.g. *shark – dolphin: A shark is more dangerous than a dolphin. A shark is bigger than a dolphin. A dolphin is smaller than a shark. A dolphin is prettier than a shark.*
- Write some pairs up on the board, e.g. *squirrel – cat, owl – eagle, goat – deer*, etc. and let pupils make as many sentences as they can. Monitor as they are speaking. Go over any mistakes as a class.

## Presentation

- Ask three pupils to come to the front. Make sure they are different heights. Ask them to stand in height order so shortest on the left and tallest on the right. Point to the shortest and middle pupil and ask the class to make sentences, e.g. *[Ali] is taller than [Muna]; [Muna] is shorter than [Ali]. Do the same with the tallest and middle pupil so [Ali] is shorter than [Ziad]; [Ziad] is taller than [Ali]*.
- Then ask the pupils to make sentences about *[Muna]* and *[Ziad]*, i.e. *[Muna] is shorter than [Ziad]; [Ziad] is taller than [Muna]*. Say *[Ziad] is taller than [Muna] and [Ali], so [Ziad] is the tallest. [Ziad] is the tallest*. Hold up your fingers as you say the words, point to your fingers so they can see there are four words. Ask the class to say the last sentence. Say *Tell me about [Ziad]*. Ask a few pupils. Keep holding your fingers up, and pointing to each finger when they say the sentence *[Ziad] is the tallest*.



## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
make sentences with comparative and superlative adjectives			
understand the concept of using the superlative			

## Pupil's Book, Page 40, Exercise 1

- Say *Open your books at page 40.*
- Ask pupils to look at the pictures and ask *Where are they? (at the planetarium) Who are Kareem and Samira with? (their mother and father) Ask Can you see a planet? Point to it.* Check pupils are pointing to the correct picture.
- Ask pupils to listen to the recording and follow the words as they listen. Ask them to find the answer to the question: *What is Samira's favourite planet?*
- Play the recording for the pupils. Choose pupils to give the answer to your question (*the Earth*).
- Play the recording again. Pause after each sentence for the pupils to repeat as a class and ask individuals to repeat.
- Say the new words to the pupils and ask them to point to them. Choose pupils to read them. Check they are reading the correct word.

## Tapescript

- Kareem:** Why are the stars brighter on Uncle Hassan's farm than they are here in Amman?

**Dad:** The stars aren't brighter there. The sky is darker there. You can see the stars.

**Mum:** Let's go to the planetarium tomorrow. We can learn about stars and the planets there.
- Mum:** This is the Children's Museum.

**Samira:** It's very light in the museum. How are we going to see the stars?

**Dad:** The planetarium is the darkest room in the museum.
- Man:** Venus is the hottest planet. You can't make a snowman here! And Jupiter is the biggest planet.
- Samira:** The Earth isn't the biggest planet. It isn't the hottest planet. But it's my favourite planet!

## End the lesson

- Ask *Is the Earth the hottest planet? Is it the coldest/biggest/smallest? (No, it isn't!)*

**Unit 10** The Earth isn't the biggest planet

**1 Listen and read**

**1**



**Kareem:** Why are the stars brighter on Uncle Hassan's farm than they are here in Amman?

**Dad:** The stars aren't brighter there. The sky is darker there. You can see the stars.

**Mum:** Let's go to the planetarium tomorrow. We can learn about stars and the planets there.

**2**



**Mum:** This is the Children's Museum.

**Samira:** It's very light in the museum. How are we going to see the stars?

**Dad:** The planetarium is the darkest room in the museum.

**3**



**Man:** Venus is the hottest planet. You can't make a snowman here! And Jupiter is the biggest planet.

**4**



**Samira:** The Earth isn't the biggest planet. It isn't the hottest planet. But it's my favourite planet!

**40**

## Lesson 2

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges</li> <li>To pronounce learned English words in a reading text correctly</li> <li>To use reading strategies to understand short, simple reading material (e.g. stories)</li> <li>To write semi-cursive English words correctly, legibly and neatly</li> <li>To correct spelling and use of capitalisation, period and question mark with the assistance of peers and teachers</li> </ul>
<b>Structures</b>	<p>Superlative adjectives:  <i>The planetarium is <b>the darkest</b> room in the museum.</i>  <i>This is <b>the hottest</b> planet.</i>  <i>The Earth isn't <b>the biggest</b> planet.</i></p>
<b>Functions</b>	<p>Making comparisons          Talking about the solar system          Asking and answering questions          Acquiring appreciation of Jordanian culture</p>
<b>Topic</b>	Describing people and places
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 40 Exercise 1, Listen and read</li> <li>■ Activity Book, page 38 Exercise 1, Read and match</li> <li>■ Activity Book, page 38 Exercise 2, Read, look and complete</li> <li>■ Cassette, Pupil's Book, Unit 10, Exercise 1</li> </ul>

### Revision

- On the board, write *hot, cold, big, small*. Say *Tell me about the Earth*. Elicit sentences, e.g. *It isn't the hottest planet*.

### Pupil's Book, Page 40, Exercise 1

- Say *Open your books at page 40. Listen and read*. Play the recording to the class again while they read.
- Write some of the words on the board to practise pronunciation, for example, *bri<sup>g</sup>hter, muse<sup>u</sup>m, pl<sup>a</sup>net, plan<sup>e</sup>tarium, fav<sup>o</sup>urite*. Say the words to the pupils and ask them to tell you where the stress is.
- Ask pupils questions: *Is the sky darker in Amman? (No, it isn't.) Do you know why?* Explain that there are a lot of houses and cars in Amman so it isn't very dark. Near farms, there aren't many houses, etc. so it is darker than Amman.
- Say *Look at picture 2. Where are they now? (In the Children's Museum.) Is it dark in the Children's Museum? (No, it isn't.) Tell me about the planetarium. (It's the darkest room in the museum.)*
- Now say *Look at picture 3. Point to the hottest planet. Can you make a snowman there? (No) Point to the biggest planet. Look at picture 4. Where are they now? Is the Earth the hottest planet? (No) Is it the biggest planet? (No) Is it your favourite planet? (Yes!)*

- Divide the class into groups of five. They practise reading and acting out the story. Give them five to seven minutes to do this. While they are practising, divide the board into four areas. Draw stars in the first part, a sign 'Children's Museum' in the second, a big and hot planet in the third, and trees and flowers to show a garden in the fourth part.
- Invite groups to come to the front to act out the story in front of the class. Ask them to stand in front of the appropriate parts of the board as they go through the story. They can point to different things on the board as they speak if they need to.

### Activity Book, Page 38, Exercise 1

- Say *Open your Activity Book at page 38. Look at Exercise 1*.
- Choose a pupil to read the example sentences.
- Pupils work in pairs to complete the rest of the activity.
- Check the answers as a class.

#### Answers

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

### Activity Book, Page 38, Exercise 2

- Say *Now look at Exercise 2*. Ask pupils to look at the pictures. Choose a pupil to read the example sentence.
- Pupils work individually to complete the activity. They can ask other pupils for help if necessary, e.g. *How can I do this part of the exercise?*
- Pupils read the answers to each other.
- Check the answers as a class.

#### Answers

1. brightest 2. hottest 3. biggest 4. darkest

### End the lesson

- Ask pupils to tell you words beginning with *pl* (*planet, planetarium, please, plant, plane, play*).
- Ask pupils to spell the words. Write what they say on the board. The rest of the class decides if it is correct or not.

## Lesson 3

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To pronounce simple answers with correct intonation patterns</li> <li>To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. cities in Jordan)</li> <li>To write short, simple (completion, answering project) sentences and short paragraphs on familiar topics (for specific purposes and audiences)</li> </ul>
<b>Structures</b>	Comparative adjectives: <i>Amman is <b>bigger than</b> Irbid.</i> Superlative adjectives: <i>Amman is <b>the biggest</b> city.</i>
<b>Functions</b>	Making comparisons Talking about cities in Jordan Acquiring appreciation of Jordanian culture
<b>Vocabulary</b>	<i>dry, wet</i>
<b>Topic</b>	Describing people and places
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 41 Exercise 2, Look and say</li> <li>Activity Book, page 39 Exercise 3, Read and write</li> </ul>

### Revision

- Ask questions about the previous lesson, e.g. *Which is the darkest room in the Children's Museum? (the planetarium) Are stars brighter near Uncle Hassan's farm or in Amman? (near Uncle Hassan's farm) Tell me about the Earth. (It isn't the biggest/hottest/coldest/smallest planet.)*

### Presentation

- Present the two new words *dry* and *wet* by examples if possible. Bring a wet and a dry cloth into the class. Ask the pupils to touch the wet cloth. Say *It's wet. It isn't dry.* Do the same with the dry cloth. Ask pupils to repeat the words. Write the words on the board to practise reading.
- Say, e.g. *It isn't raining today. Is it dry or wet? (It's dry.)*

### Pupil's Book, Page 41, Exercise 2

- Say *Open your Pupil's Book at page 41, please.*
- Point to the pictures and ask the pupils to identify the different places in Jordan. If possible, take a map of Jordan into the class so pupils can see where each place is. Go over the pictures asking pupils to give sentences, e.g. *Amman is bigger than Irbid. Amman is the biggest city.*
- Choose a pupil to read the two sentences. Ask different pupils to make sentences with the other adjectives.
- Then ask pupils to work in pairs to make as many sentences as they can. Monitor as they are working making a note of any mistakes. Go over these at the end of the activity.
- Choose pupils to say a sentence – it can be correct or not. Ask the rest of the class *Is that correct?* Pupils correct it if it is wrong.
- Ask pupils to do some research at home to confirm that answers and to get more information about cities in Jordan to use in the following lesson.

**2 Look and say**

• big • small • hot  
• cold • wet • dry



Zarqa



Amman



Petra



Aqaba



Irbid



Wadi Rum

Amman is bigger than Irbid.  
Amman is the biggest city in Jordan. 41

### Activity Book, Page 39, Exercise 3

- Ask pupils to tell you the months of the year. The rest of the class say if they are correct or not. Ask *When is it cold in Amman?* Pupils reply.
- Say *Open your Activity Books. Turn to page 39.*
- Point to, and say, the adjective (*bright*). Ask a pupil to read the example sentence.
- Pupils write the remaining sentences, working in pairs. When they have finished they should check their spelling.
- Check the answers as a class.

#### Answers

- |                            |                          |
|----------------------------|--------------------------|
| 1. is the brightest month. | 3. is the darkest month. |
| 2. is the hottest month.   | 4. is the coldest month. |

### End the lesson

- Ask pupils *Which is your favourite month? Why?*

## Lesson 4

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To write dictated simple sentences or a short paragraph writing</li> <li>To use simple words to participate in short, simple guided exchanges in familiar contexts</li> <li>To write English sentences in semi-cursive handwriting correctly, legibly and neatly</li> <li>To correct misspelling and use of capitalisation, period and question mark with the assistance of peers and teachers</li> <li>To organise simple information in tables and charts</li> </ul>
<b>Structures</b>	<p>Superlative adjectives:  <i>The planetarium is <b>the darkest</b> room in the museum.</i>  <i>Zarqa is <b>the hottest</b> city.</i>  <i>Petra isn't <b>the biggest</b> city.</i></p>
<b>Functions</b>	<p>Making comparisons          Talking about the solar system          Asking and answering questions          Talking about cities in Jordan          Acquiring appreciation of Jordanian culture</p>
<b>Topic</b>	Describing places
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 41 Exercise 2, Look and say</li> <li>Activity Book, page 39 Exercise 4, Read, look and complete</li> <li>Flashcards: squirrel, shark, deer</li> <li>Photocopiable worksheet 4</li> </ul>

### Revision

- Show the pupils the flashcards *squirrel, shark, deer*. Elicit the name of each animal. Ask a question *Which is the smallest?* Elicit *The squirrel is the smallest*. Give the class prompts and ask them to ask questions across the class, e.g. *big, tall, long, hungry, short, pretty*.
- When they have given answers, ask them to spell the adjective. Check their spelling with the rest of the class. Correct if necessary.

### Pupil's Book, Page 41, Exercise 2

- Ask pupils to keep their books closed. Ask them to make sentences about places in Jordan that they have researched at home using the adjectives you give them from page 41 (*big, small, hot, cold, wet, dry*).
- Give them time to work, then ask them to give the sentences. Then ask the class *Is that correct?*
- Read the following out to the class and ask them to write them down, e.g.
  - Amman is the biggest city.*
  - Irbid is the wettest city.*
  - Is Wadi Rum the driest place?*
  - Is Aqaba the hottest city?*
- When pupils have finished writing, ask them to check a partner's work. Remind them that they need to check for capital letters at the beginning and for names of people and places, full stops and question marks. Pupils correct any mistakes. Then choose pupils to come to the board and write the sentences. Choose others to read the sentences to them.

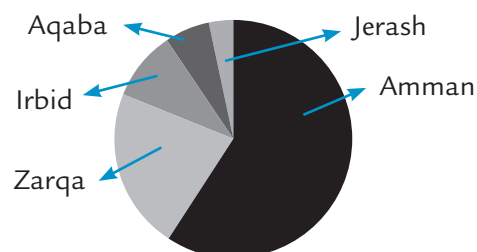
### Further practice: Photocopiable worksheet 4

- Copy *Photocopiable worksheet 4* on page 163 for each student. They complete the superlative sentences using the adjectives in the box.

### Activity Book, Page 39, Exercise 4

- Ask *Tell me about Amman*. Elicit suggestions from the pupils, e.g. *There are a lot of people and cars. It is big*. Ask *What about Jerash?* Elicit some sentences, e.g. *It is smaller than Amman*.
- Say *Open your Activity Books at page 39. Look at Exercise 4*. Point to the pie chart. Tell pupils this shows the number of people in different places in Jordan. They should be familiar with pie charts from Maths.
- Explain that they have to read the sentences and write the missing names of the places near the correct part of the pie chart.
- Let them do the puzzle in pairs. They can then check their answers with another pair.
- Check answers as a class, choosing pupils to read the sentences aloud.

#### Answers



### End the lesson

- Ask different pupils *Where do you live? Tell me about it*. Elicit an answer, e.g. *I live in Irbid. It is bigger than Aqaba. It is smaller than Zarqa*.

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To demonstrate recognition of simple words in a letter</li> <li>To use reading strategies to understand short, simple reading material (e.g. a letter)</li> <li>To use punctuation (e.g. .)</li> <li>To copy English letters in semi-cursive handwriting: <i>ab, nt</i></li> <li>To apply knowledge of simple spelling, punctuation and usage</li> </ul>
<b>Structures</b>	Superlative adjectives: <i>It's <b>the biggest</b> children's museum.</i> <i>It's <b>the brightest</b> museum.</i>
<b>Functions</b>	Making comparisons Answering questions related to a text Interpreting a pie chart Acquiring appreciation of Jordanian culture
<b>Topic</b>	Describing people and places
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 42 Exercise 3, Read and answer</li> <li>Activity Book, page 40 Exercise 5, Trace and copy</li> <li>Activity Book, page 40 Exercise 6, Read and answer</li> </ul>

### Revision

- Ask pupils questions about places in Jordan, e.g. *Is Irbid bigger than Amman? Which is the biggest city? Which is the wettest city?* etc.
- On the board, write *The Children's Museum*. Ask *Do you sometimes go to the Children's Museum? What can you see there?* Pupils give suggestions.

### Pupil's Book, Page 42, Exercise 3

- Say *Open your Pupil's Book at page 42. Look at the photograph. What can you see? (a red building, some people)*
- Ask the pupils to read the letter quietly to themselves. Before they read, ask *Who is writing this?*
- Pupils answer your question (*Kareem*) and then choose pupils to read the sentences aloud. Write any words they mispronounce on the board. Practise them as a class. Make sure they pay attention to commas and full stops and that their intonation is appropriate.
- Pupils read the letter again and answer the questions with a partner. Ask them to look at the example. Tell them to answer in full sentences. In this exercise they will not find the words in the questions in the text. They have to match ideas, e.g. *read books* to *library*.
- Check answers as a class.

#### Answers

- The Children's Museum is in Al-Hussein National Park in Amman.
- You can read books in the library.
- You can learn about the planets and the stars in the planetarium.
- You can buy postcards and pictures from the shop.
- You can buy food from the restaurant.

### 3 Read and answer

Dear Ali,  
My favourite museum is the Children's Museum. It's in Al-Hussein National Park in Amman. It's the biggest children's museum in the Middle East. It is the brightest museum in Amman! There is a library, a theatre, a restaurant and a shop. My favourite room is the planetarium. Come and have fun! It's a great place to learn about life on Earth.  
Kareem



- Where is the Children's Museum?
- Where can you read books in the museum?
- Where can you learn about the planets and the stars?
- Where can you buy postcards and pictures?
- Where can you buy food?

Where is the Children's Museum?



The Children's Museum is in Al-Hussein National Park in Amman.

### Activity Book, Page 40, Exercise 5

- Say *Turn to page 40 in your Activity Books. Look at Exercise 5.*
- Use Handwriting Practice at the end of the Activity Book to show pupils how to form the letters *ab* by demonstrating on the board. Pupils write the letters and then the words. Repeat with *nt*.
- Monitor as they are writing, checking they are forming the letters correctly.

### Activity Book, Page 40, Exercise 6

- Say *Look at Exercise 6*. Pupils are going to write about their favourite museum.
- Go over the questions orally first. Pupils then write their own answers, using full sentences. Monitor as they are writing, helping where necessary.

### End the lesson

- Ask *Are you going to go to a museum this weekend?* Pupils tell you about any trips they have planned.

## Lesson 6

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To develop strategies to understand spoken words and short, simple sentences</li> <li>To participate in short, simple guided exchanges (e.g. about personal experiences)</li> <li>To ask and answer short, simple questions using <i>Wh-</i> words (e.g. <i>where, what, when</i>)</li> <li>To make connections between prior knowledge about the family and experiences and short, simple reading materials</li> <li>To recognise the sounds of consonant combinations in the English alphabet: <i>sk, sm, sn</i></li> </ul>
<b>Structures</b>	Superlative adjectives: <i>My grandmother is <b>the oldest</b> person in my family.</i> <i>The tiger is <b>the fastest</b> animal.</i>
<b>Functions</b>	Making comparisons Talking about the solar system Asking and answering questions Choosing the correct information related to a listening text Acquiring appreciation of Jordanian culture
<b>Vocabulary</b>	<i>day, moon, morning, night, sun, turn around</i>
<b>Topic</b>	Describing people and places
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 43 Exercise 4, Listen and choose</li> <li>Pupil's Book, page 43 Exercise 5, Listen and say</li> <li>Pupil's Book, page 43 Exercise 6, Ask and answer</li> <li>Activity Book, page 41 Exercise 7, Read and circle <i>Yes</i> or <i>No</i></li> <li>Activity Book, page 41 Exercise 8, Listen and number</li> <li>Cassette, Pupil's Book, Unit 10, Exercise 4</li> <li>Cassette, Pupil's Book, Unit 10, Exercise 5</li> <li>Cassette, Activity Book, Unit 10, Exercise 8</li> <li>Wall chart 5 : The world</li> </ul>

### Revision

- Ask the pupils questions, e.g. *Where can you buy food and drinks? (in a restaurant) Where can you read books in the Children's Museum? (in the library) Where can you study Science in school? (in the laboratory) Where can you buy fruit and vegetables? (in a market) Where can you see goats and chickens? (at a farm)*

### Presentation

- Show pupils the Wall chart 5 : The world. Teach the new words: *day, moon, night, sun, morning* by asking questions:
  - Ask *Is it dark outside? (No) It's dark at night.* Pupils repeat the word *night*.
  - What can you see in the sky at night? (stars and the moon)* Point to the moon. Pupils repeat.
  - Can you see the sun now? Point to the sun. (Yes) Can you see the sun at night? (No) You can see the sun in the day.* Repeat *day* for pupils to repeat.
- Ask two pupils to come to the front. Point to one pupil and say *This is the sun.* Point to the other pupil and say *This is the Earth. What does the Earth do every day?* Pupils explain using the pupil who is the Earth. The pupil turns around.
- Explain that when the pupil faces away from the sun *Now it's night.* When the pupil faces the sun, elicit *Now it's day.*

### Pupil's Book, Page 43, Exercise 4

- Say *Open your Pupil's Books at page 43. Look at Exercise 4.*
- Ask a pupil to read the first sentence and another to read the answer.
- Then ask pupils to read through the rest of the sentences in pairs, thinking about the answers.
- Pupils listen to the tape to check their answers.
- Check answers as a class.

#### Tapescript

We live on a planet. It's called the Earth. There are eight planets. The sun isn't a planet. The sun is a star. In a day, the Earth turns around once. All of the planets travel around the sun. The Earth takes a year to move around the sun. The moon travels around the Earth. It takes a month to go around the Earth.

#### Answers

1. eight 2. star 3. once 4. year 5. month

### Pupil's Book, Page 43, Exercise 5

- Say *Now look at Exercise 5. Point to the first picture. Listen.* Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

**4 Listen and choose**

There are *seven* / *eight* planets.

The sun is a *planet* / *star*.

In a day, the Earth turns around *once* / *twice*.

The Earth takes a *month* / *year* to move around the sun.

The moon takes a *day* / *month* to go around the Earth.

There are eight planets.

**5 Listen and say**

sky small snow

**6 Ask and answer**

cold • hot • old • young • small • tall  
fast • slow • wet • dry

Who is the oldest person in your family?  
My grandmother is the oldest person in my family.

Which is the fastest animal?  
The tiger is the fastest animal.

**Tapescript and answers**

1. sk skirt    2. sk desk    3. sn snowy    4. sm small  
5. sk sky    6. sn snowman

**End the lesson**

- Ask pupils to close their Activity Books. Ask them to spell each word in Exercise 8 (*sky, snowy, desk, small, snowman, skirt*). Choose pupils to come to the board and write the word, saying the letters out loud as they write. Give the pupil time to correct it if it is wrong before asking the rest of the class to help.

**Tapescript**

sk, sky, sky  
sm, small, small  
sn, snow, snow

**Pupil's Book, Page 43, Exercise 6**

- Say *Look at Exercise 6*.
- Choose two pupils to read the questions and answers.
- Ask pupils to work in pairs and write five similar questions. Monitor as they are writing, helping where necessary.
- Then ask the pairs to split up and find a new partner. They ask and answer each other's questions.
- Monitor as they are speaking, helping where necessary.

**Activity Book, Page 41, Exercise 7**

- Say *Open your Activity Book at page 41. Look at Exercise 7*.
- Choose a pupil to read the example sentence and answer.
- Pupils work in pairs to complete the exercise.
- Choose pupils to read the sentences aloud and give the answers. Check their pronunciation.

**Answers**

1. Yes 2. Yes 3. No 4. Yes 5. Yes 6. No 7. Yes

**Activity Book, Page 41, Exercise 8**

- Say *Look at Exercise 8*. Ask pupils to read the words.
- Say *Listen. You hear numbers and words. Write the number next to the word*.
- Play the first one as an example and make sure pupils understand what to do.

## Lesson 1

### Outcomes

- To develop strategies to understand spoken words and short, simple sentences in listening to a conversation
- To follow short, simple instructions in class (e.g. *Please show me your homework.*)
- To respond to questions before, during and after listening (e.g. *Where does she/he live?*) to a conversation
- To demonstrate understanding of spoken words and sentences in a conversation

### Structures

The verb *to be* in the past simple:  
*In the past, the Roman Theatre **was** bigger.*  
*Our city **wasn't** called Amman.*  
***Was** the stage here? Yes, it **was**.*  
*These trees **were** smaller when I **was** young.*

### Functions

Talking about the past  
 Comparing past and present  
 Acquiring appreciation of Jordanian culture  
 Adapting to the changing world

### Vocabulary

*fountain, past, pool, stage, street*

### Topic

Amman in the past

### Resources

- Pupil's Book, page 44 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 11, Exercise 1
- Flashcards: fountain, pool, stage, street
- Wall chart 4: Places; Wall chart 5: The world

- Write the following words on the board or use the flashcards or Wall chart 4: *at the library, at the beach, at a castle, at a farm, in a forest, at the planetarium*. Beside them, write *On Saturday were you...* Point to one of the words and ask a pupil to ask another pupil the question, e.g. *Where were you on Saturday?* The pupil replies, e.g. *I was at a castle on Saturday*.
- Teach the new words. Say, e.g. *In the past, this school wasn't here. There wasn't a school in this town. Now the school is here. In the past, the school wasn't here.* Repeat *past* for students to practise. Repeat *In the past*.
- Teach the new words, using the flashcards. Ask *Was there a fountain near here in the past?* Pupils can reply *I don't think so*. Then ask *What about a pool? Do you think there was a pool near here in the past?* Elicit an answer.
- Hold up the picture of the stage. Tell the pupils *You can see a stage in the Roman Theatre*.
- Ask some pupils *What street do you live on?* Elicit the name of the street from the pupils.
- Write the new words on the board for the pupils to practise reading. Help them with the pronunciation.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and pronounce new words correctly			
understand the concept of the past			
answer questions and make sentences with <i>was</i> and <i>were</i>			

### Revision

- Ask *Who is the oldest person in your family? Who is the youngest person in your family? Who is the tallest person in your family?*
- Show pupils the Wall chart 5: The World. Point to different things and ask *What's this?* Then ask *Does the sun move round the Earth? (No, it doesn't.) What happens? (The Earth moves round the sun.)* etc.

### Presentation

- Ask pupils *How old are you?* Elicit answers from a few pupils. Give the year now and then ask e.g. *How old were you in 2010?* Elicit a number from a pupil and say the full sentence for them *I was [12]*. Ask other pupils the same question.
- Write today's day in the middle of the board. Choose pupils to write the day before and the day after on the board. Underline *today* and ask *What day is it today?* Elicit answer.
- Now say, *Today is [Sunday]. We are at school*. Point to [Saturday] and say *On [Saturday], I was at home. What about you?* Elicit sentences from the pupils with *I was*.
- Then ask different pupils *Were you at home on Saturday? (Yes, I was.) Were you at school on Saturday? (No, I wasn't.) Where were you? (I was at home/at the shopping centre/at the museum/etc.)*
- Ask *Was [Tamer] at school on Saturday? No, he wasn't. Was he at home? Yes, he was.* Ask about other pupils in the class to practise *he/she was/wasn't*.

### Pupil's Book, Page 44, Exercise 1

- Give pupils the instruction *Open your books at page 44*.
- Ask pupils to look at the pictures and ask *Who can you see? (Kareem, Samira, Mum and Dad) Can you see a Roman Theatre? Point to the stage. Is there a fountain? Point to it.*
- Say *Listen and read the story. Then, tell me 'What was Amman called in the past?'*
- Ask pupils to listen to the recording and follow the words as they listen. Elicit the answer to your question (*Amman was called Philadelphia.*) Ask *Is Amman called that now? (No, it was called that in the past.)*
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and individuals.
- Put pupils into groups of four. Let them practise reading the story in their groups. Monitor as they are reading, helping with pronunciation where necessary.



**1 Listen and read**



**Kareem:** In the past, our city wasn't called Amman. It was called 'Philadelphia'.  
**Dad:** Let's visit the old city today.  
**Kareem/Samira:** That's a good idea!



**Dad:** This is the Roman Theatre. In the past, the Roman Theatre was bigger.  
**Kareem:** Was the stage here?  
**Dad:** Yes, it was.  
**Samira:** Were there people here?  
**Dad:** Yes, there were.



**Mum:** In the past, this street was a river.  
**Dad:** There was a fountain and a big pool.



**Samira:** Were these trees here when you were young, Dad?  
**Dad:** Yes, they were! These trees were smaller than me when I was young. Now, they are taller than the houses!

**Tapescript**

1.  
**Kareem:** In the past, our city wasn't called Amman. It was called 'Philadelphia'.  
**Dad:** Let's visit the old city today.  
**Kareem/Samira:** That's a good idea!
2.  
**Dad:** This is the Roman Theatre. In the past, the Roman Theatre was bigger.  
**Kareem:** Was the stage here?  
**Dad:** Yes, it was.  
**Samira:** Were there people here?  
**Dad:** Yes, there were.
3.  
**Mum:** In the past, this street was a river.  
**Dad:** There was a fountain and a big pool.
4.  
**Samira:** Were these trees here when you were young, Dad?  
**Dad:** Yes, they were! These trees were smaller than me when I was young. Now, they are taller than the houses!

**Further practice**

- Practise saying *was/were* sentences with the class. Give the pupils a starting sentence, e.g. *I was at the beach on Saturday*. Choose a pupil to repeat it. Then say *he*. A pupil says *He was at the beach on Saturday*. Then say *They* to elicit *They were at the beach on Saturday*. Go through the other pronouns, change 'at the beach' to other places and also change the day. Give them prompts so pupils give a new sentence each time. The quicker they are able to do this, the better their understanding.

**End the lesson**

- Tell the pupils to ask their parents about when they were little. Is the place where they live different now? Pupils should try to make some sentences about their area in the past to share with the rest of the class next lesson.

**Lesson 2**

**Outcomes**

- To pronounce learned English words in reading a story correctly
- To use prior knowledge to participate in short, simple guided exchanges
- To demonstrate understanding of short, simple reading material (e.g. stories)
- To use words to complete sentences on familiar topics for specific purposes and audiences

**Structures**

The verb *to be* in the past simple:  
*In the past, the Roman Theatre **was** bigger.*  
*Our city **wasn't** called Amman.*  
***Was** the stage here? Yes, it **was**.*  
*These trees **were** smaller when I **was** young.*

**Functions**

Talking about the past  
Comparing past and present  
Acquiring appreciation of Jordanian culture  
Adapting to the changing world

**Topic**

Amman in the past

**Resources**

- Pupil's Book, page 44  
Exercise 1, Listen and read
- Activity Book, Page 42  
Exercise 1, Read and match
- Activity Book, Page 42  
Exercise 2, Read, look and complete
- Cassette, Pupil's Book, Unit 11, Exercise 1

**Revision**

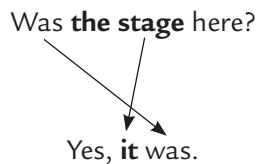
- Ask pupils to share any sentences their parents gave them with the rest of the class. Help them to say the sentences if necessary.
- On some small pieces of paper, write different places, e.g. *at the library, at the beach, at a castle, at a farm, in a forest, at the planetarium*. You could write some of them twice to make it more difficult in the guessing game below.
- You choose a piece of paper but don't tell the pupils what it says. On the board, write *On Saturday, I was...* Say *Where was I on Saturday? Ask me*. Pupils ask, e.g. *Were you at the planetarium on Saturday?* You answer *Yes, I was.* or *No, I wasn't*. Continue until the class guesses where you were. Whoever guesses correctly comes and chooses a piece of paper.

## Pupil's Book, Page 44, Exercise 1

- Say *Open your books at page 44*. Play the recording to the class again while they read. Stop the recording half way through some sentences and ask pupils to continue reading. Then play the rest of the sentence to check their pronunciation.
- Give pupils some sentences to correct, for example:
  - *Amman was called The old city. (No, it was called Philadelphia.)*
  - *The Roman Theatre was smaller in the past. (No, it was bigger in the past.) There were people there. (Yes)*
  - *In the past, the street was the sea. (No, it was a river.)*
  - *The trees were bigger than Dad when he was young. (No, the trees were smaller.)*
- Choose groups to read the story in front of the class.

## Activity Book, Page 42, Exercise 1

- Say *Open your Activity Book at page 42*. Look at Exercise 1.
- Choose pupils to read the first question and the answer. Write the question on the board with the answer under it like this:

Was **the stage** here?  
  
 Yes, **it** was.

- Show the pupils that *the stage* can be replaced by *it*.
- Ask *Can the answer be 'Yes, they were.'? No, because the stage is it, (i.e., there is only one stage.)*
- Pupils complete the activity.
- Check the answers as a class by asking two pupils to read the questions and answers aloud.

### Answers

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

## Activity Book, Page 42, Exercise 2

- Say *Now look at Exercise 2*. Ask pupils what each picture is.
- Tell pupils to complete the sentences by writing the correct words in the spaces.
- Pupils write the words and check with a partner if they have written them correctly.
- Check answers as a class. Choose pupils to read the sentences aloud.

### Answers

1. pool 2. stage 3. fountain 4. street

## End the lesson

- Ask pupils *Are there trees in your street? Were there trees in your street when you were little?* Elicit answers from different pupils.

## Lesson 3

### Outcomes

- To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges
- To use punctuation (e.g. , .)
- To use capitalisation at the beginning of the sentence
- To correct spelling and use of capitalisation, period and question mark with the assistance of peers and teachers

### Structures

The verb *to be* in the past simple:  
*In the past, the Roman street **was** different.*  
*In the past, the hotel **wasn't** there.*

### Functions

Talking about the past  
 Comparing past and present  
 Talking about towns and cities  
 Completing information related to a listening text  
 Acquiring appreciation of Jordanian culture  
 Adapting to the changing world

### Vocabulary

*different*

### Topic

Amman in the past

### Resources

- Pupil's Book, page 45 Exercise 2, Listen and complete
- Activity Book, page 43 Exercise 3, Copy and complete the punctuation
- Cassette, Pupil's Book, Unit 11, Exercise 2

## Revision

- Ask pupils *Were you here yesterday?* Pupils reply *Yes, I was./No, I wasn't*. If they reply *No* ask *Where were you?*

## Presentation

- Show pupils, for example, two pencils which are different colours and different lengths. Say *Tell me about the pencils*. Pupils can say *It is red. It is blue. It is long. It is short*. Say *They are different*. Repeat the new word for the pupils showing them that it is two syllables.
- Draw some numbers on the board, so that some numbers are next to each other, and some are under others. Ask pupils to look at the board and describe the numbers, e.g. *7 is next to 10, 6 is under 3*. Then ask pupils to close their eyes. Change some of the numbers around so, e.g. *6 is next to 10, 7 is under 3*. Say *Open your eyes. What is different?* Pupils reply, e.g. *7 was next to 10. Now 6 is next to 10*.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and pronounce the new word correctly			
respond correctly to the question <i>What is different?</i>			

## Pupil's Book, Page 45, Exercise 2

- Say *Open your Pupil's Book at page 45.*
- Ask pupils to look at the picture on the left and tell you what buildings they can see (*a hotel, a post office, a school and a museum*).
- Revise *opposite*. Ask *Is the hotel opposite the post office?* (*No, it's next to the post office.*) *What is opposite the hotel?* (*The museum is opposite the hotel.*)
- Point to the picture on the right. Say *This was the street in the past. It was different. Listen and tell me what was at A, B, C and D.*
- Play the tape. Pupils check their answers with a partner. Play the tape again.
- Check answers as a class.

### Tapescript

This is a street in my town. In the past, this street was very different!

Can you see the hotel? In the past, the hotel wasn't here. It was a park!

Look at the post office. It's next to the hotel. In the past, the post office wasn't here. It was a market.

Look at the museum. It's opposite the hotel. In the past, it wasn't a museum. It was a baker's.

Can you see the school? It's next to the museum and opposite the post office. In the past, it wasn't a school. It was a hospital!

### Answers

A. a park B. a baker's C. a market D. a hospital

## Further practice

- Pupils work in pairs to compare the town now and the town in the past, e.g. *Now there is a hotel in the town. In the past, the hotel was a park.*
- Choose pupils to give their descriptions.

## Activity Book, Page 43, Exercise 3

- Say *Open your Activity Books. Turn to page 43.*
- Point to the box and remind pupils of the comma and full stop. They should know when they need to put a full stop (*at the end of a sentence*). Choose a pupil to read the example sentence. Make sure they pause very slightly at the comma.
- Pupils write the remaining sentences correctly. Warn the students that sometimes there are two sentences per line. Monitor as they are writing, helping if necessary.
- Ask pupils to swap books and check each other's work. They can point out if their partner has missed out a capital letter, etc.
- Check answers as a class.

### Answers

1. In the past, this street was very different.
2. In the past, the hotel wasn't here. It was a park.
3. In the past, this wasn't a museum. It was a baker's.
4. In the past, the shops weren't here.
5. In the past, this wasn't a school. It was a hospital.

## End the lesson

- Ask pupils e.g. *Is there a baker's in our town?* Pupils reply *Yes, there is./No, there isn't.* If they say *No*, ask *Was there a baker's in the past?* Repeat the question with other places from the listening.

## Lesson 4

### Outcomes

- To pronounce short, simple questions and statements with correct intonation patterns
- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. cities in the past and the present)
- To make connections between prior knowledge of past and present experiences and short, simple reading materials
- To arrange jumbled sentences into a very short, simple story

### Structures

The verb *to be* in the past simple:  
*The sports centre **wasn't** here.*  
*It **was** a chemist's.*

### Functions

Talking about the past  
Comparing past and present  
Stating differences between pictures  
Acquiring appreciation of Jordanian culture  
Adapting to the changing world

### Topic

Amman in the past

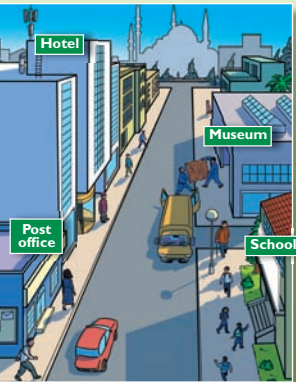
### Resources

- Pupil's Book, page 45  
Exercise 3, Look and say
- Activity Book, page 43  
Exercise 4, Read and order


2

Listen and complete

• market • baker's • park • hospital




Now



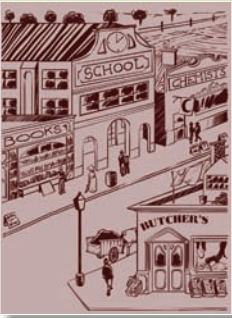
In the past

3


Look and say



Now



In the past



45

Now, this is a sports centre. In the past, the sports centre wasn't here. It was a chemist's.

## Revision

- Ask pupils to give you the names of different places in a town, e.g. *a butcher's, a library*. When they give you an example, ask e.g. *Is there a butcher's in our town?* If they say *No*, ask *Was there a butcher's in our town in the past?*

## Pupil's Book, Page 45, Exercise 3

- Say *Open your Pupil's Book. Turn to page 45.*
- Say *Look at the first picture. What can you see?* Elicit the names of the buildings (*restaurant, train station, sports centre, market*). Ask *Do you sometimes go to the market?* etc.
- Say *Now look at the second picture. What can you see there?* Elicit the names of the buildings (*school, bookshop, chemist's, butcher's*).
- Choose a pupil to read the example sentences.
- Asks pupils to work in pairs. Tell them that they are A and B. A describes the first picture (*Now, this is a sports centre.*) and B describes the second picture (*In the past, the sports centre wasn't there. It was a chemist's.*). Monitor as they are working. Make a note of any errors made and go over them as a class.
- Then ask pupils to do the exercise again swapping roles.
- Choose pairs to give their sentences.

### Answers

Now, this is a sports centre. In the past, the sports centre wasn't there. It was a chemist's.  
 Now, this is a train station. In the past, the train station wasn't there. It was a school.  
 Now, this is a restaurant. In the past, the restaurant wasn't there. It was a bookshop.  
 Now, this is a market. In the past, the market wasn't there. It was a butcher's.

## Further practice

- Ask pupils to work in pairs. Give each pair an A4 sheet of paper. They should cut it in half. They each draw a map of a town on each half – one for now and one for the past. They should be more or less the same. They then put four places in the top picture and four different places in the bottom picture.
- They compare their towns now and in the past with another pair. Ask them to think of how a town might have changed. For example, in the past there weren't any computer shops, but now there might be one.
- Monitor as they are working.

## Activity Book, Page 43, Exercise 4

- Say *Open your Activity Books at page 43 and look at Exercise 4.*
- Explain that they have to order the sentences. Show them that *b* is the first one and ask a pupil to read it aloud. Explain that they have to think about what will come next. To help them say *The weather was different. Was it hot and dry or wet and rainy?* Tell them to think carefully.
- Let them work in pairs to order the sentences. They might find this quite hard so go round the class helping them to think about the sentences.
- Choose pupils to read the sentences aloud to check the answers.

### Answers

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

## End the lesson

- Ask pupils to write four sentences in their diaries about their town now and their town in the past. They can add pictures if they wish. They can ask their parents or grandparents how the town has changed. They can tell you in the next lesson.

## Lesson 5

### Outcomes

- To demonstrate recognition of simple words in a paragraph about Quraysh Street
- To use reading strategies to understand short, simple reading material (e.g. a short informational paragraph)
- To write short, simple (completion, answering project) sentences on familiar topics (e.g. describing pictures)
- To copy English letters in semi-cursive handwriting: *op, oy*

### Structures

The verb *to be* in the past simple:  
*Quraysh Street wasn't a street in the past.*  
*It was a river.*

### Functions

Talking about the past  
 Comparing past and present  
 Matching the beginning and end of sentences in a text  
 Acquiring appreciation of Jordanian culture  
 Adapting to the changing world

### Vocabulary

*between, mosaic, stone*

### Topic

Amman in the past

### Resources

- Pupil's Book, page 46  
Exercise 4, Read and match
- Activity Book, page 44  
Exercise 5, Look and write the differences
- Activity Book, page 44  
Exercise 6, Trace and copy
- Flashcards: fountain, mosaic, pool

## Revision

- Ask pupils to tell you the sentences that they wrote in their diaries. Praise them for their efforts.

## Presentation

- Show the pupils the flashcard *fountain*. Elicit what it is. Put it on the left-hand side of the board. Show them the flashcard *pool*. Elicit what it is and put it on the right-hand side of the board.
- Show pupils the flashcard *mosaic* and say *This is a mosaic*. Pupils repeat as a class and individually. Show a few pupils the flashcard and ask them to say the word.
- Point out that it is three syllables.
- Put the flashcard on the board between the fountain and the pool. Then ask *Where is the fountain?* (*It is next to the mosaic.*) *Where is the pool?* (*It is next to the mosaic.*) Then point to the statue and say *Where is the mosaic?* *It is between the fountain and the pool.* Repeat the answer. Pupils repeat after you.
- Ask some other questions so pupils can answer with *between*, e.g. *Where is [Muna] sitting?* *She is sitting between [Salma] and [Asma].* Ask about other pupils and objects in the classroom.
- Write the new words on the board for them to read.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and pronounce the new words correctly			
answer questions using <i>between</i>			

## Pupil's Book, Page 46, Exercise 4

- Say *Open your Pupil's Book at page 46. Look at Exercise 4.*
- Ask the pupils to read the text silently to themselves. Ask *Were there houses in this place in the past?*
- Pupils read the text and answer your question (*No, there weren't any houses here.*).
- Ask pupils to look at number 1 and letter d. Choose a pupil to read the complete sentence.
- On the board write *I \_\_\_\_\_ here on Monday. You \_\_\_\_\_ here on Monday.* Say *Complete the sentences with was or were.* Pupils tell you the answer. Ask *How do you know?* (*was goes with I, and were goes with you.*)
- Then write *The house \_\_\_\_\_ here in the past. These houses \_\_\_\_\_ here in the past.* Again ask them to complete the sentences with *was* or *were*. Pupils do it and explain why (*house goes with was, and houses goes with were*). Point out that they need to think about the nouns and verbs when they are doing this exercise.
- Ask pupils to work alone to match the beginnings and endings of the sentences. When they have finished, they can compare answers and make any necessary changes.
- Choose pupils to read the full sentences aloud to check their answers.

### Answers

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

## Further practice

- Ask pupils to work in pairs and practise reading the text aloud. Monitor as they are reading, checking their pronunciation.

## 4 Read and match

Quraysh Street in Amman wasn't a street in the past. It was a river. You can see a stone fountain in the street. The fountain is old. In the past, the fountain was bigger. There were mosaics and a pool. The pool wasn't for swimming! The water in the pool was from the river. The houses weren't here in the past. Now you can see the fountain between the houses.

- |                            |                             |
|----------------------------|-----------------------------|
| 1 Quraysh Street           | a wasn't for swimming.      |
| 2 The fountain             | b weren't here in the past. |
| 3 The pool                 | c was bigger in the past.   |
| 4 The water in the pool    | d was a river in the past.  |
| 5 The houses in the street | e was from the river.       |



46

## Activity Book, Page 44, Exercise 5

- Say *Turn to page 44 in your Activity Books. Look at Exercise 5.*
- Point to each picture and ask *What can you see?* Pupils reply.
- Point to the houses in the first picture and ask *Were they big or small? (small)* Point to the second picture. *Are there any small houses in this picture? (No)* Choose a pupil to read the example sentence.
- Pupils work in pairs to complete the sentences. Monitor and help if necessary.
- Check answers as a class.

### Answers

1. In the past, the houses were smaller.
2. The castle was bigger.
3. The fountain was taller.
4. There were animals.

## Activity Book, Page 44, Exercise 6

- Say *Now look at Exercise 6.*
- Show pupils how to form the letters *op* by demonstrating on the board. Pupils write the letters and then the word. Repeat with *oy*. Remember to refer to the Handwriting Practice at the end of the Activity Book.
- Monitor as they are writing, checking they are forming the letters correctly.

## End the lesson

- Ask questions about the area near your school, e.g. *Was [name of street] a river? Was there a fountain near here?* etc.

## Lesson 6

### Outcomes

- To pronounce learned English words correctly
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To participate in the singing of a simple song after listening to a tape
- To write short, simple (completion) sentences related to pictures

### Structures

The verb *to be* in the past simple:  
*I wasn't at the park. I was at the market.*

### Functions

Talking about the past  
Comparing past and present  
Acquiring appreciation of Jordanian culture  
Adapting to the changing world  
Showing appreciation of listening to and singing a song

### Vocabulary

*the same, weekend*

### Topic

Amman in the past

### Resources

- Pupil's Book, page 47  
Exercise 5, Listen and say
- Pupil's Book, page 47  
Exercise 6, Talk about you
- Pupil's Book, page 47  
Exercise 7, Sing
- Activity Book, page 45  
Exercise 7, Listen, point and say
- Activity Book, page 45  
Exercise 8, Write *was* or *wasn't*
- Cassette, Pupil's Book, Unit 11, Exercise 5
- Cassette, Pupil's Book, Unit 11, Exercise 7
- Cassette, Activity Book, Unit 11, Exercise 7

### Revision

- Ask pupils to think about the text they read about Quraysh Street. Ask them some questions without looking at their books. Encourage them to answer in full sentences, e.g.:
  - *Was Quraysh Street a fountain in the past? (No, it was a river.)*
  - *Is there a fountain now? (Yes, there is.)*
  - *Is it new? (No, it is old.)*
  - *Was it smaller in the past? (No, it was taller.)*
  - *Can you swim in the pool now? (No, you can't.)*
  - *Were there houses in the past? (No, there weren't.)*
  - *Where is the fountain now? (The fountain is between the houses.)*

### Pupil's Book, Page 47, Exercise 5

- Say *Open your Pupil's Books at page 47. Look at Exercise 5. Look at the pictures. Listen.*
- Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

### 5 Listen and say



sports centre



street



swimming

### 6 Talk about you



On Monday afternoon, I wasn't at the park. I was at the market.



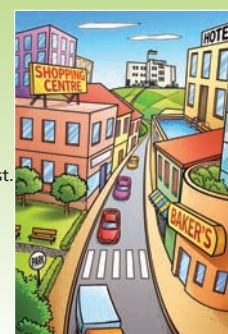
At the weekend, I wasn't at the market. I was at the sports centre.

### 7 Sing

This is my town; look at it now.  
It wasn't the same in the past.  
The baker's and the park weren't here.  
And the hotel wasn't near.

This is my town; look at it now.  
It wasn't the same in the past.  
On the top of the hill, there was a forest.  
The trees there were the highest!

This is my town; look at it now,  
It wasn't the same in the past.  
Now, lots of people visit my town.  
They are happy walking around!



47

### Tapescript

sp, sports centre, sports centre  
st, street, street  
sw, swimming, swimming

### Pupil's Book, Page 47, Exercise 6

- Before pupils look at the exercise, ask them to tell you the days of the week. Teach *weekend*. Then say, e.g. *Now it is Monday morning. What time do you get up in the morning? After twelve o'clock it is not morning. What is it? (It's afternoon.) What do you do in the afternoon?* Elicit replies.
- Say *Now look at Exercise 6.*
- Choose two pupils to read the sentences.
- Ask pupils to talk about all the days of the week and the weekend. Each time they repeat what their partner said in their last sentence, and think of a new sentence themselves. In their new sentence, they should not repeat a place that has been used before, for example:
  - Pupil A: *On Tuesday, I was at the market. I wasn't at the sports centre.*
  - Pupil B: *On Tuesday, you were at the market. You weren't at the sports centre. On Wednesday, I was at the library. I wasn't at the Roman theatre.*
- Then do this as a class. Pupils have to listen carefully so that they do not use a place that has been said in their new sentence.

## Pupil's Book, Page 47, Exercise 7

- Before pupils look at the song, teach *the same*. Hold up two copies of the pupils books and ask *Are they different?* (No) Teach *They are the same*. Repeat the words for pupils. They repeat as a class and individually. Point to some other things and ask *Are they the same?*
- Say *Look at the picture in Exercise 7. What can you see?* Pupils describe the picture using *I can see ... / There is/are ...*
- Say *Listen and follow the words*. Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the second and third verses.
- Divide the class into three parts. One group practises and sings the first verse, one the second verse and one the third.
- Each group sings their verse to the class.

### Tapescript

This is my town; look at it now.  
It wasn't the same in the past.  
The baker's and the park weren't here.  
And the hotel wasn't near.

This is my town; look at it now.  
It wasn't the same in the past.  
On the top of the hill, there was a forest.  
The trees there were the highest!

This is my town; look at it now,  
It wasn't the same in the past.  
Now, lots of people visit my town.  
They are happy walking around!

## Activity Book, Page 45, Exercise 7

- Say *Open your Activity Book at page 45. Look at Exercise 7.*
- Ask pupils to look at the word box.
- Explain that they are going to hear the words. They must listen and point to the correct word. They can do this together and see if they agree or not. Play the tape.
- Play the tape again, pausing after each word. The pupils point to the correct word each time. Check they are doing this correctly.

### Tapescript

1. stamp 2. spring 3. sweet 4. stork  
5. steps 6. speak 7. swim 8. stadium

## Activity Book, Page 45, Exercise 8

- Say *Look at Exercise 8.*
- Give some examples about yourself when you were a baby, e.g. *When I was a baby I wasn't very big.*
- Ask pupils to tell you about themselves.
- Pupils complete the sentences about themselves. Monitor as they are writing.

## End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask *Was this a good unit? Was the song good? Was the story good?*

## Lesson 1

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To develop strategies to understand spoken words and short, simple sentences in listening to a conversation</li> <li>To use prior knowledge to participate in short, simple guided exchanges</li> <li>To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges</li> </ul>
<b>Structures</b>	The past simple (regular verbs, affirmative form): <i>We <b>visited</b> a museum.</i> <i>We <b>learned</b> about Jordan.</i>
<b>Functions</b>	Talking about the past Acquiring appreciation of Jordanian heritage Adapting to the changing world
<b>Vocabulary</b>	<i>clothes, desert, sew, tent, bake</i>
<b>Topic</b>	Talking about the past
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 48 Exercise 1, Listen and read</li> <li>Cassette, Pupil's Book, Unit 12, Exercise 1</li> <li>Flashcards: desert, sew, tent</li> <li>Wall chart 4: Places</li> </ul>

### Revision

- Ask pupils *Where were you yesterday evening?* Pupils reply, e.g. *I was at home.* Ask other pupils *Were you at home?*
- Say *I was at home. I watched TV. What about you?* Elicit answers from the pupils, e.g. *I helped my mother. I used the computer.* etc.

### Presentation

- Show the pupils the flashcard *desert* or use the wall chart. Ask *Where can you see this? (Wadi Rum, or other well-known desert).* Ask some more questions, using vocabulary learned in the last units, for example:
  - In the day, is it hot or cold? (hot)*
  - At night, is it hot or cold? (cold)*
  - Are the stars bright here? (yes!)*
- Now say *It's a **d**esert.* Pupils repeat after you, with the stress on the first syllable, as indicated.
- Ask *Are there a lot of houses in the desert? (No) What can you sleep in?* Show the flashcard *tent.* Teach the word.
- Do you put on a T-shirt to come to school? (No) What do you put on? (trousers, shirt, skirt, socks and shoes)* Draw a circle on the board. Have five lines coming from it. At the end of each line write one of the following words: *T-shirt, skirt, shirt, socks, trousers.*
- Say *What are these? They are clothes.* Repeat the word. It is very difficult to say as it is one syllable. Let the pupils say it a few times.
- Ask *Where do you buy your clothes?* Elicit answers from the class. Ask *Were there clothes shops in the past? (No)* Tell the pupils *People sewed their clothes.* Show the flashcard *sew.* Repeat *sew.* Ask *Does your mother sew? What does she sew?*

- Tell the class *My mother and my aunt like sewing. They sew clothes for their grandchildren. Their mother, my grandmother, liked sewing. In the past, she sewed clothes for her children.*
- Repeat the sentences: *Now my aunt and my mother sew clothes. In the past, my grandmother sewed clothes.* Write them on the board and underline *now, sew* and *in the past, sewed.* Choose pupils to say the sentences, making sure they are pronouncing the ending of *sewed* correctly.
- On the board, write the following as a list: *visit, use, cook.* Ask the pupils to suggest words that could go with the verbs, e.g. *visit a museum, use a computer, cook a chicken.* Say *At the weekend, I visited a museum. I used my computer. I cooked a chicken.*
- Point to *visit a museum.* Ask *Am I at the museum now? (No) I visited the museum at the weekend.* Pupils repeat. Add *-ed* to *visit* on the board and repeat the word. Pupils repeat after you. Repeat with the other expressions.
- Ask pupils *What about you? Tell me about your weekend.* Help the pupils say e.g. *I visited my grandmother. I used my computer. My mother cooked fish.* etc.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
recognise the <i>-ed</i> ending for past			
pronounce the <i>-ed</i> ending correctly			

### Pupil's Book, Page 48, Exercise 1

- Say *Open your books at page 48. Look at the pictures.*
- Ask *Who can you see in Picture 1? What are they doing? (They are eating.) Can you see a tent? Point to it. Are people sewing? Point to them.*
- Ask pupils to listen to the recording and follow the words as they listen. Say *Listen and tell me: What does Kareem's mum like?*
- Play the recording for the pupils and elicit the answer to your question (*She likes coffee.*)
- Play the recording again. Pause after each sentence for the pupils to repeat as a class and individually.
- Give the pupils the beginnings of some sentences to finish, e.g. *Kareem and Samira visited ... (a museum). They learned about how people in Jordan ... (lived in the past). In the desert, people lived in ... (tents). The women ... (sewed clothes, baked bread). They liked ... (coffee).*
- Put pupils in groups of three. They practise reading the story. Monitor as they are reading and help with pronunciation where necessary.



## 1 Listen and read



**Samira:** I was happy at school today.

**Kareem:** We visited a museum. We learned about how people in Jordan lived in the past.



**Kareem:** In the desert, people lived in tents. They used goats' hair for the tents.



**Kareem:** The women baked bread. They sewed. Their clothes were beautiful.



**Kareem:** People prepared their coffee. They liked coffee.

**Mum:** Yes, I like coffee too!

48

## Tapescript

1.

**Samira:** I was happy at school today.

**Kareem:** We visited a museum. We learned about how people in Jordan lived in the past.

2.

**Kareem:** In the desert, people lived in tents. They used goats' hair for the tents.

3.

**Kareem:** The women baked bread. They sewed. Their clothes were beautiful.

4.

**Kareem:** People prepared their coffee. They liked coffee.

**Mum:** Yes, I like coffee too!

## Further practice

- Say *When I was a baby, my family lived in [name of town]. What about you?* Help the pupils to give sentences. Practise with some other sentences, e.g. *When I was a baby, I liked milk. Now I like coffee. What about you?*

## End the lesson

- Ask pupils to make a word web about clothes in their diaries. Ask them to draw a circle with *clothes* in the middle and then write down as many words as they know. They can draw pictures if they wish. They could also do one word web for clothes they wear at the weekend, and a different one for school clothes.

## Lesson 2

## Outcomes

- To pronounce learned English words correctly in reading a conversation
- To use simple words to participate in short, simple guided exchanges in familiar contexts
- To demonstrate recognition of simple words in reading a conversation
- To write semi-cursive English words correctly, legibly and neatly

## Structures

The past simple (regular verbs, affirmative form):

We **visited** a museum.

We **learned** about Jordan.

## Functions

Talking about the past

Acquiring appreciation of Jordanian heritage

Adapting to the changing world

## Topic

Talking about the past

## Resources

- Pupil's Book, page 48  
Exercise 1, Listen and read
- Activity Book, Page 46  
Exercise 1, Look and match
- Activity Book, Page 46  
Exercise 2, Read and complete
- Cassette, Pupil's Book, Unit 12, Exercise 1
- Flashcards: desert, sew, tent

## Revision

- Show the class the two flashcards *desert* and *tent* and ask *What is it?* Pupils reply. Ask them to give you some sentences, e.g. *In the past, people lived in the desert. They lived in tents. In the day, it is hot in the desert. At night, it is cold in the desert.*
- Ask *Do you live in the desert? Do you live in a tent? Where do you live?*
- Show the flashcard *sew*. Ask *Do you sew your clothes?* Elicit an answer. Ask *What about your grandmother? (In the past, my grandmother sewed clothes.)*
- Say *Tell me some different clothes.* Elicit examples from the class.

## Pupil's Book, Page 48, Exercise 1

- Say *Open your books at page 48. Listen.* Play the tape.
- In groups of three, pupils practise reading the dialogue. When they have finished, they can swap roles and do it again. Monitor as they are working and make note of any pronunciation mistakes. Go over the mistakes as a class. Make sure they are pronouncing the *-ed* endings correctly.
- Give pupils sentences to correct, e.g.
  - *Kareem and Samira visited a castle. It wasn't fun. (No! Kareem and Samira visited a museum. It was fun.)*
  - *They learned about how people in Canada lived in the past. (No! They learned about how people in Jordan lived in the past.)*
  - *In the desert, people lived in hotels. (No, they lived in tents.)*
  - *They used stone for their tents. (No, they used goats' hair for their tents.)*
  - *The women sewed hats. (No, the women sewed clothes.)*
  - *People liked tea. (No, people liked coffee.)*
- Ask different pupils to correct each sentence.

### Activity Book, Page 46, Exercise 1

- Say *Open your Activity Book at page 46. Look at Exercise 1.*
- Ask pupils to look at the pictures and say what they are.
- Ask the pupils to work alone and complete the exercise. Can they recognise the words?
- Check answers as a class.

#### Answers

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

### Activity Book, Page 46, Exercise 2

- Say *Now look at Exercise 2.* Choose pupils to read the words in the box. Choose another pupil to read the example sentence.
- You might like to go over this exercise orally before they write their answers.
- Pupils check their work in pairs. They can change answers if they wish.
- Check answers as a class.

#### Answers

1. I **liked** school today.
2. We **visited** a museum.
3. We **learned** about how people **lived** in the past.
4. The women **sewed** beautiful clothes. They **used** goats' hair for the tents!

### End the lesson

- Ask pupils to close their books. Ask them to spell some words from page 48, for example, *museum, desert, beautiful, bread, coffee*, etc. You write on the board what they say. Other pupils can correct it.

## Lesson 3

### Outcomes

- To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To use textbook illustrations and pictorial to understand new or unfamiliar words when listening to a conversation in a story
- To pronounce learned English words correctly
- To write short, simple (completion) sentences and short paragraphs on familiar topics

### Structures

The past simple (regular verbs, affirmative form):  
*My aunt **visited** us.*  
*I **played** with my cousin.*

### Functions

Talking about the past  
 Ordering pictures related to a text  
 Acquiring appreciation of Jordanian heritage

### Vocabulary

*evening, help (v), wave (v), yesterday*

### Topic

Talking about the past

### Resources

- Pupil's Book, page 49  
Exercise 2, Listen, order and say
- Activity Book, page 47  
Exercise 3, Read and complete
- Cassette, Pupil's Book, Unit 12, Exercise 2
- Flashcards: play handball, play table tennis, play the piano, wave goodbye

### Revision

- Write each of the following sentences on separate pieces of paper: *I visited a museum at the weekend. I sewed some clothes at the weekend. I learned about planets and stars at the weekend. I used my computer at the weekend.*
- Ask four pairs to choose a piece of paper and go to different corners of the room to practise acting out their scene.
- Meanwhile, tell the class that the four pairs were busy last weekend. They have to find out what they were doing. They are going to watch them mime what they were doing. They then give sentences, guessing what they did, e.g. *You visited a castle.*

## Presentation

- Show the pupils the flashcard *play the piano*. Hold it up and say *At the weekend, I played the piano*. Ask pupils to repeat, making sure they are pronouncing the ending correctly. Hold up *play handball* and ask a pupil to make a sentence, e.g. *At the weekend, I played handball*. Repeat with *play table tennis*.
- Say *At the weekend, I cooked fish and rice*. Tell me about your mother. Elicit sentences from the students. (*At the weekend, my mother cooked chicken and rice.*)
- Ask *What day is it today?* Pupils reply, for example, *Tuesday*. Say, for example *Today is Tuesday. Tomorrow is .... (Wednesday) Yesterday was ...* Point behind you as you say *yesterday* to help the pupils understand. Elicit *Monday*. Now say *Yesterday was Monday*. Pupils repeat.
- Say, for example *Yesterday, I helped [my mother] make a cake. What about you?* Elicit sentences with *help* from the pupils.
- Then say *At the weekend, we visited some friends in [Aqaba]. We stayed until six o'clock and then we waved goodbye*. Show the flashcard *wave goodbye*. Repeat *We waved goodbye*. The class repeat after you. Say *Can you wave goodbye?* The class waves.
- Write the sentence *wave goodbye* on the board for pupils to read.
- Ask *Is it morning or afternoon now? What do you do in the afternoon?* Pupils answer. Then ask questions to find out what they do in the evening, e.g. *When do you watch TV? When does your father come home?* Elicit times from the pupils. Say, for example, *You don't watch TV in the morning. You don't watch TV in the afternoon. You watch TV in the evening. When do you watch TV? In the evening.* Pupils repeat *in the evening*.
- Ask different pupils *What do you do in the evening?* Pupils ask each other across the class.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce and spell the new words correctly			
make sentences about themselves using regular verbs in the past simple			

## Pupil's Book, Page 49, Exercise 2

- Say *Open your Pupil's Book at page 49*.
- Point to the pictures. Ask them to describe them using the past tense, e.g. *They were at a museum. He helped his mother. His mother cooked. They waved goodbye. They played in the garden.*
- Now say *Listen and order the pictures*. Play the tape through once. Let the pupils discuss their answers in pairs. Play the tape through again.
- Choose pupils to give the order, giving a sentence about each picture.

### Tapescript

Yesterday was fun. My aunt, my uncle and my cousin visited us. They live in Jerash. In the morning, I played with my cousin in the garden. My mum cooked lunch. My brother Ibrahim helped my mum. In the afternoon, we visited a museum. In the evening, we waved goodbye to my uncle, my aunt and my cousin.

### Answers

d, b, a, c

**2 Listen, order and say**

**3 Talk about you**

- play • visit • cook • help
- wave • learn • listen
- tidy • use • wait • plant

She played with her cousin in the garden.

Yesterday, I played tennis in the morning. In the afternoon, I helped my mum.

49

## Further practice

- Give false statements for the pupils to correct, e.g.
  - *My grandmother and grandfather visited us. (No! His aunt, uncle and cousin visited them.)*
  - *They live in Amman. (No! They live in Jerash.)*
  - *In the afternoon, I played with my cousin in the house. (No! In the morning, I played with my cousin in the garden.)*
  - *My mum cooked breakfast. (No, she cooked lunch.)*
  - *My brother Ibrahim helped my dad. (No, he helped my mum.)*
  - *In the afternoon, we visited a castle. (No, they visited a museum.)*
  - *In the morning, we waved goodbye. (No! They waved goodbye in the evening.)*
- You could either do these orally, or you could write the sentences on the board and get pupils to come up and correct a sentence/part of a sentence each.

## Activity Book, Page 47, Exercise 3

- Say *Open your Activity Books. Turn to page 47*.
- Ask a pupil to read the example sentence. Ask pupils to complete the sentences so they are true for them. They can use any phrase more than once.
- Pupils read the sentences to each other in pairs.
- Check answers as a class.

### Suggested answers

1. in the morning
2. in the morning
3. in the afternoon
4. in the evening

## End the lesson

- Say *Yesterday evening I watched TV. What about you?* Elicit sentences from the pupils, helping where necessary.

## Lesson 4

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To pronounce learned English words correctly in telling about what they did</li> <li>To use complete sentences in short, simple guided exchanges based on familiar situations</li> <li>To write English sentences about pictures in semi-cursive handwriting correctly, legibly and neatly</li> </ul>
<b>Structures</b>	The past simple (regular verbs, affirmative form): <i>We <b>visited</b> a museum.</i> <i>We <b>learned</b> about Jordan.</i>
<b>Functions</b>	Talking about the past Acquiring appreciation of Jordanian heritage
<b>Topic</b>	Talking about the past
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 49 Exercise 3, Talk about you</li> <li>Activity Book, page 47 Exercise 4, Look and write</li> </ul>

### Revision

- On the board write *In the morning In the afternoon In the evening*. Choose pupils to read them aloud.
- Tell pupils about different activities that you did yesterday. They finish your sentence with one of the time phrases. You tell them if they are right or wrong. For example *Yesterday I watched TV (in the evening). That's right*. Practise with a few sentences and then ask pupils to give sentences for the rest of the class to finish. Try to practise as many of the regular verbs they will know, e.g. *I cooked lunch. I cooked breakfast. I washed my hands. I brushed my teeth. I brushed my hair. I tidied my room.* etc.
- Pay particular attention to their pronunciation of the *-ed* endings.

### Pupil's Book, Page 49, Exercise 3

- Say *Open your Pupil's Book. Turn to page 49. Look at Exercise 3.*
- Choose a pupil to read the example. Check pupils understand the verbs. Read them out and ask pupils to give a word that follows, e.g. *play – handball, the piano; help – my mother, my teacher, my friend*, etc.
- Pupils work in pairs to tell their partners what they did. Point to the three time phrases on the board and tell pupils to use them all. They can do more than one thing in each time period.
- Choose pupils to tell the class about their partner. Point out that the verb doesn't change according to the subject – it **always ends with -ed**.

### Activity Book, Page 47, Exercise 4

- Say *Open your Activity Books at page 47. Look at Exercise 4.*
- Ask a pupil to read the first sentence. Then go over the rest of the exercise orally. Choose a few pupils to say each sentence.
- Pupils write the answers then compare their answers with a partner. Monitor as they are writing.
- Check answers as a class, choosing pupils to read their answers aloud.

### Possible answers

- I visited my grandmother.
- I played table tennis.
- I helped my mother.
- I learned about planets.

### End the lesson

- Ask pupils to write in their diaries about what they did yesterday or at the weekend.

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To demonstrate recognition of simple words</li> <li>To use reading strategies to understand short, simple reading material (e.g. an informational paragraph)</li> <li>To retell a short, simple story</li> <li>To copy capital and small English letters in semi-cursive handwriting</li> </ul>
<b>Structures</b>	The past simple (regular verbs, affirmative form): <i>The man <b>liked</b> watching the camels.</i> <i>The camels <b>helped</b> the man.</i>
<b>Functions</b>	Talking about the past Matching the beginnings and ends of sentences in a story Acquiring appreciation for Jordanian heritage
<b>Vocabulary</b>	<i>camel, carry, drink (n), neck, ship, story</i>
<b>Topic</b>	Talking about the past
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 50 Exercise 4, Read, choose and match</li> <li>Activity Book, page 48 Exercise 5, Suggest a title for the story</li> <li>Activity Book, page 48 Exercise 6, Trace and copy</li> <li>Flashcards: camel, drink, ship</li> </ul>

### Revision

- Say *Yesterday evening I used my computer. What about you?* Elicit sentences from different pupils.

### Presentation

- Show the flashcard *ship* and teach the word. Ask *Where can you see a ship? (on the sea) Why do we use ships?* Let pupils try to explain. Then teach *Ships carry people and things*. Repeat the word *carry*. Pupils repeat. Pick up a pile of books and carry them from one desk to another Say *I am carrying the books*.
- Then show the flashcard *camel* and teach the word. Ask *Why do we use camels?* Pupils reply *They carry people and things*. Point to different parts of the camel and ask *What is this? (A leg, an eye, a head, an ear)* Teach *neck*.
- Pupils might also tell you *Camels drink a lot of water*. If they don't, you tell them this fact. Show the picture of the *drink* and ask *Would you like a drink?* Pupils reply *No, thank you./Yes, please*.
- Finally, tell the pupils they are going to read a story about a camel. Ask *Do you like stories?*

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce the new words correctly			
answer questions about the new words			

## Pupil's Book, Page 50, Exercise 4

- Say *Open your Pupil's Book at page 50. Look at Exercise 4.*
- Ask *What can you see in the picture?* Pupils describe it.
- Point to the story and say *Read the story quietly.* Explain that they read only the story, not the other parts of the exercise.
- Choose pupils to read sentences of the story aloud. Help with any pronunciation problems. Make sure they are paying attention to the punctuation.
- Point to the three titles at the top of the story. Say *What can we call this story?* Read the titles. Ask pupils to put their hands up and vote for each title. The best title is the first one.
- Pupils then do the exercise. First choose a pupil to read the example sentence (1b). Pupils work in pairs to complete the exercise.
- Check answers as a class, asking pupils to read the full sentences aloud.

**4 Read, choose and match**

Nader walked in the desert.

Why is the camel called 'the ship of the desert'?



Why does Nader walk in the desert?

Why do camels live in the desert?

Nader walked in the desert. He saw many camels there. The camels were very big, with long legs and long necks. Nader liked watching the camels. He learned a lot about them. 'A camel is the ship of the desert', he said. 'It can carry things for people'. The camels helped Nader.

- 1 Nader walked
- 2 In the desert
- 3 He liked
- 4 Nader learned
- 5 The camels helped

- a he saw many camels.
- b in the desert.
- c him.
- d a lot about camels.
- e watching the camels.

50

### Answers

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

## Activity Book, Page 48, Exercise 5

- Say *Turn to page 48 in your Activity Books. Look at Exercise 5.*
- Say *Look at the pictures. What can you see?* Pupils give sentences about each picture so they tell the story.
- Pupils practise in pairs. They can add details if they want.
- Monitor as they are speaking, helping where necessary.
- After they have told their story, tell them to suggest a title for it.

### Answers

Student's own answer

## Activity Book, Page 48, Exercise 6

- Say *Look at Exercise 6.*
- Show pupils by demonstrating on the board how to form the letters *he*. Pupils write the letters and then the words. Repeat with *da*.
- Remind your pupils of the Handwriting Practice at the end of their Activity Book. Monitor as they are writing, checking they are forming the letters correctly.

## End the lesson

- Ask *Was the story about the camel good? Do you like stories?*

## Lesson 6

### Outcomes

- To pronounce double letter consonant sounds correctly: *ll*
- To recognise the sounds of consonant combinations in the English alphabet: *ink, mb*
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To ask questions while reading (e.g. *Does this sound correct?*)
- To demonstrate understanding of short, simple reading material (e.g. short informational paragraphs)
- To identify and write examples of simple words that sound the same (e.g. *eye /I*)

### Structures

The past simple (regular verbs, affirmative form):  
*Omar brushed his teeth.*  
*He helped his father.*

### Functions

Talking about the past  
 Telling the time  
 Forming simple opinions about characters, events and information in reading materials  
 Acquiring appreciation of Jordanian heritage

### Topic

Talking about the past

### Resources

- Pupil's Book, page 51 Exercise 5, Listen and say
- Pupil's Book, page 51 Exercise 6, Look and say
- Activity Book, page 49 Exercise 7, Listen, read and say
- Activity Book, page 49 Exercise 8, Read and circle *Yes* or *No*
- Activity Book, page 49 Exercise 9, Say and write
- Cassette, Pupil's Book, Unit 12, Exercise 5
- Cassette, Activity Book, Unit 12, Exercise 7
- Flashcards: camel, desert, drink, sew, ship, tent, wave goodbye

## Revision

- Show the pupils the flashcards *camel, desert, drink (n), sew, ship, tent, wave goodbye* and elicit the words. Ask them to spell them. Write on the board as they are spelling. Ask the rest of the class *Is that correct?*

## Pupil's Book, Page 51, Exercise 5

- Say *Open your Pupil's Books at page 51. Look at Exercise 5. Point to the first picture. Listen.* Play the recording.
- Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

**5 Listen and say**



ball



drink



comb

**6 Look and say**

1



2



3



4



5



6



Yesterday, Omar brushed his teeth at half past six. **51**

### Tapescript

ll, ball, ball  
nk, drink, drink  
mb, comb, comb

## Pupil's Book, Page 51, Exercise 6

- Say *Look at Exercise 6 on page 51.*
- Firstly, go over the times with the pupils. Choose a different pupil to say the time in each picture. If the pupils have difficulty with this, you should take some time in this lesson, or the next, to revise times using, for example, a cardboard clock.
- Then point to the first picture and ask a pupil to read the example sentence. Elicit an action for each of the pictures to check pupils understand.
- Pupils work in pairs and take it in turns to say a sentence about each picture. Monitor as they are working, helping where necessary.
- Choose some pupils to give the sentences to check the answers.

### Answers

- Yesterday, Omar brushed his teeth at half past six.
- Yesterday, Omar helped his father at half past eight./ Yesterday Omar and his father washed the car at half past eight.
- Yesterday, Omar played table tennis at a quarter past eleven.
- Yesterday, Omar tidied his room at a quarter to three.
- Yesterday, Omar used the computer at six o'clock.
- Yesterday, Omar watched TV at a quarter past seven.

## Activity Book, Page 49, Exercise 7

- Say *Open your Activity Book at page 49. Look at Exercise 7.*
- Ask the pupils to look at each box in order and listen. Pause after each one for pupils to repeat.
- Pupils work in pairs taking turns to read each one. They can ask each other *Does this sound correct?*
- Check answers as a class. Choose pupils to read the sentences aloud.

### Tapescript

- a pink balloon
- This lamb is ill.
- a small hill
- Thank you!

## Activity Book, Page 49, Exercise 8

- Say *Look at Exercise 8.* You can either read this with the class first or you can ask them to read the story and do the exercise by themselves to give you an idea of how they are coping. It can act as a kind of test.
- If they are having difficulty, they can ask, e.g. *How can I do this part of the exercise?*
- When they have finished, choose a pupil to read the story and check the answers.

### Answers

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

## Activity Book, Page 49, Exercise 9

- Say *Look at Exercise 9.* Explain that some words in English sound the same but have a different spelling.
- Choose two pupils to read the example sentences. Write *I* and *eye* on the board. Show that there is no difference in pronunciation. Point to yourself as you say *I* and point to your eye as you say *eye*.
- Let pupils work together in pairs to complete the sentences.
- Check answers as a class by asking pupils to read the sentences and say how each word is spelled.

### Answers

- I like apples. Go to sleep, baby! Close one eye. Now close two eyes.
- Listen! I can hear a wolf! I'm looking for Nadia. Is she here?
- I'm going to the park with my friends. What's the time? It's two o'clock.

## End the lesson

- Ask pupils to find different things in the unit they have studied, e.g. *Find a tent. Find a camel. Find a museum.* As you say each thing, check pupils are pointing to the correct item.

## Lesson 1

## Outcomes

- To demonstrate recognition of basic English sounds and their combination in short, simple words and phrases (e.g. reading a diary)
- To use prior knowledge to participate in short, simple guided exchanges
- To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges

## Structures

The verb *to be* in the past simple:  
*We were in the old city in Amman.*  
*The Children's Museum wasn't there when Mum and Dad were young.*

## Functions

Talking about the past  
 Comparing past and present  
 Making comparisons

## Vocabulary

Revision of:  
*bright, clothes, dark, evening, light (adj), moon, night, planet, sew, star, sun, the Earth, turn around, yesterday, wave (v)*

## Topic

Revision

## Resources

- Pupil's Book, page 52  
 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 13, Exercise 1
- Cassette, Pupil's Book, Unit 11, Exercise 7
- Wall chart 5: The world

- In total, this is 21 pieces of paper. Alternatively, choose questions which have enough words so that each pupil has a piece of paper. (With the above sentences, you could write the question mark on a separate piece of paper, which would add four extra pieces, totally 25 pieces of paper.)
- Hand out the pieces of paper and ask the pupils to put themselves in the correct order to make sensible sentences. They might be slightly different from the above, e.g. *Who waved goodbye to you yesterday evening?* would be correct but obviously *When did you watch your new clothes?* would be wrong. If they are having problems, ask each group to read out their question. They can decide if they are right or wrong and if they need another word. If a word like 'new' is left out, ask pupils to work out where it could go.

## Pupil's Book, Page 52, Exercise 1

- Say *Open your books at page 52.*
- Ask pupils to look at the picture and ask *Who can you see? What can you see?* Don't tell the pupils if they are correct or not, but let them find out when they listen and read the story.
- Say *Listen and read the story.* Pupils can now check their answers to *What can you see?*
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Ask individuals to repeat, too.
- Pupils practise reading the text with a partner. They should check their pronunciation with each other, asking *Does this sound correct?* Monitor as they are reading. If you hear any mispronunciation, say to the pupils *Try that sentence again.*

## Revision

- Show the class the Wall chart 5: The World. Ask pupils to come to the board and point to the *moon, sun, planet, star, the Earth*. They should say the name as they point.
- Ask questions to revise the vocabulary on the wall chart, e.g.
  - When can we see the sun? (in the day)*
  - Is it light or dark in the day? (light)*
  - When can we see the moon? (at night)*
  - Is it light or dark at night? (dark)*
  - How many times does the Earth turn round in a day? (once)*
  - Does the Earth go round the sun in a month? (No, it goes round the sun in a year.)*
  - Does the moon go round the Earth in a year? (No, it goes round the Earth in a month.)*
  - How many planets are there? (8)*
- Write the words from the following questions on A4 pieces of paper so that they are large enough for pupils to read:
  - What did you watch yesterday evening?*
  - When did you buy new clothes?*
  - Who sewed this scarf?*
  - Who waved goodbye to you?*

Unit  
**13**

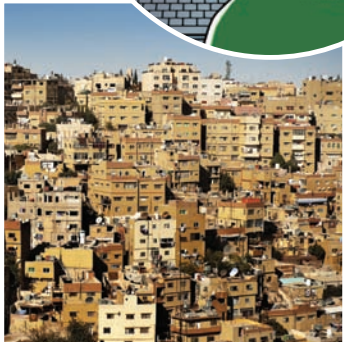
**Review**

**1** **Listen and read**

**Kareem and Samira's diary**


At the weekend, we were in the old city in Amman. In Amman, there are lots of new buildings. The Children's Museum is a new building. It wasn't there when Mum and Dad were young. Now, it's the brightest building in Amman!

We also visited an old museum. We learned about how people lived in the past. They lived in tents. They used goats' hair for the tents.



**2** **Look and say**

- on Monday morning
- on Tuesday afternoon
- on Wednesday afternoon
- on Thursday afternoon
- at the weekend
- in the summer



On Monday morning, I was at school.

52

### Tapescript

At the weekend, we were in the old city in Amman. In Amman, there are lots of new buildings. The Children's Museum is a new building. It wasn't there when Mum and Dad were young. Now, it's the brightest building in Amman!

We also visited an old museum. We learned about how people lived in the past. They lived in tents. They used goats' hair for the tents.

### Further practice

- Practise using *was* and *were* with the pupils. Write on the board the first sentence of the second paragraph from the text: *We also visited an old museum.* Circle *We*. Read the sentence aloud and ask a pupil to repeat. Then say *I* and ask another pupil to make the new sentence, i.e. *I also visited an old museum.* Repeat with the other pronouns as well as using names, e.g. *Kareem and Samira*, *Samira's mum*, plus names of pupils in your class.

### End the lesson

- Sing the song from Unit 11 with the pupils. Play them the tape again if you wish.

### Revision

- Practise vocabulary that they now know by saying *Tell me four animals that live in the forest; Tell me three animals that live on a farm; Tell me four buildings in our town; Tell me three things you can see in the sky; What can you see in a planetarium?; Where can you see a mosaic?*

### Pupil's Book, Page 52, Exercise 1

- Say *Open your books at page 52.* Play the recording to the class again while they read. Stop the recording every now and then to ask pupils to complete the sentence. Play the tape for the class to hear the rest of the sentence.
- Ask some pupils to read the story to the class. Practise any problems with pronunciation.
- Ask a few questions, e.g. *Where were Kareem and Samira? Who were they with? Is the Children's Museum old? Was it there when their mum and dad were young? What is the brightest building in Amman?*
- Then, ask pupils to work in pairs and write two questions to find out about what other pupils were doing last week, e.g. *Where were you last Saturday? Were you at the Children's Museum on Tuesday?*
- Monitor as they are writing, checking for accuracy. When they are ready, ask them to work with another pair. Each pupil in the pair asks the other pair a question and vice versa. If pupils are not sure of anything, they can ask you *Does this sound correct?*

### Pupil's Book, Page 52, Exercise 2

- Say *Look at Exercise 2 in your Pupil's Book.*
- Choose a pupil to read the example sentence. Choose a few other pupils to say where they were on Monday morning. Encourage students to give different answers and then say to the class *True or False?*
- In pairs, pupils take turns to say where they were at each time. Monitor as they are speaking, making a note of any mistakes to go over at the end of the activity.
- Choose a different pupil for each time and ask them to say where their partner was.

### Activity Book, Page 50, Exercise 1

- Say *Open your Activity Book at page 50. Look at Exercise 1.*
- Ask pupils to read the example answer. Ask *How many sentences are there? (2) What can you see at the end of the first one? (a full stop) What can you see at the beginning of the second one? (a capital letter)*
- Say *Look at number 2. Is there a full stop at the end of that? Think about it. Now finish the exercise.*
- Pupils complete the exercise individually and then check their answers with a partner.
- Check the answers as a class by asking pupils to read the sentences aloud.

### Answers

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

## Lesson 2

### Outcomes

- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To ask questions while reading (e.g. *Does that sound correct?*)
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To demonstrate understanding of short, simple reading material (e.g. a diary)
- To write answers to short, simple questions on pictures

### Structures

Revision of:  
The verb *to be* in the past simple:  
*The Children's Museum **wasn't** there when Mum and Dad **were** young.*

### Functions

Talking about the past  
Comparing past and present  
Making comparisons

### Vocabulary

*morning, planetarium, stage, weekend*

### Topic

Revision

### Resources

- Pupil's Book, page 52 Exercise 1, Listen and read
- Pupil's Book, page 52 Exercise 2, Look and say
- Activity Book, page 50 Exercise 1, Read and match
- Activity Book, page 50 Exercise 2, Read, look and write answers
- Cassette, Pupil's Book, Unit 13, Exercise 1



## Activity Book, Page 50, Exercise 2

- Say *Look at Exercise 2*. Ask pupils to say what they can see in each picture.
- Ask a pupil to read the example sentence. Go over the rest of the exercise orally.
- Pupils write their answers individually. Monitor as they are writing, checking how they are forming the letters as well as their spelling.
- Pupils swap books with a partner, who checks the spelling.
- Check answers as a class.

### Answers

1. He was on the stage of the Roman Theatre.
2. She was in the forest.
3. He was at the planetarium.
4. She was in the old street in Amman.

## End the lesson

- Write a place in your town on a piece of paper. Don't show the pupils. Say *Where do you think I was on Saturday?* The pupils ask, e.g. *Were you at the post office?* They continue until they have guessed the answer on your piece of paper.

## Lesson 3

### Outcomes

- To demonstrate recognition of basic English sounds and their combination in short, simple words and phrases
- To use prior knowledge to participate in short, simple guided exchanges
- To develop strategies to understand spoken words and short, simple sentences
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To ask questions while reading (e.g. *Does this sound correct?*)
- To write sentences with information from a chart

### Structures

The verb *to be* in the past simple:  
*Hisham **wasn't** at home on Saturday.*  
*They **were** at the Roman Theatre.*  
 Comparative and superlative adjectives:  
*Ali **is taller than** Hassan.*  
*Ali **is the tallest** pupil.*

### Functions

Talking about the past  
 Making comparisons  
 Choosing the correct information related to a listening text  
 Asking and answering questions  
 Interpreting charts

### Topic

Revision

### Resources

- Pupil's Book, page 53 Exercise 3, Listen, choose and say
- Pupil's Book, page 53 Exercise 4, Ask and answer
- Activity Book, page 51 Exercise 3, Read and say
- Activity Book, page 51 Exercise 4, Look and complete
- Cassette, Pupil's Book, Unit 13, Exercise 3

## Revision

- Do a chain activity with the class. You start by saying *I wasn't at school on Saturday. I was at the museum*. Choose a pupil to continue. He/She says, e.g. *I wasn't at the museum on Saturday. I was at the market*. The next pupil says, e.g. *I wasn't at the market on Saturday. I was at the sports centre*. Continue until the pupils cannot think of any new places to say. They must not repeat a previously named place.

## Pupil's Book, Page 53, Exercise 3

- Say *Open your Pupil's Book at page 53, please*.
- Ask pupils to say what they can see in the pictures.
- Point to the beginnings of the sentences. Say *Listen and complete*.
- Explain to pupils that they must first listen and choose the correct picture.
- Play the tape to the pupils. Pupils discuss their answers in pairs. Play the tape again.
- Check answers as a class, choosing pupils to read the full sentences.

### Tapescript

Rakan: Hello, Hisham! How are you?

Hisham: I'm fine, thank you.

Rakan: I was at your house on Saturday, but you weren't there.

Hisham: No, we weren't at home on Saturday. I was in the old city in Amman with my mother.

Rakan: Where were you in the old city? Were you at the museum?

Hisham: No, we weren't. We were at the Roman Theatre.



Rakan: Was it sunny?

Hisham: Yes, it was. It was warm and sunny. It was fun. The Roman Theatre is one of the oldest buildings in our city.



### Answers

- 1 b On Saturday, Hisham was in the old city in Amman.
- 2 b Hisham was at the Roman Theatre.
- 3 a It was warm and sunny.

**3 Listen, choose and say**

1 a  b 

On Saturday, Hisham was

2 a  b 

Hisham was at the

It was

**4 Ask and answer**

• young • old • small • tall

Who is the tallest pupil in the class?

Ali is taller than Hassan. Ali is the tallest pupil.

55

### Answers

1. Abbas is the tallest.
2. Omar is the shortest.
3. Hisham is taller than Ali.
4. Omar is shorter than Hisham.

### End the lesson

- Ask pupils *Who is the tallest/smallest/youngest/oldest in your family?*
- Ask pupils to write about their family in their diaries.

## Lesson 4

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To use reading strategies to understand short, simple reading material (e.g. stories and short informational paragraphs)</li> <li>• To retell a short, simple story</li> <li>• To write dictated simple sentences</li> <li>• To find information on a favourite topic</li> </ul>
<b>Structures</b>	The verb <i>to be</i> in the past simple: <i>The Children's Museum <b>wasn't</b> there when Mum and Dad <b>were</b> young.</i>
<b>Functions</b>	Talking about the past Choosing the correct information related to a reading text
<b>Vocabulary</b>	<i>camel, carry, desert, drink (n), help (v), neck, story</i>
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 54 Exercise 5, Read and match</li> <li>■ Activity Book, page 52 Exercise 5, Read and tell the story</li> <li>■ Activity Book, page 52 Exercise 6, Look, listen and tell the story</li> <li>■ Cassette, Activity Book, Unit 13, Exercise 6</li> </ul>

### Pupil's Book, Page 53, Exercise 4

- Say *Look at Exercise 4.*
- Choose two pupils to read the question and answer.
- Pupils practise asking and answering the questions in pairs. One person can ask the questions and the other can answer. They then swap roles.
- Choose pairs to ask and answer the questions in front of the class to check their answers. If anyone disagrees with the answers, ask them to give their answer.

### Activity Book, Page 51, Exercise 3

- Say *Open your Activity Books. Turn to page 51.*
- Choose pupils to read the list of words. Check their pronunciation. Point out any problems.
- Pupils work in pairs and read the words to each other. Remind them to ask *Does this sound correct?* if they are unsure of the pronunciation.
- Ask pupils if they can think of other words with the same pairs of letters. Elicit them and check the pronunciation.

### Activity Book, Page 51, Exercise 4

- Say *Look at Exercise 4.* Point to the bar chart. Point to the tallest bar and say *Abbas*. Tell pupils they have to write the other names next to the corresponding bar. Elicit the names of the other boys.
- Go over the exercise orally as the pupils need to remember that with comparatives we need *than*.
- Pupils write the answers.
- Check the answers as a class. Pupils can write the answers on the board.

### Revision

- Ask some more questions to practise more vocabulary, e.g. *What animal helps people in the desert? (a camel) Can you remember the story about the camel in Unit 12? Tell me about camels. Is their neck long or short? (long) How do they help people? (They carry things.) What do people want when it is hot in the desert? (a drink)*

### Pupil's Book, Page 54, Exercise 5

- Say *Open your Pupil's Book. Turn to page 54. What can you see in the pictures?* Pupils describe the pictures saying what is happening in each one.
- Ask pupils to work in pairs, reading the paragraphs aloud and matching them to the pictures. Listen as they are reading and make a note of any words they mispronounce. Go over these at the end of the activity, as a class.
- Check answers as a class.

## Answers

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

### 5 Read and match

1 Yesterday, my aunt, my uncle and my cousins visited us. I helped Mum in the Kitchen. After lunch, I played with my cousins. At five o'clock, we waved goodbye.  
Nour



2 Yesterday was a fun day for me. I walked up a hill with my family. We looked at the view from the top of the hill. It was beautiful.  
Kamal

3 Yesterday, we visited my grandparents. They live in Amman. They showed us the buildings in the city. We liked the Roman Theatre.  
Amal



4 Yesterday morning, I finished my homework. I used the computer for my project. In the afternoon, I walked to the park with my father. We played football in the park.  
Sami

54

## Further practice

- Divide the class into four groups. Give each group one of the paragraphs. Ask each group to write three questions for their paragraph. Pupils close their books. Each group asks the rest of the class their questions. Can the class answer them?

## Activity Book, Page 52, Exercise 5

- Say *Open your Activity Books. Turn to page 52.*
- Ask pupils to read the story silently to themselves. Ask them some questions, e.g.
  - Was it summer? (No, it was winter.)
  - Were the animals in the city? (No, they were in the country.)
  - Were they thirsty? (No, they were hungry.)
  - Were the days warm? (No, they were cold.)
  - Was there rain? (Yes, there was.)
  - Was it dry? (No, it was wet.)
  - Tell me about the moon. Was it pretty? (more beautiful.)
  - Tell me about the stars. Why were they different? (brighter.)
  - Were the animals happy? (Yes, they were.)
- Choose two pupils to read each paragraph.
- Ask pupils to cover the story and only look at the words in the box. You could write these words on the board if you prefer.

- Ask pupils to tell you the story. Choose different pupils to say a sentence. The other pupils can correct them if necessary. Only help if they cannot give the next sentence.
- In pairs, pupils practise telling the story, only looking at the words in the box or on the board. Monitor as they are working, helping where necessary. In this case, we want the pupils to tell the story, so let them concentrate on that rather than being totally accurate.

## Activity Book, Page 52, Exercise 6

- Say *Open your Activity Book at page 52. Look at Exercise 6.*
- Read the introductory sentence to the class. Play the tape. Ask pupils to point to each picture as they listen.
- Ask pupils to work in pairs and tell the story.
- Choose pupils to give sentences about each picture.
- Children should try to extend the story with more details, e.g. *He was happy.*

### Tapescript

- Omar travelled to his grandparents' by car.
- He arrived at four o'clock.
- He walked in the mountains.
- He watched birds with his grandfather.
- He played football.
- He helped his grandmother.

## End the lesson

- Ask pupils *When did you go shopping? Where is your town? What is the name of your street?* Elicit answers.

### 7 Project: My town in the past

#### 1 Read and answer

- Find out about your town in the past. Is it different now?
- What was the name of your town in the past?
- What was there in your town in the past? Was there a river? Was there a Roman Theatre?
- Was your street different in the past? How was it different? What shops were there?
- How did people live in your town in the past?

#### 2 Work in pairs. Talk to the class about your town. Use photos if you can.



#### 3 Ask and answer

Amman was different in the past. It was called 'Philadelphia'. It is a very old city.



There is a Roman Theatre in Amman. In the past, the Roman Theatre was bigger.



55

## Lesson 5

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To follow short, simple instructions in class</li> <li>To ask and answer questions</li> <li>To research for information about one's town or city</li> <li>To work in a group cooperatively</li> </ul>
<b>Structures</b>	<i>X is/was...; It was called...; there was...; The street was...; There were...; People lived...</i>
<b>Functions</b>	Describing students' town Adapting to the changing world
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 55 Exercise 7, Project: My town in the past</li> <li>Cardboard</li> <li>Photos of students' town or city</li> </ul>

## Lesson 6

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To talk about towns and cities</li> <li>To work in a group cooperatively</li> <li>To present the project to the class</li> <li>To gather information about what they can do</li> </ul>
<b>Structures</b>	<i>Is your town/city different now? What was..? Was there...? How did people...? I do/go...; I like reading/playing...; I'm good at...</i>
<b>Functions</b>	Making a presentation Talking about one's town or city
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 55 Exercise 7, Project: My town in the past</li> <li>Photos of one's town or city</li> <li>Project worksheet 3</li> <li>Activity Book, page 80, Assessment</li> </ul>

### Revision

- Ask pupils *What's your city/town? What was there in your town? Was your street different? How? What shops were there?* Accept all pupils' answers to encourage them to talk about their cities or towns.

### Pupil's Book, Page 55, Exercise 7

- Ask pupils to open the Pupil's Books at page 55. Say *Look at Exercise 7*. Choose pupils to read the questions. Tell them they are going to choose one city or town in Jordan. They work in groups to ask and answer the questions.
- Go round the class checking pupils' oral activity. Pupils may need to do research in the school library or interview their parents or grandparents to find information about the town.
- After they have done so, allow them to practise talking about their towns or cities. Explain that they should get photos or pictures of their towns or cities to share with the class the following day. If they don't have them at home, encourage them to search the web.

### Pupil's Book, Page 55, Exercise 7

- Pupils display the photos or pictures they have got on the blackboard.
- Two pupils role play to ask and answer the questions in front of the class. Encourage the other groups to give positive feedback to their classmates. The groups vote for the winning team.

### Optional project

Hand out *Project worksheet 3* on page 158 to pupils. Ask pupils to find out about their town or another town in the past and to draw a picture of it. They can write five sentences about it. They then present it to the rest of the class at the beginning of the next lesson.

### End the lesson

- Say *Think about Units 10-13. Where do you want to go? The forest? The planetarium? The old city in Amman? The museum?* Let pupils give their ideas.
- Ask pupils to complete the assessment found in their Activity Books.
- Congratulate pupils on all their hard work in Units 10-13.

## Lesson 1

### Outcomes

- To develop strategies to understand spoken words and short, simple sentences
- To demonstrate recognition of basic English sounds and their combination in short, simple words and phrases in reading a conversation
- To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges
- To pronounce learned English words correctly

### Structures

The past simple (regular verbs, negative form):  
*We **didn't** live in a city.*  
*We **didn't** use mobile phones.*  
*We **didn't** use computers.*

### Functions

Talking about the past  
 Comparing past and present  
 Talking about technology  
 Acquiring respect for the Jordanian heritage  
 Adapting to the changing world

### Vocabulary

CD, DVD, mobile phone, radio, village

### Topic

Lives in the past

### Resources

- Pupil's Book, page 56  
 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 14, Exercise 1
- Flashcards: CD, DVD, mobile phone, radio
- Wall chart 3: Technology

- Show the pupils the flashcards *CD, DVD, mobile phone* and *radio* or use the wall chart. Teach each word, then ask questions about these things, e.g.
  - Have you got any CDs or DVDs?*
  - Which is your favourite CD/DVD?*
  - Do you like listening to CDs?*
  - Who do you watch DVDs with?*
  - Have you got a mobile phone?*
  - Has your father got a mobile phone?*
  - Do you listen to the radio?*
  - What do you listen to on the radio? etc.*
- Say *Yesterday evening I didn't listen to the radio. I watched TV.* Repeat each sentence for the pupils. Make sure they are not putting *-ed* onto *listen*. Ask different pupils *What about you?* Help pupils to say the sentences.
- Give pupils different sentences, e.g. *I walked to school this morning.* Encourage pupils to give the negative form: *I didn't walk to school this morning.* Write the two sentences on the board for pupils to read. Then give other examples for them to practise with, e.g. *I listened to the radio this morning. I cooked breakfast this morning. I washed my car this morning. I talked to my friend on my mobile phone.* etc.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
give examples of regular past negative sentences			
understand the difference in form between the positive and negative sentences			

### Revision

- Ask some pupils to show their projects and tell the class about the town they wrote about.
- Display all projects on the classroom walls for pupils to look at.

### Presentation

- Ask pupils *Do you live in a city?* Pupils reply *Yes, I do./No, I don't.* Ask *Do you live in a town?* Elicit answers. Write on the board: *city town.* Say *Tell me about a city and a town. Which is bigger?* Elicit *A city is bigger than a town.* Say *small* to elicit *A town is smaller than a city.* Teach the word *village.* Say *A village is smaller than a town.* Pupils repeat.
- Ask *Is a village bigger than a city? (No, it isn't.) Is a village smaller than a city and a town? (Yes, it is.)* Say *So a village is the ...* Elicit *smallest* from the pupils. Then say *And a city is the ...* Elicit *biggest* from the pupils.
- Ask *Do you live in a village?* Elicit answers from different pupils.

### Pupil's Book, Page 56, Exercise 1

- Say *Open your books at page 56.*
- Ask pupils *Who can you see? Where are they?* Pupils name the characters and guess that they are at their grandparent's house.
- Say *Think about when Samira's grandmother was young. Was everything the same then?* Give some questions for them to think about, e.g. *Were there mobile phones? Were there CDs? Were there computers? Were there televisions? Was it the same as it is now?* Don't give them the answers but tell them to listen to find out.
- Play the tape while the pupils follow the words. Discuss the differences the grandparents mention.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and individually.
- Ask pupils to look for the word *didn't* and to read the sentences aloud. Each time ask *What about now?* Pupils reply, e.g. *But we didn't have CDs. (What about now?) Now we have CDs.*

**1 Listen and read**



**Samira:** What's this, Grandpa?  
**Grandpa:** Look, it's like a CD. You can listen to music on it!  
**Kareem:** I like this music, Grandpa.  
**Grandpa:** We listened to music when we were young. But we didn't have CDs!



**Grandma:** When we were young, we didn't live in a city. We lived in a village.  
**Grandpa:** We didn't travel to school by car. We walked to school.



**Grandma:** We didn't use mobile phones.  
**Grandpa:** We watched television. We didn't watch DVDs. We listened to the radio.



**Grandma:** We didn't use computers when we were young.  
**Grandpa:** But we like using computers now!

**Tapescript**

1.  
Samira: What's this, Grandpa?  
Grandpa: Look, it's like a CD. You can listen to music on it!  
Kareem: I like this music, Grandpa.  
Grandpa: We listened to music when we were young. But we didn't have CDs!
2.  
Grandma: When we were young, we didn't live in a city. We lived in a village.  
Grandpa: We didn't travel to school by car. We walked to school.
3.  
Grandma: We didn't use mobile phones.  
Grandpa: We watched television. We didn't watch DVDs. We listened to the radio.
4.  
Grandma: We didn't use computers when we were young.  
Grandpa: But we like using computers now!

**End the lesson**

- Say Ask your parents or grandparents at home to tell you how things were different when they were young. Tell us what they say in the next lesson. For example, There weren't a lot of cars.
- Tell them they can ask about all the things they know, e.g. fridges, sports centres, cameras, hospitals, etc.

**Lesson 2**

**Outcomes**

- To pronounce learned English words correctly in reading a conversation
- To demonstrate recognition of simple words in a reading text
- To use punctuation at the end of sentences (e.g. .)
- To write semi-cursive English words correctly, legibly and neatly
- To write English sentences in semi-cursive handwriting correctly, legibly and neatly

**Structures**

The past simple (regular verbs, negative form):  
*We **didn't live** in a city.*  
*We **didn't use** mobile phones.*  
*We **didn't use** computers.*

**Functions**

Talking about the past  
Comparing past and present  
Talking about technology  
Acquiring respect for the Jordanian heritage  
Adapting to the changing world

**Topic**

Lives in the past

**Resources**

- Pupil's Book, page 56  
Exercise 1, Listen and read
- Activity Book, Page 53  
Exercise 1, Look and write
- Activity Book, Page 53  
Exercise 2, Look and write
- Cassette, Pupil's Book, Unit 14, Exercise 1
- Flashcards: CD, DVD, mobile phone, radio

**Revision**

- Hold up the flashcards. Elicit from the pupils sentences about when their grandparents or parents were young, e.g. *There weren't DVDs when my father was young.*
- Elicit examples about other things the pupils have discovered.

**Pupil's Book, Page 56, Exercise 1**

- Say *Open your books at page 56.* Play the recording to the class again while they read.
- Write the following past tenses on the board and practise reading them with the class making sure they pronounce the *ed* sound correctly: *listened, travelled, used, lived* – the *ed* is pronounced as /d/; *liked, watched* – the *ed* sound is pronounced /t/.
- Divide the class into groups of four and ask them to practise reading the story. When they have finished they can swap roles. Monitor as they are reading, checking pronunciation.
- Choose groups to read the story in front of the class.
- Give pupils some sentences about the story for them to correct. Also include some correct statements so they are thinking about what you say, e.g. *Grandpa didn't listen to music when he was young. Grandma lived in a city. Grandpa travelled to school in a car. Grandma walked to school. Grandma used a mobile phone. Grandpa didn't watch television.* etc.
- If you wish to make it harder and you think your pupils understand the difference between the past and present, include sentences like *Kareem doesn't like the music.* (*No, he likes the music.*)

### Activity Book, Page 53, Exercise 1

- Say *Open your Activity Book at page 53. Look at Exercise 1.*
- Ask pupils to look at the first picture and tell you what it is. Check they can tell you what the other pictures are.
- Pupils write the words. They can check their answers with a partner when they have finished.
- Check the answers as a class.

#### Answers

1. a CD 2. a mobile phone 3. a radio 4. a DVD

### Activity Book, Page 53, Exercise 2

- Say *Now look at Exercise 2.*
- Point to the picture of Grandma and ask *Who is this? Is she young?*
- Read the beginning of the sentence and ask a pupil to read the example.
- Go through the rest of the exercise orally, as a class, before the pupils write the answers.
- Check the answers as a class, asking pupils to read the sentences aloud.

#### Answers

1. we didn't use mobile phones.
2. we listened to the radio.
3. we didn't watch DVDs.
4. we didn't listen to CDs./we didn't have CDs.

### End the lesson

- Write syllables of different words around the board. Ask different pupils to come to the board to draw lines between the syllables to make a complete word. They then write the correct word. Words could be:  
*ra di o; com put er; tel e vis ion.*

## Lesson 3

### Outcomes

- To pronounce learned English words correctly
- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. what they did yesterday)
- To pronounce short, simple questions and statements with correct intonation patterns (e.g. what they did yesterday)
- To demonstrate understanding of short, simple reading material (e.g. short informational paragraphs)

### Structures

The past simple (regular verbs, negative form):  
*You **didn't** use mobile phones.*  
*You **didn't** use computers.*

### Functions

Talking about the past  
Comparing past and present  
Comparing pictures  
Acquiring respect for the Jordanian heritage  
Adapting to the changing world

### Topic

Lives in the past

### Resources

- Pupil's Book, page 57  
Exercise 2, Look and say
- Activity Book, page 54  
Exercise 3, Read and circle *True or False*

### Revision

- Say *Tell me about a village. Is it big?* Elicit sentences about a village from the pupils.
- Say *Now tell me about a city. Is it small?* Elicit sentences from the pupils.

### Pupil's Book, Page 57, Exercise 2

- Say *Open your Pupil's Book at page 57.*
- Ask *What can you see?* Pupils list the things they see.
- Point to the top two pictures and choose a pupil to read the example sentences.
- Choose other pupils to repeat the sentences.
- Then go over the other sentences with the class before they do it in pairs.
- Monitor as they are speaking, helping them to correct any mistakes they make.
- Check answers as a class.

#### Answers

When Grandpa and Grandma were young, they didn't live in a city. They lived in a village.

When Grandpa and Grandma were young, they didn't watch DVDs. They listened to the radio.

When Grandpa and Grandma were young, they didn't use a computer. They watched television.

**2 Look and say**

X



live in a city




watch DVDs



use a computer

✓



live in a village



listen to the radio



watch television

When Grandpa and Grandma were young, they didn't live in a city. They lived in a village.

**3 Talk about you**

- travel • play • listen
- use • watch • help
- tidy • carry • visit
- talk • walk • wash
- cook • brush

I didn't play table tennis yesterday.  
I played volleyball.

57

### Further practice

- Write the following verb phrases on the board: *walk to school* – *travel to school by car*; *use computers* – *use books*; *play computer games* – *play ball games*.
- Ask pupils to make further sentences in pairs with these phrases about their grandparents.
- Choose pupils to say the sentences.

### Activity Book, Page 54, Exercise 3

- Say *Open your Activity Books. Turn to page 54.*
- Ask pupils to read the story quietly to themselves. As they are reading, write the following words on the board: *villages, desert, beautiful, camels, television, bicycles, friends.*
- Choose pupils to read the words. Correct any pronunciation problems.
- Choose pupils to read the story aloud. Read the first sentence. Ask them to tell you the answer. Then ask them to find the sentence in the story that tells them this.
- Pupils work in pairs to complete the exercise.
- Check the answers as a class.

#### Answers

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

### End the lesson

- Choose pupils to choose a word from the story and spell it out. Another pupil writes the word on the board and reads it to the class.

## Lesson 4

### Outcomes

- To use simple words to participate in short, simple guided exchanges in familiar contexts (e.g. what they did yesterday)
- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. what they did yesterday)
- To pronounce learned English words correctly
- To find information on a favourite topic

### Structures

The past simple (regular verbs, negative form):  
You **didn't use** mobile phones.  
You **didn't use** computers.

### Functions

Talking about the past  
Listening and correcting information  
Acquiring respect for the Jordanian heritage  
Adapting to the changing world

### Topic

Lives in the past

### Resources

- Pupil's Book, page 57  
Exercise 3, Talk about you
- Activity Book, page 54  
Exercise 4, Look and write

### Revision

- Give pupils phrases from Exercise 2, page 57 in the Pupil's Books, e.g. *live in a city, watch DVDs*, etc. Ask them to make sentences about their grandparents or parents.

### Pupil's Book, Page 57, Exercise 3

- Say *Open your Pupil's Book. Turn to page 57.*
- Ask them to look at the list of verbs. Read the first one (travel) and tell the class *We say: He travelled last week.*
- Ask pupils to volunteer to do the same with the other verbs. Remember not to explain the grammar rule for making the past tense. Check their pronunciation.  
/d/ sound: *travel, play, listen, use, tidy, carry*  
/t/ sound: *watch, help, talk, walk, wash, cook, brush*  
/ɪd/ sound: *visit*
- Choose two pupils to read the sentences. Point out that the first pupil asks a question and the second pupil answers it.
- If necessary, practise some more examples before pupils work on this in pairs. Monitor as they are talking, helping where necessary.
- Check any pronunciation problems. Elicit some examples from the pupils.

### Activity Book, Page 54, Exercise 4

- Say *Open your Activity Books at page 54. Look at Exercise 4.*
- Choose a pupil to read the example sentence. Go over the exercise orally before they write the answers.
- Let them check their answers in pairs.
- Check answers as a class, choosing pupils to read the sentences aloud.



### Answers

1. I didn't go to school.
2. I didn't play football.
3. I didn't ride my bicycle.
4. I didn't play in the park.

### Further practice

- Make sentences about the pupils that are probably untrue. They will correct them, e.g. *You watched television at 12 o'clock yesterday.* (No, I didn't watch television at 12 o'clock yesterday. I learned English.) Remember to use regular past tenses. Other phrases you can use: *played five computer games; visited a castle; tidied the kitchen; walked to school; washed my father's car; talked to my grandma on the computer, etc.*

### End the lesson

- Take a verb from Exercise 3 (page 57, Pupil's Book) and ask different pupils to make a positive sentence with it. They can use whatever tense they like.

## Lesson 5

### Outcomes

- To demonstrate recognition of simple words in a diary
- To use reading strategies to understand short, simple reading material (e.g. a diary)
- To use picture clues to make predictions about content while reading independently
- To use punctuation (e.g. .)
- To write short, simple sentences on pictures
- To copy English letters in semi-cursive handwriting: *la, be*

### Structures

The past simple (regular verbs, negative form):  
*We **didn't** travel to the beach.*  
*We **didn't** stay in a hotel.*

### Functions

Talking about the past  
 Reading and correcting information  
 Acquiring respect for the Jordanian heritage

### Vocabulary

*enjoy, laugh (v), last year*

### Topic

Lives in the past

### Resources

- Pupil's Book, page 58  
Exercise 4, Read and say *right* or *wrong*
- Activity Book, page 55  
Exercise 5, Look and write
- Activity Book, page 55  
Exercise 6, Trace and copy

### Revision

- Give the pupils three sentences about what you did yesterday, e.g. *Yesterday I listened to the radio. I walked to the market. I didn't cook chicken. And you?* Pupils make sentences using both positive and negative forms of verbs in the past simple.
- Elicit two sentences from a pupil, e.g. *I watched television. I helped my mother.* You say, e.g. *I didn't watch television. What about you?* Ask another pupil. Encourage others to give sentences in the same way.

### Presentation

- Say to the pupils *I watched [name of TV programme] yesterday.* Pupils say either *I didn't watch [name of TV programme]* or *I watched [name of TV programme].* Then say *I enjoyed it.* Smile and draw a smiley face (☺) on the board. Ask *What about you?* Pupils reply *I enjoyed it./I didn't enjoy it.* Repeat the word *enjoy.* Pupils repeat. Ask other pupils about the television programme.
- Think of a funny programme that the class know about. Say *I watched [programme]. It was very good. I enjoyed it and I laughed.* Laugh so that pupils understand. Ask *What about you?* Pupils reply *I laughed/I didn't laugh.*
- Say *Last year I travelled to [name of place] for a holiday. Say last year. What year is it now?* Pupils reply. Say *So last year was [previous year].* Pupils repeat *last year.* Tell them again about your holiday and say *What about you?* Elicit sentences from the pupils.
- Write the words *enjoy, laugh* and *last year* on the board for pupils to practise reading.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce and spell the new words correctly			
make sentences about themselves with the words			

### Pupil's Book, Page 58, Exercise 4

- Say *Open your Pupil's Book at page 58. Look at the beautiful photograph. What can you see? (I can see stars and the desert.) Is it day or night? (It's night.) Do you want to go there? (Yes!/No!)*
- Ask pupils to read Kareem's diary quietly to themselves. When they have finished, ask *Was it a good holiday? Do you want to do that on holiday?*
- Choose pupils to read the diary aloud. Write any words they mispronounce on the board. Practise them as a class. Make sure they pay attention to commas and full stops, and that their intonation is appropriate.
- Read the first sentence to the class and choose a pupil to read the reply.
- Pupils work in pairs to read the sentences and decide if they are right or wrong.
- Check answers as a class.

### Answers

1. Wrong. They travelled to the desert.
2. Right. They stayed in a tent.
3. Wrong. They stayed in a tent for a week.
4. Right. They looked at the stars at night.
5. Wrong. They travelled on camels in the desert.

4 Read and say *right or wrong*

**Kareem's diary**

Last year, we didn't travel to the beach for our holiday. We didn't stay in a hotel. We stayed in a tent in Wadi Rum for a week! We liked the desert. It was dark at night. We looked at the stars in the black night sky. I think that there were a hundred stars! We travelled on camels. It was fun. We laughed when we looked at the photos! We enjoyed our holiday very much.



- 1 Kareem and Samira travelled to the beach for their holiday.
- 2 They stayed in a tent.
- 3 They stayed in a tent for two weeks.
- 4 Kareem and Samira looked at the stars at night.
- 5 They travelled by car in the desert.

Kareem and Samira didn't travel to the beach for their holiday. They travelled to the desert.



58

**Further practice**

- Ask *What about your holiday last year? Was it fun? Tell me about it.* Elicit some sentences about their holidays. Have a class discussion for a few minutes and then ask the pupils to work in pairs and tell each other about their holidays.
- Monitor and help where necessary. You want to encourage them to speak in this activity, so don't correct their grammar too much.

**Activity Book, Page 55, Exercise 5**

- Say *Turn to page 55 in your Activity Books. Look at Exercise 5.*
- Ask pupils *What can you see?* Elicit answers.
- Go over the exercise orally before they write the sentences. When they have finished, they can compare answers with a partner and correct any mistakes.
- Check answers as a class.

**Answers**

1. We stayed in a tent in Wadi Rum.
2. We looked at the stars.
3. We travelled on camels.
4. We laughed at the photos.

**Activity Book, Page 55, Exercise 6**

- Say *Look at Exercise 6.* Remind pupils you are going to use the Handwriting Practice at the end of the Activity Book as a guide to trace and copy.
- Show pupils by demonstrating on the board how to form the letters *la*. Pupils write the letters and then the words. Repeat with *be*.
- Monitor as they are writing, checking they are forming the letters correctly.

**End the lesson**

- Ask pupils to write three sentences in their diaries about their holiday last year.

**Lesson 6**

**Outcomes**

- To recognise the sounds of consonant combinations in the English alphabet: *ck, gh*
- To develop strategies to understand spoken words and short, simple sentences
- To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. what they did last week)
- To apply knowledge of simple spelling, punctuation, and usage in writing sentences
- To distinguish between formal and informal use of some words (e.g. father/dad, mother/mom)
- To recognise numbers 70, 80, 90 and 100

**Structures**

The past simple (regular verbs, negative form):  
*I **didn't** visit a museum.*  
*No, I **didn't** listen to a CD last week.*

**Functions**

Talking about the past  
 Listening and correcting information  
 Describing pictures  
 Acquiring respect for the Jordanian heritage

**Vocabulary**

*last week*

**Topic**

Lives in the past

**Resources**

- Pupil's Book, page 59 Exercise 5, Listen and say
- Pupil's Book, page 59 Exercise 6, Listen and point
- Pupil's Book, page 59 Exercise 7, Look and say
- Activity Book, page 56 Exercise 7, Listen, point and say
- Activity Book, page 56 Exercise 8, Read and answer about you
- Activity Book, page 56 Exercise 9, Read and match
- Cassette, Pupil's Book, Unit 14, Exercise 5
- Cassette, Pupil's Book, Unit 14, Exercise 6
- Cassette, Activity Book, Unit 14, Exercise 7

**Revision**

- Ask pupils to share some of the sentences they wrote in their diary with the rest of the class.

**Pupil's Book, Page 59, Exercise 5**

- Say *Open your Pupil's Books at page 59. Look at Exercise 5. Point to the first picture. Listen.* Play the recording.
- Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the other picture.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

**5** Listen and say

black laugh

**6** Listen and point

70 90  
80 100

**7** Look and say

Last week...

Last week, I played table tennis. I didn't visit a museum.

#### Tapescript

ck, black, black  
gh, laugh, laugh

### Pupil's Book, Page 59, Exercise 6

- Say *Look at Exercise 6*. Explain that they will hear numbers 70, 80, 90 and 100. Play the recording to the class.
- Raise your hand high so all the pupils can see. Show your fingers and ask *How many fingers are these?* Elicit 10. Then show your fingers again and do a movement of the hands to the front twice and ask *How many fingers are these?* Elicit 20.
- Ask pupils to show you with the movement of their hands and fingers the other tens.
- Write the numbers 10, 20, 30, 40, 50 and 60 on the board. Ask pupils to repeat.
- Then show your fingers again and do a movement of the hands to the front seven times counting 1, 2...7. Say 70. Pupils repeat.
- Do the same for 80, 90 and 100.
- Use the flash cards of the numbers 70, 80, 90 and 100 to hold one at a time and ask pupils to say the number.
- Cut four pieces of paper. Write on each piece of paper a number. You will have the numbers 70, 80, 90 and 100 each on a piece of paper. Fold these pieces of paper and place them on your desk.
- Ask a pupil to come to the front of the class and pick a paper. After unfolding the paper they picked, ask this pupil to say the number written on the piece of paper out loud.
- Repeat with all the pupils in the classroom.

#### Tapescript

70 80 90 100

### Pupil's Book, Page 59, Exercise 7

- Ask pupils to look at the pictures in Exercise 7. Ask *What are they doing?* Pupils reply *planting vegetables, helping an old man cross the street, visiting the children's museum, using a camera, playing table tennis*.
- Choose a pupil to read the example sentences. Teach *last week*.
- Choose another pupil to give some sentences using the activities in the exercise.
- Pupils talk about the pictures in pairs. If they are doing very well, they can add other activities and tell their partners more about what they did last week.
- Monitor as they are speaking, helping where necessary.
- Choose some pupils to tell the class about their partner.

### Activity Book, Page 56, Exercise 7

- Say *Open your Activity Book at page 56. Look at Exercise 7*.
- Choose pupils to read the words in the box aloud. Check their pronunciation.
- Tell them to listen to the tape and point to the word they hear. Play the first word. Check pupils are pointing to the correct word and ask a pupil to read it aloud.
- Pupils can work in pairs. They say one of the words and their partner points to the word and repeats it.

#### Tapescript

1. jacket 2. sock 3. laugh 4. clock 5. chicken

### Activity Book, Page 56, Exercise 8

- Say *Look at Exercise 8*.
- Explain that they are going to write about themselves. Read the *no* sentence and choose a pupil to read the *yes* sentence.
- Pupils write their sentences. Monitor as they are writing, helping where necessary. When they have finished they can tell their partner about things they did and didn't do last week. If they wish, they can add new ideas.
- Choose a few pupils to tell the class about their partner.

### Activity Book, Page 56, Exercise 9

- Say *Look at Exercise 9*.
- Choose some pupils to read the words in the left column. Tell them the words on the right mean the same thing. Show them how *father* and *dad* are the same. Explain that when they speak to their father, they say *Dad*. If you talk about their father, you'd say *father*. This is the difference between formal and informal language. You don't need to use these terms with the children but help them to understand that we sometimes use different words in different situations.
- Pupils match the words. Check answers as a class.

#### Answers

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

### End the lesson

- Say different verbs to the pupils and ask them to make sentences, e.g. *played, didn't visit, watched television, didn't listen to CDs*. Each time they add a *time phrase* relating to the past to make a sentence, e.g. *I played football yesterday. Last week, I watched TV*.
- Congratulate pupils on all their hard work in Unit 14.

## Lesson 1

### Outcomes

- To develop strategies to understand spoken words and short, simple sentences in listening to a conversation
- To respond to questions before, during and after listening (e.g. *Where does she/he live?*)
- To pronounce short, simple questions and statements with correct intonation patterns
- To ask and answer short, simple questions using *Wh*-words (e.g. *where, what, when*)

### Structures

The past simple (asking questions using question words):  
**What time did you arrive?**  
**How did you travel here from Petra?**  
**Where did people live?**

### Functions

Talking about the past  
 Asking questions  
 Acquiring appreciation of Jordanian culture

### Vocabulary

*arrive, canyon, carve, cave, rocks, tunnel*

### Topic

Asking questions about the past

### Resources

- Pupil's Book, page 60  
 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 15, Exercise 1
- Flashcards: canyon, cave, rocks, tunnel

### Revision

- Tell the pupils what you did at the weekend/yesterday after school and elicit sentences from them to practise the positive and negative forms of the regular past, e.g. *I watched television. What about you? I played with my brother in the garden.*

### Presentation

- Ask *Is Petra a village? (No, it isn't. It's a city.) What can you see there?* Show pupils the flashcards *canyon, cave, rocks* and *tunnel* and ask *Can you see this in Petra? (Yes, you can.) It's a cave.* etc. Pupils repeat the words. Write them on the board for them to read.
- Tell the pupils *In the past, people carved these tunnels in the rocks in Petra.* Repeat the word *carve*.
- Say to pupils *Tell me about your weekend. I visited a museum. What about you?* Write on the board *visited a museum.* Elicit answers from the pupils and write the phrases on the board in a list.
- Then ask different pupils *What did you do at the weekend?* They can choose from the list on the board. Ask pupils to ask the question across the class.
- Then practise asking other questions with *Wh*-words, e.g. *What did you learn in Science last week?* Ask the question with other subjects. *What did your mother cook at the weekend?*

- Continue with other questions:
  - How did you travel to school this morning?*
  - How did your father travel to work last week?*
  - Where did you live when you were young?*
  - Where did your mother live when she was young?*
  - Where did your father live when he was young?*
- Write some *Wh*-questions on the board. Practise reading them with the class. Make sure their intonation falls at the end of the question. It should **not** rise.
- Pupils work in pairs, asking and answering the questions. Monitor checking their intonation.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and pronounce new words correctly			
respond correctly to <i>Wh</i> -questions in the past			

### Pupil's Book, Page 60, Exercise 1

- Give pupils the instruction *Open your books at page 60.*
- Ask pupils *Who can you see in the pictures?* You can tell pupils there are two people they don't know, ask *Who can they be?* Elicit suggestions (*Aunt and uncle/friends/other relatives*). *What else can you see?* Pupils should recognise pictures of *Petra*.
- Say *Listen and read the story. Then, tell me: Who are these people? Were Samira and Kareem in Petra?*
- Play the recording. Pupils listen to the recording and follow the words as they listen. Elicit the answer to your questions (*They are Kareem and Samira's aunt and uncle. Samira and Kareem didn't go to Petra. They learned about Petra.*).
- Play the recording for the pupils again. Pause after the first picture and ask three pupils to read the different parts.
- Do the same with the next picture, but before pupils read the dialogue, ask *What time did you arrive at school this morning?* Pupils give an answer, showing they understand *arrive*. Ask a few others. Then ask *What time do you arrive home every day? What time does your father arrive home?* etc. Then ask three pupils to read the dialogue aloud. Do the same for pictures 3 and 4.
- Put pupils into groups of five to practise reading the story. When they have finished they can swap roles. Monitor as they are reading, checking pronunciation. If there are any problems, go over the pronunciation as a class.

# Unit 15

## What time did you arrive?

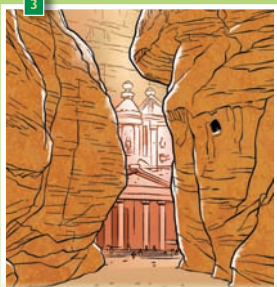
### 1 Listen and read



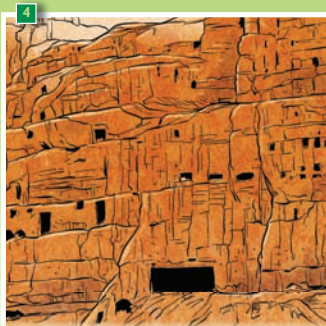
**Kareem:** Hello, Mum!  
**Samira:** We liked school today.  
**Mum:** Hello children! Good, come into the living room. We have visitors!



**Kareem:** Uncle Issa and Aunt Majeda! What time did you arrive?  
**Uncle Issa:** We arrived at eleven o'clock this morning.  
**Samira:** How did you travel here from Petra?  
**Aunt Majeda:** We travelled by car.



**Kareem:** We learned about Petra at school today.  
**Uncle Issa:** What did you learn about?  
**Kareem:** Miss Nadia showed us photos of Petra. It's at the bottom of a canyon (the Siq).



**Samira:** Where did people live?  
**Aunt Majeda:** They lived in caves in the rocks. They carved tunnels in the rocks. Petra is very beautiful!

### Tapescript

- Kareem:** Hello, Mum!  
**Samira:** We liked school today.  
**Mum:** Hello children! Good, come into the living room. We have visitors!
- Kareem:** Uncle Issa and Aunt Majeda! What time did you arrive?  
**Uncle Issa:** We arrived at eleven o'clock this morning.  
**Samira:** How did you travel here from Petra?  
**Aunt Majeda:** We travelled by car.
- Kareem:** We learned about Petra at school today.  
**Uncle Issa:** What did you learn about?  
**Kareem:** Miss Nadia showed us photos of Petra. It's at the bottom of a canyon (the Siq).
- Samira:** Where did people live?  
**Aunt Majeda:** They lived in caves in the rocks. They carved tunnels in the rocks. Petra is very beautiful!

### Further practice

- Ask further questions with *What time...?*. For example, *What time did your mother cook breakfast? What time did you brush your teeth this morning? What time did you watch television yesterday?*
- Ask pupils to ask each other questions with *What time ...?* Monitor as they are speaking, helping where necessary.

### End the lesson

- Ask *Do you think Petra is a beautiful city in Jordan?*

## Lesson 2

### Outcomes

- To ask and answer short, simple questions using *Wh-* words
- To pronounce learned English words in reading a conversation correctly
- To demonstrate recognition of simple words in a conversation
- To write semi-cursive English words correctly, legibly and neatly
- To write short, simple answers on pictures

### Structures

The past simple (asking questions using question words):

- What time did you arrive?**  
**How did you travel here from Petra?**  
**Where did people live?**

### Functions

Talking about the past  
 Asking questions  
 Acquiring appreciation of Jordanian culture

### Topic

Asking questions about the past

### Resources

- Pupil's Book, page 60 Exercise 1, Listen and read
- Activity Book, Page 57 Exercise 1, Look and complete
- Activity Book, Page 57 Exercise 2, Read, look and write answers
- Cassette, Pupil's Book, Unit 15, Exercise 1
- Wall chart 4: Places

### Revision

- Show the pupils the Wall chart 4: Places. Ask questions using the chart, e.g. *What can you see in Petra? What can you see in Aqaba? What can you see in Ajloun?*
- Ask *Where did you go on holiday? What did you visit?* etc.

### Pupil's Book, Page 60, Exercise 1

- Say *Open your books at page 60. Listen and read.*
- Play the recording to the class again. Stop the recording every now and then to ask pupils to complete the sentence. Play the remainder of the sentence and praise the pupil if his/her pronunciation was good.
- Ask pupils some questions, for example:
  - Is Samira happy? (Yes, she is.)*
  - Why? (She liked school.)*
  - Who are the visitors? (Uncle Hassan and Aunt Majeda are the visitors.)*
  - When did they arrive? (They arrived in the morning.)*
  - What time did they arrive? (They arrived at eleven o'clock.)*
  - How did they travel? (They travelled by car.)*
  - What did Kareem and Samira learn about at school? (They learned about Petra.)*
  - What did their teacher show them? (She showed them photos of Petra.)*
  - Where did people in Petra live in the past? (They lived in caves in the rocks.)*
  - What did they carve? (They carved tunnels.)*

### Activity Book, Page 57, Exercise 1

- Say *Open your Activity Book at page 57. Look at Exercise 1.*
- Ask pupils to look at the words in the box. Say each one and ask pupils to point to the correct place in the picture. Check pupils are doing it correctly.
- Pupils then label the picture. They check with each other. Ask them to take turns to spell the words they have written aloud to their partner to check that they are correct.

#### Answers

a. a tunnel b. a rock c. a canyon

### Activity Book, Page 57, Exercise 2

- Say *Now look at Exercise 2. Look at number 1.* Choose a pupil to read the question and another to read the answer.
- Go over the rest of the exercise orally first. Choose different pupils to read the question and ask for volunteers to give the replies.
- Pupils write their sentences and then compare answers with a partner.
- Check the answers as a class. Choose pupils to ask and answer the questions.

#### Answers

1. We arrived at eleven o'clock.
2. We travelled by car.
3. We learned about Petra.
4. They lived in caves.

### End the lesson

- Ask pupils to close their books. Say the new words, one by one (*arrive, canyon, carve, cave, rocks, tunnel*) and ask pupils to spell them. You write on the board what they say. Ask the rest of the class *Is that correct?* Give the pupils time to correct. If he/she needs help, ask the others *Can you help?*

## Lesson 3

### Outcomes

- To use prior knowledge to participate in short, simple guided exchanges
- To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges
- To ask peers for help (e.g. *How can I do this part of the exercise?*)
- To find information on a favourite topic
- To apply knowledge of simple spelling, punctuation and usage
- To use end punctuation correctly (e.g. ?.)

### Structures

The past simple (asking questions using question words):

**What did you visit?**

**How did you travel?**

**Where did you stay?**

### Functions

Talking about the past

Asking questions

Choosing the correct information related to a listening text

Acquiring appreciation of Jordanian culture

### Topic

Asking questions about the past

### Resources

- Pupil's Book, page 61  
Exercise 2, Listen and choose
- Activity Book, page 58  
Exercise 3, Copy and write ? or .
- Cassette, Pupil's Book, Unit 15, Exercise 2
- Flashcards: canyon, cave, rocks, tunnel

### Revision

- Show pupils the flashcards *canyon, cave, rocks* and *tunnel* one by one. Ask pupils to make sentences with them, as in the story on page 60, e.g. *Petra is at the bottom of a canyon. People lived in caves. The caves were in the rocks. They carved tunnels.*

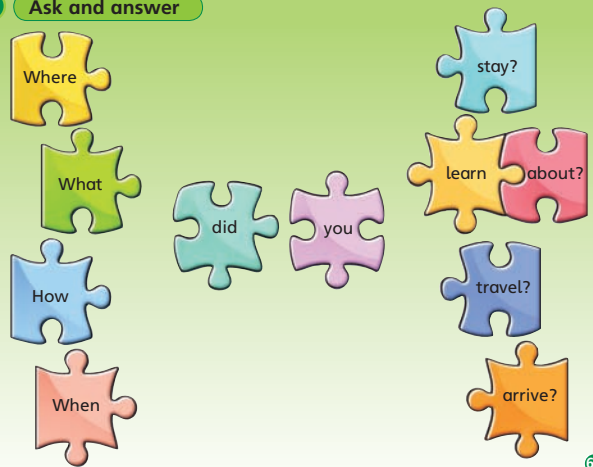
### Pupil's Book, Page 61, Exercise 2

- Say *Open your Pupil's Book at page 61, please.*
- Point to each of the pictures in question 1 and ask *What's this?* Pupils reply (*aeroplane, train, car*).
- Say *Listen.* Play the first question and pause the tape. Ask pupils to repeat the question.
- Now say *Listen and choose an answer.* Play the answer. Pupils individually choose the answers.
- Do the same for question 2.
- Play the first question and answer again and elicit the answer from the pupils. Check they have all chosen *car*. Do the same for question 2.

**2 Listen and choose**



**3 Ask and answer**



**Tapescript**

1. How did you travel to Petra last summer?  
We travelled by car.
2. Where did you stay in Petra?  
We stayed in a hotel.

**Answers**

1. c 2. b

**Further practice**

- Ask the following questions to a few pupils:
  - *Where did you travel to on holiday?*
  - *How did you travel there?*
  - *Where did you stay?*
  - *What did you visit?*
- Now write them on the board. Choose pupils to ask you the questions.
- Put pupils into pairs. They now ask and answer the questions.

**Activity Book, Page 58, Exercise 3**

- On the board, write a question mark (?) and a full stop (.). Point to each punctuation mark and ask *When do we use it?*
- Say *Open your Activity Books. Turn to page 58.*
- Pupils write the sentences with the correct punctuation. Monitor as they are working. They can ask each other for help if necessary, asking *How can I do this part of the exercise?*
- Pupils check their answers in pairs.
- Check answers as a class.

**Answers**

1. How did you travel?  
We travelled by car.
2. Where did you stay?  
We stayed in a hotel.
3. What did you visit?  
We visited a cave.

**End the lesson**

- Ask pupils to speak to a member of their family about their holiday last year. It can be a cousin, their grandmother, uncle, etc. They should find answers to the following questions: *Where did you travel to? How did you travel there? Where did you stay? What did you visit?* Ask them to write their answers in their diary and be prepared to tell the class in the next lesson. If they can't speak to a relative, they can interview their mother or father.

**Lesson 4**

**Outcomes**

- To deliver a short, simple prepared presentation to the class on a favourite topic (e.g. holidays)
- To ask and answer short, simple questions using *Wh-* words (e.g. *where, what, when*)
- To use simple words to participate in short, simple guided exchanges in familiar contexts
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To use end punctuation correctly (e.g. ?)

**Structures**

The past simple (asking questions using question words):  
***What did you learn about?***  
***How did you travel?***  
***Where did you stay?***  
***When did you arrive?***

**Functions**

Talking about the past  
 Asking questions  
 Asking and answering questions  
 Talking about holidays  
 Acquiring appreciation of Jordanian culture

**Topic**

Asking questions about the past

**Resources**

- Pupil's Book, page 61  
Exercise 3, Ask and answer
- Activity Book, page 58  
Exercise 4, Write questions
- Photocopiable worksheet 5

**Revision**

- Elicit information about the pupils' families and their holidays. Ask individuals to give a few sentences in front of the class. Look at their diaries and make positive comments.

### Pupil's Book, Page 61, Exercise 3

- If you wish, teach the word *jigsaw* by bringing in an example. Ask *Do you like jigsaws?*
- Say *Open your Pupil's Book. Turn to page 61.*
- Explain that they must form four questions. Pupils work in pairs to form the questions. Check the answers as a class.
- Then ask them to work in different pairs and ask and answer the questions. Monitor as they are speaking, helping where necessary.
- Choose some pupils to ask and answer the questions in front of the class.

#### Answers

Where did you stay?  
 What did you learn about?  
 How did you travel?  
 When did you arrive?

### Extra practice: Photocopiable worksheet 5

- Photocopy Photocopiable worksheet 5 on page 164 for each pupil. Divide the class into groups of four. Each person takes turns to ask another in the group each question. They all write down the answers. They can then tell the rest of the class about their group, e.g. *Asma and Muna's mother cooked chicken yesterday. Zeinab and Laila's mother cooked fish.*

### Activity Book, Page 58, Exercise 4

- On the board, write *yesterday* at the top. Then under it, write three phrases:  
*play table tennis in the sports centre in the afternoon*
- Say *Ask me some questions.* Point to *yesterday* and *play table tennis*. If they are having difficulty, say *What* to elicit *What did you do yesterday?* Give the answer. Pupils ask the other questions (*Where did you play table tennis? When did you play table tennis?*)
- Say *Open your Activity Books at page 58. Look at Exercise 4.* Choose a pupil to read the first question and another to read the example answer.
- Say *Now write the questions carefully and neatly.*
- Monitor as they are working, giving advice on their writing. Point out if they have omitted the question mark.
- Check the answers as a class, choosing pupils to read the questions aloud. Check their intonation is correct; it should go down at the end.

#### Answers

1. What did you do yesterday?
2. Where did you play?
3. When did you play?

### End the lesson

- Ask the class *What did you play yesterday?* Choose pupils to ask other questions to the pupil.

## Lesson 5

### Outcomes

- To demonstrate recognition of simple words in a letter
- To use reading strategies to understand short, simple reading material (e.g. a letter)
- To demonstrate understanding of short, simple reading material (e.g. a letter)
- To ask peers for help (e.g. *What does this mean?*)
- To arrange jumbled words into simple sentences
- To copy English letters in semi-cursive handwriting: *rd, ol*

### Structures

The past simple (asking questions using question words):

**When did Nabateans arrive in Petra?**

**How did they travel into the canyon?**

**Where did they live?**

### Functions

Talking about the past

Answering questions related to a reading text

Acquiring appreciation of Jordanian culture

### Vocabulary

*decide, famous*

### Topic

Asking questions about the past

### Resources

- Pupil's Book, page 62 Exercise 4, Read and answer
- Activity Book, page 59 Exercise 5, Order and write the answers
- Activity Book, page 59 Exercise 6, Trace and copy
- Wall chart 4: Places

### Revision

- Show pupils the Wall chart 4: Places. Say *Which place did I choose? It's big. There are lots of trees.* Pupils ask *Is it the forest? Yes!*
- Ask the pupil who guessed correctly to give some clues about a picture on the Wall chart. The rest of the class guess.



## Pupil's Book, Page 62, Exercise 4

- Say *Open your Pupil's Book at page 62. Look at Exercise 4.*
- Ask the pupils to look at the picture and tell you what they can see. (*Petra*)
- Ask pupils *When did Nabateans arrive in Petra?* Elicit answers from the pupils. Don't tell them the correct answer at this point.
- Ask them to read the letter and find out. Tell them that if there are words they don't understand, they should ignore them and read to the end.
- When they have finished, ask them the question again. Were any of them right before they read the information? They should be able to work out the meaning of *second* as they know *two*. Remind them that there are 100 years in a century.
- Ask the pupils to work in pairs and ask each other about any words they do not understand/know the meaning of. Teach them *What does this mean?* When they have looked through it, ask them to tell you words they don't understand. The new words are *decide* and *famous*.
- Give them dictionaries and help them to find out what the words mean. Then say *Tell me some famous places in Jordan.* Elicit names of places.
- Say *On Saturday, I wanted to visit my grandmother and tidy my house. I decided to visit my grandmother in the morning and to tidy my house in the afternoon. Show that there were two things to do; you had to think and then decide what to do. Elicit examples from the pupils. You may need to give them some prompts, for example, play the computer – study; go to the library – cook dinner; etc. (e.g. Last night, I wanted to play on the computer, but I needed to study. I decided to study before dinner, and after dinner I played on the computer.)*
- Write the new words *decide* and *famous* on the board and practise saying them with the class.
- Ask different pupils to read sentences from the story. Check their pronunciation. Make sure they are paying attention to the punctuation.
- Choose pupils to read the example question and answer. Get pupils to ask and answer in pairs, giving full answers to the questions.
- Monitor and help where necessary. Make sure pupils are adding the *ed* sound to each verb.
- Check answers as a class.

### Answers

1. The Nabatean people arrived in Petra in the second century, BCE.
2. They travelled into the canyon on camels.
3. They lived in caves.
4. They carved tunnels to carry water.
5. They carved buildings and a theatre into the rocks.
6. Pupil's own answers.

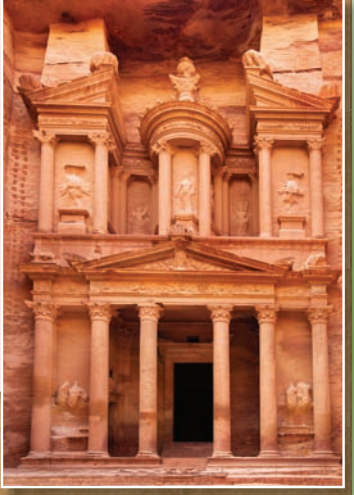
**4 Read and answer**

The Nabatean people arrived in Petra in the second century, BCE.

They travelled into the canyon on camels. They liked the canyon and they decided to make a city. People lived in caves. They carved tunnels to carry water. They carved buildings and a theatre into the rocks.


Now, many people visit Petra. It is very famous!

**Kareem and Samira**



When did the Nabatean people arrive in Petra?

- 1 When did the Nabatean people arrive in Petra?
- 2 How did they travel into the canyon?
- 3 Where did they live?
- 4 How did they carry water?
- 5 What did people carve into the rocks?
- 6 Why is Petra very famous?



The Nabatean people arrived in Petra in the second century, BCE.

62

## Activity Book, Page 59, Exercise 5

- Say *Turn to page 59 in your Activity Books. Look at Exercise 5.*
- On the board, write the words in the first sentence: *visited We Petra. Ask What is the last word? (Petra) How do you know? (There's a full stop.) So, what's the first word? (We) How do you know? (It's got a capital letter.) So read the sentence in the correct order. (We visited Petra.)*
- Ask pupils to continue with the rest of the exercise asking themselves these questions.
- Pupils check answers with a partner, then go through as a class.

### Answers

1. We visited Petra.
2. We travelled by car.
3. We stayed in a hotel.
4. We looked at the caves.

## Activity Book, Page 59, Exercise 6

- Say *Look at Exercise 6.*
- Refer to the Handwriting Practice as a guide to demonstrate on the board how to form the letters *rd*. Pupils write the letters and then the words. Repeat with *ol*.
- Monitor as they are writing, checking they are forming the letters correctly.

## End the lesson

- Ask pupils *What did you decide to watch on TV last night? What did you decide to do at the weekend?*

## Lesson 6

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To pronounce double letter consonant sounds correctly: <i>nn, mm, tt</i></li> <li>To participate in the recitation of simple rhymes after listening to a tape</li> <li>To ask and answer short, simple questions using <i>Wh</i>-words (e.g. <i>where, what when</i>)</li> <li>To use complete sentences in short, simple guided exchanges based on familiar situations (e.g. what they did yesterday)</li> <li>To write short, simple questions to answers</li> <li>To identify the topic of short songs</li> </ul>
<b>Structures</b>	<p>The past simple (asking questions using question words):  <b>What did you do yesterday?</b>  <b>Where did you go?</b></p>
<b>Functions</b>	<p>Talking about the past          Asking and answering questions          Showing appreciation of listening to and singing a song          Acquiring appreciation of Jordanian culture          Appreciating a short poem</p>
<b>Topic</b>	Asking questions about the past
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 63 Exercise 5, Listen and say</li> <li>Pupil's Book, page 63 Exercise 6, Sing</li> <li>Pupil's Book, page 63 Exercise 7, Ask and answer</li> <li>Activity Book, page 60 Exercise 7, Listen and write</li> <li>Activity Book, page 60 Exercise 8, Write questions</li> <li>Activity Book, page 60 Exercise 9, Read and tick</li> <li>Cassette, Pupil's Book, Unit 16, Exercise 5</li> <li>Cassette, Pupil's Book, Unit 16, Exercise 6</li> <li>Cassette, Activity Book, Unit 16, Exercise 7</li> </ul>

### Revision

- Ask pupils *What did you decide to do yesterday afternoon/ yesterday evening?*

### Pupil's Book, Page 63, Exercise 5

- Say *Open your Pupil's Books at page 63. Look at Exercise 5. Point to the first picture. Listen.* Play the recording.
- Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*

**5 Listen and say**





tunnel                      summer                      bottom

**6 Sing**

What did you do yesterday?  
 Where did you go?  
 What did you do?

I was at school with my friends.  
 I learned about Jordan.  
 I looked at books in the library.

What did you do on Saturday?  
 Where did you go?  
 What did you do?

I visited my grandparents.  
 I played volleyball.  
 I talked to my uncle and aunt.




**7 Ask and answer**



What did you do yesterday?  
 I was at school. I visited the library.

### Tapescript

*nn, tunnel, tunnel*  
*mm, summer, summer*  
*tt, bottom, bottom*

### Pupil's Book, Page 63, Exercise 6

- Say *Now look at Exercise 6.*
- Say *Look at the pictures. What can you see?* Pupils describe the pictures. Say *What did the boy do?* (He learned about Jordan and visited his grandparents.)
- Say *Listen to the song and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the other verses.
- Divide the class into two parts. One group practises and sings the first and third verses; the other group practises and sings the second and fourth verses.
- Play the tape through again and pupils sing their verses with the tape. Groups then sing the verses without the tape.

### Tapescript

What did you do yesterday?  
Where did you go?  
What did you do?

I was at school with my friends.  
I learned about Jordan.  
I looked at books in the library.

What did you do on Saturday?  
Where did you go?  
What did you do?

I visited my grandparents.  
I played volleyball.  
I talked to my uncle and aunt.

### Pupil's Book, Page 63, Exercise 7

- Say *Look at Exercise 7*. Ask two pupils to read the example question and answer. Choose a few pupils to ask the question across the class and to choose a pupil to answer.
- Write *yesterday* on the board. Ask pupils to give you other time phrases, e.g. *last week, yesterday afternoon, at the weekend, last month*, etc. Write them on the board.
- Pupils work in pairs asking and answering the question. Tell them they can ask more questions using the other time phrases on the board.
- Monitor as they are speaking, helping where necessary. Ask some pupils to share their questions and answers with the class.

### Activity Book, Page 60, Exercise 7

- Say *Open your Activity Book at page 60. Look at Exercise 7*.
- Ask the pupils to read the words at the top of the exercise.
- Explain that they will hear words with the same sounds. They have to write them in the correct box.
- Play the recording all the way through. Play the first word again and point to *tennis* as the example. Point to the *nn* sound.
- Play the tape again, pausing if necessary for pupils to write the words. Pupils check answers in pairs. Remind them that the words will have the double letters in them.
- Play the tape again, pausing after each word. Ask a pupil to repeat the word and another to tell you which word it has the same sound as.

### Tapescript

1. tennis 2. swimming 3. letter 4. pretty 5. dinner  
6. summer

### Answers

bottom: letter, pretty  
summer: swimming, summer  
tunnel: tennis, dinner

### Activity Book, Page 60, Exercise 8

- Write on the board *what / do / yesterday*. Ask pupils to make a sentence. Write *What* as the first word and elicit the other words (*did you do yesterday?*)
- Say *Look at Exercise 8*. Show them the example. Pupils write the other two questions individually and then compare with a partner.
- Check answers as a class.

### Answers

1. What did you do yesterday?
2. Where did you go last week?
3. How did you travel to Irbid?

### Activity Book, Page 60, Exercise 9

- Say *Look at Exercise 9*. Read it to the pupils. Ask *Is it a letter? (No) Is it an email? (No)* Elicit or teach *It's a poem*.
- Choose pupils to read it aloud. Ask them to tell you which words rhyme/sound the same at the end. (*blue, you*).
- Say *What is the poem about? Is it about clothes? (Yes) Is it about food? (Yes)* Ask them to read the suggestions and tick the box. Elicit the answer. *It's about what the poet likes. It's not only about clothes and food.*

### End the lesson

- Remind pupils that *blue* and *you* rhyme in the poem. Ask them to write their own poem. Write the poem on the board with some words underlined:
  - My favourite hat is yellow
  - My favourite dress is blue
  - My favourite meal is chicken
  - And my favourite friend is you!
- Give an example of your own, changing the underlined words to your own. Then ask them to write their own poem in their diaries. They can draw a picture as well. Tell them you will listen to some of them in the next lesson.

## Lesson 1

### Outcomes

- To respond to questions before, during and after listening (e.g. *Where does she/he live?*)
- To use textbook illustrations and pictorial to understand new or unfamiliar words when listening
- To demonstrate understanding of simple words in short, simple instructions, questions and guided exchanges

### Structures

The past simple (irregular verbs):  
*We **drove** to Madaba.*  
*We **saw** the mosaics.*  
*I **found** an old coin.*  
*The man at the museum **sent** us a photo.*

### Functions

Talking about the past  
 Acquiring appreciation of Jordanian culture  
 Telling a story

### Vocabulary

*coin, mosaic, story*

### Topic

Jordanian culture

### Resources

- Pupil's Book, page 64  
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 16, Exercise 1
- Flashcard: coin, mosaic

- Then say *Where were you on your holiday in the summer?* Elicit an answer. Ask *What did you see there?* Elicit answers from a pupil, e.g. *a castle*. Teach *I saw a castle*. Say *What did you see? I saw a castle*. Ask other pupils the same questions.
- Say *I used my computer yesterday evening. What did you do?* Elicit answers from the pupils. If a pupil says they used their computer, ask *What did you do?* and elicit an answer. You say *I wrote an email to my friend. I sent her some photos of my holiday*. Repeat the sentences. Pupils repeat after you. Ask *Who did I write to? (You wrote to your friend.) What did I send her? (You sent her some photos.)*
- Have a conversation with a pupil, e.g. *Hello, [Samira]. How are you? (I'm fine, thank you. And you?) I'm fine. Have you got your notebook? (Yes, here you are.) Thank you. Ask the pupils What happened?* Let the class explain what they saw. Don't worry about the accuracy of the English. Make sure they understood you spoke to [Samira] and took her notebook. Teach *I spoke to [Samira]. I took her notebook. [Samira], what did I do? (You spoke to me. You took my notebook.)* Ask, e.g. *[Zeinab], what did I do? (You spoke to [Samira]. You took her notebook.)*
- Remind pupils that sometimes we add *-ed* to a verb and give an example (*I travelled to school by car.*) Explain that sometimes the verbs are different. Write the seven verbs on the board: *drive-drove, see-saw, find-found, take-took, speak-spoke, write-wrote, send-sent*. Read them with the class and tell them they will see them in the story they are going to read. Teach them *story*.

### Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
understand the use of irregular verbs			
use the irregular verbs correctly in sentences			

### Revision

- Ask pupils *Where did you go on holiday last year? What did you see? What did you take photos of? Did you have fun?* etc.

### Presentation

- Use the flashcard to teach *coin*. Pupils practise saying and reading the word. Ask *Have you got any coins with you?* Elicit answers from the pupils.
- Put a coin on the floor in the classroom. Say to pupils *I am in town. This is a street. I am walking along a street. Ah, look! A coin*. Point to the coin and pick it up. Show the class the coin. Ask *What happened?* Elicit *You were in town. You walked along the street*. Elicit from pupils that you found a coin. Teach the past tense saying *I found a coin. Found*. Pupils repeat the sentence.
- Write on the board: *I walked along the street. I found a coin*. Say *Every day I walk along the street. Yesterday I walked along the street*. Write *walk* above *walked* as you say the sentences. Then say *Sometimes I find coins on the street. Yesterday I found a coin*. Write *find* above *found* as you say the sentences. Ask *What did you find?* Elicit *I found a coin*.
- Ask pupils *How did you travel to school this morning?* Pupils answer, e.g. *I travelled by car*. Ask *Can you drive? (No, I can't!)* Teach *My father drove me to school*. Repeat the verb *drove*.
- Ask *Where did your father drive this morning?* Elicit *He drove to school*. Repeat *drive-drove*. Pupils repeat after you. Ask *Is he at school now? (No) Where is he? (He's at work.) Who did he drive to school? (He drove me to school.) Then what did he do? (He drove to work.)* Write the two sentences on the board: *He drove me to school. He drove to work*. Ask *What did your father do this morning?* Pupils read the sentences. Ask *Who was in the car?* Pupils reply, e.g. *My father, my brother and me*. Teach *He drove us to school*. Elicit that *us* is your brother and you.

### Pupil's Book, Page 64, Exercise 1

- Say *Open your books at page 64. Look at the pictures. Who can you see?* Pupils tell you. Then ask *What do you think happens?* Pupils make some suggestions.
- Now say *Listen and follow the words. Tell me: What have Samira and Kareem now got at home?*
- Play the recording for the pupils. Make sure they are following the words. Elicit the answer to your question. Say *What did they see? (mosaics) Have Samira and Kareem got the coin at home? (No, they haven't.) Where is the coin? (It's in the museum.) So, what have they got? (They've got a letter and a photo of the coin.)*
- Play the recording, pausing after each sentence for the pupils to repeat as a class and individually. Ask questions, e.g.
  - Where are Kareem and Samira now? (They are at school.)*
  - Where were they? (They were in Madaba.)*
  - Who were they with? (They were with their aunt and uncle.)*
  - What did they see? (They saw mosaics.)*
  - The mosaics were very nice, weren't they? (They were beautiful.)*
  - What did Kareem find? (He found a coin.)*
  - Where did they take the coin? (They took it to the museum.)*
  - Was it a new coin? (No, it was very old.)*

- Who did they speak to? (They spoke to a man at the museum.)
  - Where is the coin now? (It's in the museum.)
  - So can you see it there? (Yes.)
  - What did the man send Kareem and Samira? (He sent them a letter and a photo.)
  - That was kind of him, wasn't it? (Yes!)
- Put pupils in pairs. They will be Miss Nadia and Samira. Pupils practise reading the story. Listen as they are reading, helping with pronunciation if necessary.

Unit  
**16** I found an old coin

1 Listen and read



**1**  
*Miss Nadia:* Good morning, children! Today, we're going to listen to Samira's story.  
*Samira:* On Thursday, Uncle Issa and Aunt Majeda arrived.



**2**  
*Samira:* On Friday, we drove to Madaba. We saw the mosaics. They are very beautiful!



**3**  
*Samira:* We walked around the town. Kareem found an old coin near the museum! We took the coin to the museum. We spoke to a man at the museum.



**4**  
*Samira:* The coin is in the museum now. The man at the museum wrote us a letter, and he sent us a photo!

64

### Tapescript

- 1.**  
*Miss Nadia:* Good morning, children! Today, we're going to listen to Samira's story.  
*Samira:* On Thursday, Uncle Issa and Aunt Majeda arrived.
- 2.**  
*Samira:* On Friday, we drove to Madaba. We saw the mosaics. They are very beautiful!
- 3.**  
*Samira:* We walked around the town. Kareem found an old coin near the museum! We took the coin to the museum. We spoke to a man at the museum.
- 4.**  
*Samira:* The coin is in the museum now. The man at the museum wrote us a letter, and he sent us a photo!

### Further practice

- In their groups of three, pupils imagine they went to Madaba and found a coin. This time one of the pupils plays the role of the person at the museum. They take the coin to the person at the museum and explain what happens. The museum worker will explain what he/she is going to do.
- They create the conversation and practise it. Choose some pupils to act out the conversation to the class. Tell the others that they will do it in the next lesson.

### End the lesson

- Say *Kareem took the coin to the museum. Was that a good thing to do? (Yes)* Have a little discussion about how he did the right thing. It would have been wrong to keep it.
- Choose a few more pupils to present their projects.

## Lesson 2

### Outcomes

- To understand the use of punctuation (e.g. !)
- To use reading strategies to understand short, simple reading material (e.g. a story)
- To demonstrate recognition of simple words in a story
- To write semi-cursive English letters correctly, legibly and neatly

### Structures

The past simple (irregular verbs):  
We **drove** to Madaba.  
We **saw** the mosaics.  
I **found** an old coin.  
The man at the museum **sent** us a photo.

### Functions

Talking about the past  
Acquiring appreciation of Jordanian culture  
Telling a story

### Topic

Jordanian culture

### Resources

- Pupil's Book, page 64  
Exercise 1, Listen and read
- Activity Book, Page 61  
Exercise 1, Read and match
- Activity Book, Page 61  
Exercise 2, Read and complete
- Cassette, Pupil's Book, Unit 16, Exercise 1

### Revision

- Choose pupils to act out the scenes at the museum they prepared last lesson.
- Ask a few pupils some questions with past tenses, e.g. *Who did you speak to yesterday evening? What did you see on television?* If you wish, put in some questions using regular verbs as well, e.g. *What did you listen to yesterday evening?*
- Then ask a few pupils *What did you do yesterday evening?*

## Pupil's Book, Page 64, Exercise 1

- Say *Open your Pupil's Books at page 64. Listen.* Play the tape again. Pause now and then for pupils to finish the sentences.
- Choose groups of three who haven't acted out their scenes to read the story aloud.
- Ask pupils to close their books. Say to the pupils *Tell me Kareem and Samira's story.* They tell the story as a class in the third person. Help where necessary by asking questions; don't give them the sentences.

### Further practice

- Give pupils sentences. They correct them if they are wrong, e.g.
  - *They drove to Madaba after they saw the mosaics. (No, they saw the mosaics after they drove to Madaba.)*
  - *They found a coin after they went to the museum. (No, they went to the museum after they found a coin.)*
  - *They spoke to a man after they went home. (No, they went home after they spoke to a man.)*
  - *The man sent them a photo after they went home. (Yes!)*

## Activity Book, Page 61, Exercise 1

- Say *Open your Activity Book at page 61. Look at Exercise 1.*
- Ask pupils to read the sentences aloud. Then ask them to match the sentences with the pictures like the example. They should do this individually and then check their answers in pairs.
- Check answers as a class.

### Answers

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

## Activity Book, Page 61, Exercise 2

- Say *Now look at Exercise 2.* Choose pupils to read the words in the box. Ask pupils to make sentences with the words to show that they understand them.
- Read the story to the class, saying *beep* where a word is missing. Then ask *What did they find? (a cat) Where was it? (in the tree) Whose cat was it? (Ghada's cat)* Show pupils they can understand the story even if they don't have or understand all the words.
- Pupils complete the exercise in pairs. Choose pupils to read the sentences aloud to check the answers.
- Ask some more questions: *Where did she see the cat? Where did they take the cat? Was Ghada happy? What did Ghada do?*

### Answers

1. found 2. took 3. drove 4. spoke 5. wrote 6. sent

### End the lesson

- Say: *You see a cat in your garden. What do you do?* Let pupils tell the class any stories that have happened to them.

## Lesson 3

### Outcomes

- To demonstrate recognition of basic English sounds and their combination in short, simple words and phrases
- To develop strategies to understand spoken words and short, simple sentences
- To use textbook illustrations and pictorial to understand new or unfamiliar words when listening
- To respond to questions before, during and after listening (e.g. *Where does she/he live?*)
- To write short, simple (completion, answering project) sentences on familiar topics (for specific purposes and audiences)

### Structures

The past simple (irregular verbs):  
*We **went** to Madaba.*  
*We **saw** the mosaics at Umm Ar-Rasas.*

### Functions

Talking about the past  
 Acquiring appreciation of Jordanian culture  
 Telling a story  
 Ordering events in a story upon listening

### Vocabulary

*bronze, colourful, gold, lunchtime, rug, sheep, silver, tower, wool*

### Topic

Jordanian culture

### Resources

- Pupil's Book, page 65  
 Exercise 2, Listen, order and say
- Activity Book, page 62  
 Exercise 3, Look and write
- Cassette, Pupil's Book, Unit 16, Exercise 2
- Flashcards: rug, sheep, tower, wool

### Revision

- Ask pupils to retell the story about Ghada's cat from the Activity Book. Ask them questions to help if they forget anything.

### Presentation

- Show pupils the flashcard *sheep* and teach the word. Ask *What do we get from sheep?* Elicit *meat*. Show the flashcard *wool*. Say *We get wool from sheep*. Ask *What can you make with wool?* Elicit *clothes*. Show the flashcard *rug* and say *We can make a rug*. Write the words on the board for pupils to read aloud. Ask *Have you got a rug at home? What colour is it?* If a pupil says many different colours, teach *That's colourful!* Repeat the word for the pupils.
- Ask pupils *What colour is a 25 piaster coin?* Teach *It's silver*. Say *What about a piaster?* Teach *It's bronze*. And *what about a 50 piaster coin?* *It's silver and gold*. If you have a ring on, or other jewellery, ask *What colour is this?* Elicit *It's silver/gold*. Write the words on the board for pupils to read.
- Show the flashcard *tower*. Teach the word. Pupils repeat. Ask *Are there any towers near here?* Pupils reply. Ask *Where can you see a tower?*

- On the board, write *where – go at the weekend?* Ask pupils to ask you a question. Elicit *Where did you go at the weekend?* Reply *I went to the shops.* Ask *Where did you go?* Help them to reply with *went.* Then on the board write *what – buy?* Ask them to ask you. Elicit *What did you buy?* Reply *I bought [some shoes].* Repeat *bought* and ask the pupils *What did you buy?* Pupils reply. Then write *where – have lunch?* Pupils ask you *Where did you have lunch?* You reply *I had lunch in a restaurant.* *Where did you have lunch?* Help pupils to reply. Write on the board *what – time?* Elicit *What time did you have lunch?* Reply *I had lunch at lunchtime.* Practise the words with the pupils.
- Write the three verbs on the board: *go – went, buy – bought, have – had.*


### Classroom assessment

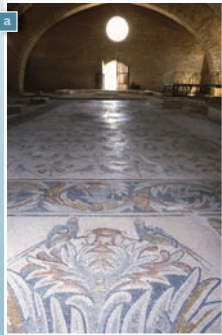
With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce and spell the new words correctly			
answer questions about the words			
use the irregular verbs in the past tense in sentences			


### Pupil's Book, Page 65, Exercise 2

- Say *Open your Pupil's Book at page 65.*
- Point to the pictures and ask pupils to describe them.
- Say *Listen and put the pictures in order.* Play the tape all the way through. Let the pupils discuss the order of the pictures. Then play the tape again for them to discuss.
- Check the answers as a class.


**2**  **Listen, order and say**




**a**




**b**



**c**




**d**




They went to Madaba.

**3** **Ask and answer**

- drove • bought
- went • pray
- found • had
- sent • wrote



What did you do at the weekend?



I went to the mosque with my father. We prayed.

65

### Tapescript

**Kareem:** Yesterday we went to Madaba with Uncle Issa and Aunt Majeda. In the morning, we went to the museum. We saw bronze, silver and gold coins in the museum. They are very old coins. We bought postcards in the shop. We sent a postcard to Grandma and Grandpa. We had a meal in a restaurant at lunchtime. The food was delicious! In the afternoon, we visited Umm Ar-Rasas. It is an old city. We saw the mosaics at Umm Ar-Rasas. They are of birds and animals. We saw the tall tower. On the way home, we visited Mukawir. We saw the women of Bani Hamida. They make rugs from sheep's wool. The rugs are very colourful. Aunt Majeda bought a colourful rug.

### Answers

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

### Further practice

- Ask pupils questions about the story: *Where did they go with their aunt and uncle? What did they see in the morning? What did they buy? Who did they send the postcard to? etc.*

### Activity Book, Page 62, Exercise 3

- Say *Open your Activity Books. Turn to page 62.*
- Go over the exercise orally. Ask pupils to look at the pictures and make sentences with the words in the box. Make sure they don't forget the little words like *a, the,* etc.
- Pupils write the sentences individually. If necessary they can ask another pupil for help saying *How can I do this part of the exercise?.*
- Check the answers as a class.

### Answers

- We went to Madaba.
- We went to the museum.
- We bought postcards.
- We had a meal in the restaurant.

### End the lesson

- Give pupils the irregular verbs in the past tense they now know one at a time and ask them to say a true sentence about themselves, e.g. *I went to the market yesterday. I was at school last week.*

## Lesson 4

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To pronounce learned English words correctly</li> <li>To ask and answer short, simple questions using <i>Wh</i>-words (e.g. <i>where, what, when</i>)</li> <li>To use simple words to participate in short, simple guided exchanges in familiar contexts</li> <li>To write short, simple (completion, answering project) sentences and short paragraphs on familiar topics (for specific purposes and audiences)</li> </ul>
<b>Structures</b>	<p>The past simple (irregular verbs):  <i>We <b>drove</b> to Madaba.</i>  <i>We <b>went</b> to the museum.</i>  <i>We <b>saw</b> the mosaics.</i>  <i>I <b>found</b> an old coin.</i></p>
<b>Functions</b>	<p>Talking about the past          Acquiring appreciation of Jordanian culture          Asking and answering questions</p>
<b>Topic</b>	Jordanian culture
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 65 Exercise 3, Ask and answer</li> <li>■ Activity Book, page 62 Exercise 4, Look and write</li> <li>■ Flashcards: rug, sheep, tower, wool</li> <li>■ Photocopiable worksheet 6</li> </ul>

### Revision

- Revise the new words using the flashcards *rug, sheep, tower* and *wool*. Put the flashcards vertically on the left-hand side of the board and write the words in a different order in a list on the right-hand side. Choose pupils to draw a line from each word to the pictures. Pupils read the words as they draw the line.
- Ask pupils to tell you about where Kareem and Samira went with their aunt and uncle. Help them retell the story by asking questions if necessary.

### Pupil's Book, Page 65, Exercise 3

- Ask a few pupils *What did you do at the weekend?* Choose one of them to come to the front. The rest of the class ask as many questions as they can, *How did you travel there? What time did you go? Who did you go with? Where did you have lunch? What did you buy? What did you see?* etc.
- Say *Open your Pupil's Book. Turn to page 65.*
- Ask two pupils to read the question and answer.
- Pupils work in pairs, asking and answering questions using as many of the verbs as possible. Monitor as they are speaking, helping where necessary.
- When they have finished, ask them to swap partners and tell the new partner about their old partner, e.g. *His father drove to the market. They bought fruit and vegetables.*
- Choose some pupils to tell the rest of the class about their first partners.

### Activity Book, Page 62, Exercise 4

- Say *Open your Activity Books at page 62. Look at Exercise 4.* Ask pupils to describe the pictures.
- Choose a pupil to read the example sentence. Ask other pupils to say the other sentences aloud before they write them individually. They can ask a partner if they have a problem, saying *How can I do this part of the exercise?*
- Monitor as they are writing, advising them on their writing and helping where necessary.
- Check answers as a class, choosing pupils to read their answers aloud.

#### Suggested answers

1. I went to the shops last weekend.
2. I bought a dress. / My mother bought me a dress.
3. We drove home. / My mother drove me home.

### Further practice – Photocopiable worksheet 6

- Copy *Photocopiable worksheet 6* on page 165 for each pupil. Tell them to look at the first three pictures. They have to decide if they bought *a sun hat, a postcard* or *a CD* yesterday. They tick one of them. They do the same for the others as well. They must not show anybody else.
- They sit in pairs and don't show their partner their sheet. The partner says *You bought a postcard yesterday.* The pupil says, e.g. *I didn't buy a postcard yesterday.* The partner tries to guess again until they get the right one. Then they swap and the other pupil sees if they can guess the right answer in fewer guesses.

### End the lesson

- Choose a few pupils to tell the rest of the class about their partner's choices from the exercise on *Photocopiable worksheet 6*, e.g. *Khalid bought a CD. He saw a dolphin. He went to the beach. He found a mobile phone.*



## Lesson 5

### Outcomes

- To demonstrate recognition of simple words in an email
- To use reading strategies to understand short, simple reading material (e.g. an email)
- To recognise and name some basic kinds of short, simple reading material (e.g. an email)
- To use capitalisation appropriately
- To copy English letters in semi-cursive handwriting

### Structures

The past simple (irregular verbs):  
*We **drove** to Madaba.*  
*We **saw** the mosaic map.*  
*We **found** many villages on the map.*

### Functions

Talking about the past  
 Acquiring appreciation of Jordanian culture  
 Completing an email  
 Forming simple opinions about characters, events and information in reading materials

### Vocabulary

map

### Topic

Jordanian culture

### Resources

- Pupil's Book, page 66  
Exercise 4, Read and complete
- Activity Book, page 63  
Exercise 5, Write with capital letters
- Activity Book, page 63  
Exercise 6, Trace and copy
- Flashcard: map

### Revision

- Ask the pupils to think about the exercise that they did from *Photocopiable worksheet 6* the previous lesson. Ask *What did you buy?* Elicit answers from four pupils. Then say *[Ahmad] bought a sun hat.* The class say *He didn't buy a sun hat. He bought a CD.*
- Repeat with the other verbs.

### Pupil's Book, Page 66, Exercise 4

- Say *Open your Pupil's Book at page 66. Look at Exercise 4.*
- Ask pupils to look at the picture and tell you what they can see. (*a mosaic*) Ask *What can you see in the mosaic?* (*birds, animals, plants, people, etc.*) *Is it beautiful? Is it new?(No) How old is it? Guess!* Pupils guess. Don't tell them the answer as they will read and find out.
- Say *Look at the top of the page. What can you see? (an email) How do you know it's an email? (It says From and To at the top. You don't write that in a letter.)*
- Tell the pupils they are going to read about a special map. Show them the flashcard *map* and teach the word.
- Ask the pupils to read it quietly to themselves. When they have finished, ask *So how old is the mosaic? (sixth century CE)* Was anyone correct?
- Ask the pupils to look at the example sentence. Point to the list of words and show them that they have to use these words.
- Pupils can work in pairs to complete the sentences. Monitor as they are working, helping any pupils who are struggling.
- Check answers as a class. Ask pupils to read the completed sentences aloud.
- Ask *What do you think of Kareem and Samira? Is it good that they*

*write to their grandparents? Why?*

### 4 Read and complete

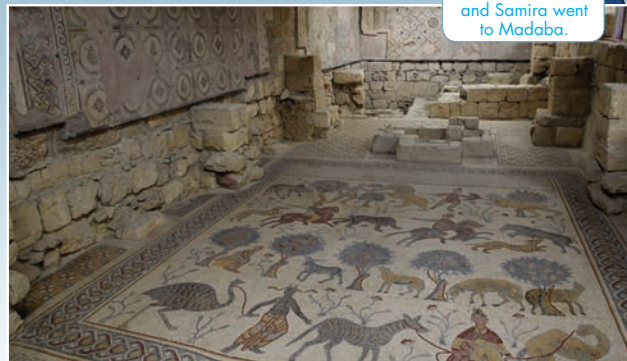
From: Kareem and Samira  
 To: Grandma and Grandpa

Dear Grandma and Grandpa,  
 Last week, we went to Madaba. We saw the mosaic map. It is very old. It is from the sixth century. It is very big. We found many villages, towns and cities on the map. We saw the sea, boats and bridges over the Jordan River. We saw fish, animals, birds, flowers and trees. Love,  
 Kareem and Samira

• bridges • Madaba • birds • animals • big • old • villages

- 1 Last week, Kareem and Samira went to \_\_\_\_\_.
- 2 The map is very \_\_\_\_\_ and very \_\_\_\_\_.
- 3 Kareem and Samira found \_\_\_\_\_, towns and cities on the map.
- 4 They saw \_\_\_\_\_ over the Jordan River.
- 5 Kareem and Samira saw \_\_\_\_\_ and \_\_\_\_\_ on the mosaic.

Last week, Kareem and Samira went to Madaba.



66

### Answers

1. Madaba
2. old, big (*either order*)
3. villages
4. bridges
5. animals, birds (*either order*)

### Activity Book, Page 63, Exercise 5

- Say *Turn to page 63 in your Activity Books. Look at Exercise 5.*
- Ask *When do we use capital letters? (at the beginning of sentences and for names of people and places)*
- Let pupils work in pairs to rewrite the sentences. Don't let them look at their Pupil's Book.
- Check answers as a class.

### Answers

Dear Grandma and Grandpa,  
 Last week, we went to Madaba and Umm Ar-rasas.  
 We saw the mosaic map.  
 We saw the bridges over the River Jordan.  
 Kareem and Samira

### Activity Book, Page 63, Exercise 6

- Say *Look at Exercise 6.*
- Show pupils by demonstrating on the board how to form the letters *ig*. Pupils write the letters and then the words. Repeat with *pe*.
- Monitor as they are writing, checking they are forming the letters correctly.
- Remind pupils of the guide in the Handwriting Practice at the end of their Activity Book.

## End the lesson

- Ask pupils *Why do we use maps?* Elicit from pupils *They tell us where places are. They tell us how to go from one place to another.* Ask *When do you use a map? When do your parents use a map?* Elicit examples.

## Lesson 6

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To recognise the sounds of consonant combinations in the English alphabet: <i>kn, ph, wr</i></li> <li>To take part in short, simple prepared presentations on familiar topics</li> <li>To retell a short, simple story</li> <li>To ask and answer short, simple questions using <i>Wh</i>-words (e.g. <i>where, what, when</i>)</li> <li>To demonstrate understanding of short, simple reading material (e.g. a story)</li> </ul>
<b>Structures</b>	The past simple (irregular verbs): <i>We <b>drove</b> to the beach.</i> <i>We <b>saw</b> colourful fish.</i> <i>I <b>found</b> some shells.</i>
<b>Functions</b>	Talking about the past Acquiring appreciation of Jordanian culture Telling a story Learning new sounds
<b>Vocabulary</b>	<i>shells</i>
<b>Topic</b>	Jordanian culture
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 67 Exercise 5, Listen and say</li> <li>Pupil's Book, page 67 Exercise 6, Look and say</li> <li>Activity Book, page 64 Exercise 7, Listen and write</li> <li>Activity Book, page 64 Exercise 8, Read and circle <i>Yes</i> or <i>No</i></li> <li>Cassette, Pupil's Book, Unit 16, Exercise 5</li> <li>Cassette, Activity Book, Unit 16, Exercise 7</li> <li>Flashcard: shells</li> </ul>

## Revision

- Write the letter from Activity Book, Exercise 5 on the board but not in the correct order, e.g.
  - Love,*  
*Kareem and Samira*
  - Dear Grandma and Grandpa,*
  - We saw the bridges over the River Jordan.*
  - We saw the mosaic map.*
  - Last week, we went to Madaba and Umm Ar-rasas.*
- Choose pupils to read the sentences in the correct order. They need to listen carefully to each other so they know which sentences that have been used.
- Then ask further questions about the trip, e.g. *Is the mosaic big or small? How old is the mosaic map? What did they see on the map? Can you remember everything? (villages, towns, cities, sea, boats, bridges, fish, animals, birds, flowers, trees.)* If they cannot remember everything, give them the first letter, then the second, and so on, until they get the word.

## Pupil's Book, Page 67, Exercise 5

- Say *Open your Pupil's Books at page 67. Look at Exercise 5. Point to the first picture. Listen.* Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the


word. Repeat with the second and third pictures.

- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*


**5 Listen and say**



**knee**



**photo**



**write**

**6 Look and say**



**drove**



**had**



**went**



**saw**



**found**



**bought**

67

### Tapescript

kn, knee, knee  
ph, photo, photo  
wr, write, write

## Pupil's Book, Page 67, Exercise 6

- Show the pupils the flashcard *shells* and teach the word. Pupils repeat. Ask *Where can you find shells?* Pupils reply *You can find them on the beach.* Ask *Do you pick shells up when you see them on the beach? Do you have some shells at home? Are they big or small? Are they long or short?* Pupils try to describe the shells. Write the word on the board for them to read.
- Say *Look at Exercise 6.* Read the words.
- Explain that they are going to tell the story using the pictures. Say *This happened last weekend. Look at picture one. Who was in the car?* Pupils can give them names. Ask *Which word are we going to use? (drove) What happened? The family drove to the beach.*
- Go through the rest of the pictures asking questions to elicit sentences.
- Pupils work in pairs and take turns to say the sentences. Encourage them to add more details where they can, e.g. *They had chicken and bread for their picnic. The boat had a glass bottom. They didn't see a shark. They wrote a postcard to their grandparents.*
- Choose pupils to give the sentences one more time. Ask pupils to add their extra sentences where they can.

### Answers

- a. The family drove to the beach.
- b. They had a picnic on the beach.
- c. They went on a boat.
- d. They saw colourful fish.
- e. They found some shells.
- f. They bought some postcards.

### Activity Book, Page 64, Exercise 7

- Say *Open your Activity Book at page 64. Look at Exercise 7.*
- Ask pupils to look at the pictures and listen to the tape. They have to write the correct letters.
- Pupils complete the words. Pupils check their answers with a partner. Play the tape again.
- Choose pupils to read the words aloud and tell you the letters needed.

### Tapescript

- 1. photo 2. elephant 3. write
- 4. knee 5. phone 6. alphabet

### Activity Book, Page 64, Exercise 8

- Say *Look at Exercise 8.* Let the pupils read it silently for two or three minutes.
- Choose pupils to read sentences aloud. Correct pronunciation if necessary.
- Ask pupils to work individually to answer the questions. Do the example with them.
- Monitor as they are doing the exercise.
- Check answers as a class.

### Answers

- 1. No 2. Yes 3. No 4. No 5. No 6. Yes 7. Yes 8. No

### Further practice

- Ask *Wh-* questions about the reading. On the board write the question words *Where When What*
- Then write the verbs:  
*drive see take buy have go write send*
- Point to a question word and a verb. Do not say the words. Choose a pupil to make the question and ask someone else in the class. For example, you point to *where* and *drive*. Pupils ask *Where did they drive to?* Continue until all the verbs have been used.

### End the lesson

- Say *I think Madaba is a beautiful place. What do you think? Say We are reading about lots of different places in Jordan. What is your favourite place?*

## Lesson 1

## Outcomes

- To demonstrate recognition of basic English sounds and their combination in short, simple words and phrases
- To use textbook illustrations and pictorial to understand new or unfamiliar words when listening
- To respond to questions before, during and after listening (e.g. *Where does she/he live?*)

## Structures

The modal verbs *must/mustn't, have to/don't have to*:  
*First, you must dig a hole.*  
*Do we have to water our tree every day? No, you don't.*  
*You don't have to use a spade. You mustn't forget.*

## Functions

Talking about nature  
 Talking about trees  
 Acquiring respect for the environment

## Vocabulary

*dig, gentle, ground, grow, hole, leaf/leaves, roots, water (v)*

## Topic

Growing plants and trees

## Resources

- Pupil's Book, page 68  
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 17, Exercise 1
- Flashcards: dig a hole, ground, leaves, roots, plant vegetables, water a plant

- Ask *Are the leaves at the top of the plant or at the bottom? (They are at the top.)* Show the flashcard *roots*. Say *These are roots. Are they at the top or bottom of a plant? (They are at the bottom.)* Repeat the word. Pupils repeat after you.
- Say *I have some vegetables in my garden. I don't water them. What happens?* Ask them to mime how the plants look. Say *I must water the vegetables. Plants must have water. So I water them. What happens?* Pupils mime how they look.
- Get pupils to repeat *You must water the vegetables.*
- Then say *I want to plant some flowers. Do I have to dig a hole?* Pupils say *Yes. Say You must dig a hole.* Pupils repeat. *Do I have to water the flowers? (Yes, you must water the flowers.)*
- Ask the pupils some other questions, e.g. *Do you have to come to school? Yes, I must come to school. Do you have to eat chicken and rice every day? No, I don't have to eat chicken and rice every day.*
- Write the questions and answers on the board – one on each side. Show that *must* means that it is important, whereas *don't have to* is not important. You can do it if you want to. Ask some other questions and invite answers from the pupils, e.g.
  - Do you have to brush your teeth? (Yes, I must brush my teeth.)*
  - Do you have to play on your computer? (No, I don't have to play on my computer.)*
  - Do you have to do your homework? (Yes, I must do my homework.)*
  - Do you have to watch television? (No, I don't have to watch television.)*
- Give pupils some verb phrases and invite them to ask others the questions, e.g. *go swimming, play the piano, eat fruit and vegetables, drink water, wake up at five o'clock in the morning, help your mother, say please and thank you.*

## Revision

- Ask pupils to tell you what they did at the weekend. Ask others to ask them questions to find out more details.

## Presentation

- Show pupils the flashcard *plant vegetables* and ask them to describe it. Try to elicit *The child is planting vegetables.* Say *Imagine you are going to plant some vegetables. What do you do first?* Choose a pupil to come and mime digging a hole. Say *He digs a hole in the ground.* Encourage the pupil to mime the next bit *He plants the vegetables.* Ask *What does the plant want/need? (water)* The pupil mimes watering the plant. Say *He waters the plant.*
- Now show the flashcard *dig a hole*. Say *He digs a hole.* Pupils repeat. Show the flashcard *ground* and say *He digs a hole in the ground. He plants the vegetables in the ground.* Pupils repeat. You may need to use back-chaining so that they can pronounce the sentence properly, i.e. say *ground*. Pupils repeat. Say *in the ground*. Pupils repeat. Say *hole in the ground*. Pupils repeat. Say *He digs a hole in the ground.* Repeat with *He plants the vegetables in the ground* if necessary.
- Ask *Are the vegetables small or big? (They are small.) Yes, they are very small. Be very gentle.* Mime putting something down gently. Pupils repeat *gentle*.
- Show the flashcard *water a plant* and say *He waters the plant.* Pupils repeat.
- Ask *What happens now?* Pupils mime the plant growing. Say *The plant grows.* Pupils repeat. Ask *What can you see when the plant grows?* Show pupils the flashcard *leaves*. Teach both *leaf* and *leaves*.

## Classroom assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
respond correctly to the question <i>Do you have to ...?</i>			
use <i>I must ...</i> correctly			

## Pupil's Book, Page 68, Exercise 1

- Say *Open your books at page 68.*
- Ask pupils to look at the pictures and ask questions, for example *Are they at home? (No, they're at school.) Are they planting vegetables? (No, they're planting trees.)*
- Ask pupils to listen to the recording and follow the words. Say *Plants want water. What else do they want? Listen and tell me.*
- Ask the question again. Pupils give the answer to your question. (*They want sun.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and individually.
- Read some sentences to the pupils. They tell you which picture they are from, e.g. *Our tree makes fruit! (picture 4)*

**1 Listen and read**



**Kareem:** Today, we are going to plant some trees.

**Ali:** Many children are planting trees today.

**Man:** First, you must dig a hole.



**Man:** We must put the plant in the ground.

**Kareem:** The roots carry water to the leaves of the tree.

**Ali:** We must be gentle. The roots aren't strong.



**Kareem:** Now, we must water the plant. Plants must have water and sun to grow.

**Ali:** Do we have to water our tree every day?

**Man:** No, you don't. You don't have to water the plant every day in winter. In spring, you must water it every week. It is hot.



**Kareem:** Now we must wait for our tree to grow! Our tree makes fruit!

**Tapescript**

1.  
Kareem: Today, we are going to plant some trees.  
Ali: Many children are planting trees today.  
Man: First, you must dig a hole.
2.  
Man: We must put the plant in the ground.  
Kareem: The roots carry water to the leaves of the tree.  
Ali: We must be gentle. The roots aren't strong.
3.  
Kareem: Now, we must water the plant. Plants must have water and sun to grow.  
Ali: Do we have to water our tree every day?  
Man: No, you don't. You don't have to water the plant every day in winter. In spring, you must water it every week. It is hot.
4.  
Kareem: Now we must wait for our tree to grow! Our tree makes fruit!

**Further practice**

- Ask *What do you have to do after school?* Make sure they answer with *must* and make sure they are things that they really must do, for example, *I must do my homework.*

**End the lesson**

- Ask *What's your favourite fruit tree? What's your favourite vegetable?*

**Lesson 2**

**Outcomes**

- To pronounce learned English words correctly in a conversation
- To demonstrate recognition of simple words in a reading text
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To write semi-cursive English letters correctly, legibly and neatly

**Structures**

The modal verbs *must/mustn't, have to/don't have to*:  
First, you **must** dig a hole.  
Do we **have to** water our tree every day? No, you *don't*.  
You **don't have to** use a spade. You **mustn't** forget.

**Functions**

Talking about nature  
Talking about trees  
Acquiring respect for the environment

**Topic**

Growing plants and trees

**Resources**

- Pupil's Book, page 68  
Exercise 1, Listen and read
- Activity Book, page 65  
Exercise 1, Look and complete
- Activity Book, page 65  
Exercise 2, Read, order and write
- Cassette, Pupil's Book, Unit 17, Exercise 1
- Flashcards: dig a hole, ground, leaves, roots, water a plant

**Revision**

- Say *Do you have to do homework? (Yes, we must do homework.) Do you have to walk in school? (Yes, we must walk.) Do you have to answer questions in class? (Yes, we must answer questions in class.) Do you have to listen to me? (Yes, we must listen to you.) Do you have to learn words? (Yes, I must learn words.)*

**Pupil's Book, Page 68, Exercise 1**

- Say *Open your Pupil's Book at page 68. Listen and read.* Play the recording to the class again while they read.
- Write some of the words on the board to practise pronunciation, for example, **planting**, **gentle**, **water**, **summer**, **winter**. The stress is on the first syllable in each word. Practise single syllable words too, e.g. **dig**, **hole**, **roots**, **grow**, **leaf**, **leaves**.
- Divide the class into groups of four, they will play the role of the three children and the man. Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class.

**Activity Book, Page 65, Exercise 1**

- Say *Open your Activity Book at page 65. Look at Exercise 1.*
- Ask pupils to look at the picture. Ask *What is it? (It's a plant.)*
- Choose a pupil to read the words in the box while the others point to the parts of the plant.
- Pupils label the plant.
- Check the answers as a class. Hold up the flashcards to help identify each word.

### Answers

a leaf, the root, the plant, the ground, a hole

### Activity Book, Page 65, Exercise 2

- Say *Now look at Exercise 2*. Choose pupils to read the four sentences aloud.
- Ask them to work in pairs to put them in the correct order. Check the order as a class.
- Then pupils write the sentences. Monitor as they are writing, checking their accuracy.
- Check the answers as a class.

### Answers

1. First, you must dig a hole.
2. You must put the plant in the ground.
3. You must water the plant.
4. You must wait for the tree to grow.

### End the lesson

- Ask *Do you grow vegetables? What vegetables do you grow? What is/are your favourite vegetable/s? Are there trees in your garden? Are they big? Do you climb the trees?*

## Lesson 3

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To develop strategies to understand spoken words and short, simple sentences</li> <li>• To use textbook pictorial to understand new or unfamiliar words when listening</li> <li>• To use prior knowledge to participate in short, simple guided exchanges (e.g. face the speaker)</li> </ul>
<b>Structures</b>	<p>The modal verbs <i>must/mustn't, have to/don't have to</i>:</p> <p><i>First, you <b>must</b> dig a hole.</i>  <i>You <b>don't have to</b> use a spade. You <b>mustn't</b> forget.</i>  <i>You <b>must</b> water it every day.</i></p>
<b>Functions</b>	<p>Talking about nature          Talking about trees          Matching text with pictures          Acquiring respect for the environment</p>
<b>Vocabulary</b>	<i>careful, spade</i>
<b>Topic</b>	Growing plants and trees
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 69 Exercise 2, Listen, match and say</li> <li>■ Activity Book, page 66 Exercise 3, Read and circle <i>must</i> or <i>mustn't</i></li> <li>■ Cassette, Pupil's Book, Unit 17, Exercise 2</li> <li>■ Flashcards: spade</li> </ul>

### Revision

- Ask pupils questions to get *Yes, I/we do., No, I/we don't*. For example, *Do you have to do homework every day? Do you have to come to school every day? Do you have to drink every day? Do you have to eat every day?* etc.

### Presentation

- Present the new word, *spade*, using the flashcard.
- Then say *You must talk in class. Is that correct?* Pupils say *No!* Say *That's right.* Teach *You mustn't talk in class.*
- Say *Correct these sentences. You must run in school. (No, you mustn't run in school.) You mustn't do homework. (No, you must do homework.) You must eat in the classroom. (No, you mustn't eat in the classroom.) You mustn't have breakfast before you come to school. (No, you must have breakfast before you come to school.)*
- Ask pupils *When you carry something made of glass and you drop it, does it break? (Yes!) What must you do? (I/we must be careful!)* Teach the word *careful*.

### Pupil's Book, Page 69, Exercise 2

- Say *Open your Pupil's Book at page 69. Look at Exercise 2. What is in picture b? (a flower) Have you got a flower like that in your garden? What colour is it? (yellow) Is it tall or short? (It's tall.)*
- Say *Listen. Match the sentences with the pictures. Each sentence has a number. Play the tape. Check the order. If necessary play the tape again.*
- Write the correct order on the board. Ask pupils to work in pairs to say the sentences. If you haven't played the tape twice already, play it again before they start the activity. Monitor as they are speaking, helping where necessary.
- Check answers as a class. Choose pupils to say the first two sentences. Play the tape to check. Ask another pupil to say each sentence.

### Tapescript

1. You must dig a hole. You don't have to use a spade.
2. Put a seed into the hole. You must be gentle.
3. You must water it every day. You mustn't forget.
4. Wait for the flower to grow. You must be careful!

### Answers

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

**2** Listen, match and say

**3** Look and say

• must • don't have to

### Further practice

- Write *You must* on one side of the board and *You mustn't* on the other side. Divide the class in half. Say *In your group, think of as many things as you can that you must/mustn't do at school.* Tell pupils that they should do this as quietly as possible so the other group doesn't hear. Tell them that each time their group gives a correct sentence they will get a point. If they give a wrong sentence, they will lose a point. Choose different pupils from each group to give their answers.

### Activity Book, Page 66, Exercise 3

- Say *Open your Activity Books. Turn to page 66. Look at Exercise 3.*
- Ask *Do you like aubergines?* Elicit an answer from the class. Ask *Can you grow aubergines?* Elicit what they have to do. Say *OK, let's see if you are correct!*
- Look at the exercise with the class. Ask them to choose the correct answers individually and then compare their answers with a partner. They can change any answers they think are wrong.
- Check the answers as a class.

#### Answers

1. must 2. must 3. must, mustn't  
4. must 5. mustn't 6. must

### End the lesson

- Ask different pupils *What do you have to do this afternoon?* Elicit answers *I must...*

## Lesson 4

### Outcomes

- To pronounce learned English words correctly
- To use simple words to participate in short, simple guided exchanges in familiar contexts
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To write answers to short, simple questions on different topics

### Structures

The modal verbs *must/don't have to*:  
*We **must** take a sun hat.*  
*We **must** take a camera.*  
*We **don't have to** take a notebook.*

### Functions

Expressing obligation and lack of obligation  
 Acquiring respect for the environment

### Topic

Growing plants and trees

### Resources

- Pupil's Book, page 69  
Exercise 3, Look and say
- Activity Book, page 66  
Exercise 4, Read, look and write answers

### Revision

- Play the game you played in the previous lesson. Write *You must* on one side of the board and *You mustn't* on the other side. Divide the class in half – try and change the groups they were in from last lesson. This time, ask them to think of as many things as they can that they must/mustn't do at home. They should do this as quietly as possible so the other group doesn't hear. Tell them that each time their group gives a correct sentence they will get a point. If they give a wrong sentence, they will lose a point. Choose different pupils from each group to give the answers.

### Pupil's Book, Page 69, Exercise 3

- Say *Open your Pupil's Book. Turn to page 69.*
- Point to the boy on the left and ask a pupil to read the example sentence. Ask different pupils *Where are you going?* They can use their imaginations and give different places. Choose a hot place. Say *We're going to [place name].* Choose a pupil to read the sentence on the right (*We must take a sun hat.*). Ask *Why?* (*because it's hot and sunny there*)
- Say *We must take a sun hat.* Hold up your Pupil's Book. Ask *Do we have to take this book?* Elicit *No, we don't have to take it.* Explain that we can if we want. We cannot say *We mustn't take it.* That would mean we're not allowed to take it.
- Say *Imagine we are all going on holiday to [place name]. Look at the pictures and tell me what we must take and what we don't have to take.* Pupils practise in pairs. Monitor as they are speaking. Elicit ideas from the class. If they disagree, they need to explain why.
- Check by eliciting sentences from the pupils.

#### Possible answers

We must take a sun hat.  
 We must take a camera.  
 We don't have to take a notebook and pen.  
 We don't have to take a mobile phone.  
 We must take T-shirts and shorts.  
 We don't have to take a digital radio.

### Further practice

- Repeat the activity, but ask the pupils to sit with a different partner. Now, they choose where they want to go on holiday. It can be anywhere in the world.
- They have to decide what they must take and what they don't have to take. They can use the pictures in exercise 3 but they should add four or five other things.
- Ask some pairs where they are going and to tell the class two things they must take and two things they don't have to take.

### Activity Book, Page 66, Exercise 4

- Say *Open your Activity Books at page 66. Look at Exercise 4. Ask Can you sail? Elicit answers from the class. If someone can sail, ask some more questions Is it fun? Is it dangerous? Can you swim? Encourage the rest of the class to ask questions.*
- Ask a pupil to read the example sentence (*I am learning to sail!*). Ask *Do you want to learn to sail? Why/Why not?*
- Ask a student to read the first question and another to read the answer. Go through the whole exercise orally.
- Pupils now write the answers.
- Check answers as a class, choosing pupils to read the questions and answers aloud.

#### Answers

1. Yes, you must sit down.
2. Yes, you have to be with your parents.
3. No, you don't have to take your sunglasses.
4. Yes, you must take this jacket.

### End the lesson

- Ask the class *What do you want to learn to do?* Elicit answers from the class.

## Lesson 5

### Outcomes

- To use dictionaries to help understand unfamiliar words in short reading materials
- To use reading strategies to understand short, simple reading material (e.g. a short informational paragraph)
- To ask questions while reading (e.g. *Does this sound correct?*)
- To produce a poster in English for a school activity
- To copy English letters in semi-cursive handwriting: *ap, ng*

### Structures

The modal verbs *must/mustn't*:  
*We must plant trees.*  
*We mustn't talk in class.*

### Functions

Talking about nature  
 Talking about trees  
 Answering questions related to a reading text  
 Acquiring respect for the environment

### Vocabulary

*air, clean, shade, wood*

### Topic

Growing plants and trees

### Resources

- Pupil's Book, page 70 Exercise 4, Read and answer
- Activity Book, page 67 Exercise 5, Match and make a poster for Tree Day
- Activity Book, page 67 Exercise 6, Trace and copy
- Flashcards: wood
- Dictionaries

### Revision

- Ask a pupil *Where are you going on holiday?* Explain that it doesn't have to be true.
- Ask the rest of the class *What does he have to take with him?* Elicit answers *He must take ....* If others disagree, they can say *He doesn't have to take that with him.* Let them explain their reasons if they can.



#### 4 Read and answer

We must plant more trees. Trees are very important. Trees are homes for many animals and birds. They give us shade in the summer. They clean the air. Trees give us wood and paper. Every year on 15<sup>th</sup> January, children plant trees. It is an important day. We sing songs. We take photos and make videos. We watch the trees grow.



Are trees important?

- 1 Are trees important?
- 2 Where do many animals and birds live?
- 3 How do trees help us when it is hot?
- 4 What do trees give us?
- 5 What happens on 15<sup>th</sup> January?



Yes, they are important.



70

### Pupil's Book, Page 70, Exercise 4

- Say *Open your Pupil's Book at page 70. Look at the picture. What is happening?* Elicit that they are planting trees. If possible, pupils tell you that it is *Tree Day*. Let the pupils tell you what happens at their school.
- Ask pupils to read the text quietly to themselves. Tell them there are some new words in the text and you will help them with them shortly.
- If possible, hand out some dictionaries. Choose a pupil to read the first four sentences. When it comes to the first new word (*shade*), help the pupil with the pronunciation if necessary. Ask the others to repeat. Ask *Is it cold in summer?* (No) *What is it like?* (*It is hot and sunny.*) *Do you like sitting in the sun all the time?* (No, *it's very hot.*) *Where do you sit sometimes?* (*under a tree*) *Why?* (*The sun isn't there.*) *That's right. There is shade under the tree.* Ask *Is it hotter in the sun or in the shade?* (*in the sun*) Ask pupils to find the word in their dictionary. Help them do this. Choose a pupil to read what it says.
- Choose a pupil to read the next sentence. When he/she comes to the word *clean*, help them with the pronunciation. Ask the rest of the class to repeat the word *clean*. Do the same for *air*.
- Say to a pupil *Clean the board, please.* Offer the pupil a board cleaner to do this. While he/she is cleaning the board, ask *What is he/she doing?* Elicit *He/She is cleaning the board.* When the pupil has finished, ask *What did he/she do?* Elicit *He/she cleaned the board.* Point to the fifth sentence in the book and ask *What do trees clean?* Elicit *They clean the air.* Ask *What is air?* Pupils might be able to tell you this from their Science lessons. Explain that air is all around us. Ask *Can you live with no air?* (No!) Ask them to check their dictionaries and invite a pupil to read what it says.

- Choose a pupil to read the next sentence. When he/she comes to the word *wood*, help them with the pronunciation. Ask the rest of the class to repeat the word *wood*. Say to the pupils *We get paper from trees. Can you touch something in the class that is wood?* Hopefully their chairs and desks are made from wood but if not, they should have pencils! Again, they can check in their dictionaries. Show the flashcard after they have looked in their dictionaries.
- Ask a different pupil to continue reading the text. Check they can say the date properly (fifteenth of January – we say the 'of', but we don't write it!).
- Ask pupils to work in pairs. They take turns to read the text to each other, asking *Does this sound correct?* if they are not sure. They then ask and answer the questions.
- Check answers as a class.

#### Answers

1. Yes, they are important.
2. They live in the trees.
3. They give us shade.
4. They give us wood and paper.
5. Children plant trees.

### Activity Book, Page 67, Exercise 5

- Say *Turn to page 67 in your Activity Books. Look at Exercise 5.*
- Tell pupils they are going to make posters for *Tree Day*. Explain that the instructions are in this exercise, but first they have to match the answers. Ask pupils to work in groups of four to do the exercise. Choose a pupil to read the example sentence aloud.
- Monitor as pupils complete the exercise.
- Check answers as a class.

#### Answers

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

### Further practice

- In their groups, pupils prepare a poster for *Tree Day*. They can show the class their work and talk about their poster for a minute. Display them on the wall and, if it is the right time of year, ask permission to display them in the school.

### Activity Book, Page 67, Exercise 6

- Say *Now look at Exercise 6.*
- Show pupils by demonstrating on the board how to form the letters *ap*. Pupils write the letters and then the words. Repeat with *ng*. Remember to use the Handwriting Practice as a guide to trace and copy the letters.
- Monitor as they are writing, checking they are forming the letters correctly.

### End the lesson

- Ask *Do you like Tree Day? Why? Did you plant a tree last year?*

## Lesson 6

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To recognise the sounds of consonant combinations in the English alphabet: <i>spr</i>, <i>squ</i>, <i>str</i></li> <li>To pronounce learned English words correctly</li> <li>To use complete sentences in short, simple guided exchanges based on familiar situations</li> <li>To write semi-cursive English letters correctly, legibly and neatly</li> <li>To identify and write examples of simple words that sound the same (e.g. <i>four/for</i>)</li> </ul>
<b>Structures</b>	<p>The modal verbs <i>must/mustn't</i>, <i>have to/don't have to</i>:</p> <p>First, you <b>must</b> dig a hole. Do we <b>have to</b> water our tree every day? No, you <b>don't</b>. You <b>don't have to</b> use a spade. You <b>mustn't</b> forget.</p>
<b>Functions</b>	<p>Talking about nature Talking about trees Learning new sounds Acquiring respect for the environment Showing appreciation of listening to and singing a song</p>
<b>Topic</b>	Growing plants and trees
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 71 Exercise 5, Listen and say</li> <li>■ Pupil's Book, page 71 Exercise 6, Look and say</li> <li>■ Pupil's Book, page 71 Exercise 7, Sing</li> <li>■ Activity Book, page 68 Exercise 7, Listen, point and write</li> <li>■ Activity Book, page 68 Exercise 8, Read and complete</li> <li>■ Activity Book, page 68 Exercise 9, Say and write</li> <li>■ Cassette, Pupil's Book, Unit 17, Exercise 5</li> <li>■ Cassette, Pupil's Book, Unit 17, Exercise 7</li> <li>■ Cassette, Activity Book, Unit 17, Exercise 7</li> <li>■ Flashcards: dig a hole, ground, leaves, roots, spade, water a plant, wood</li> </ul>


### Revision

- Show the pupils the flashcards *dig a hole*, *ground*, *leaves*, *roots*, *spade*, *water a plant*, *wood* and elicit the names of the things or the actions.
- Check pupils can spell the new words.


### Pupil's Book, Page 71, Exercise 5

- Say *Open your Pupil's Books at page 71. Look at Exercise 5. Point to the first picture. Listen.* Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word. Repeat with the second and third pictures.
- Let pupils practise saying the words in pairs. They can ask their partners *Does this sound correct?*


**5 Listen and say**



spring



square



go straight on

**6 Look and say**

- at home • at school • in a museum
- in a library • before I go to bed
- before a meal • on a hot day
- on a cold day


At home, I must help my mother. I **mustn't** shout.

**7 Sing**

The 15<sup>th</sup> of January is Tree Day!  
So let's plant trees  
In the park today.

When we plant trees,  
They are very small.  
But as they grow,  
They get very tall.

Trees must have water.  
Trees must have sun.  
Let's watch them grow.  
This is fun!



### Tapescript

spr, spring, spring  
squ, square, square  
str, go straight on, go straight on

### Pupil's Book, Page 71, Exercise 6

- Say *Look at Exercise 6.* Choose a pupil to read the example sentence. Elicit some more examples from the class.
- Pupils work in pairs to say three sentences about each place or time. Monitor as they are speaking, helping if necessary.
- Choose some pupils to give sentences for each time.

### Pupil's Book, Page 71, Exercise 7

- Say *Now look at Exercise 7.*
- Say *Look at the picture. What can you see?* Elicit *A forest. Lots of beautiful trees.* Ask *Do you want to go for a walk in the forest? What animals can you see in the forest?* Elicit *squirrels, deer, wolves, jackals.* Ask *Are you frightened of the animals? Remember, they are more frightened than you!*
- Say *Listen to the song and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the other verses.
- Divide the class into three parts. Each group practises and sings one of the verses.
- Play the tape through again and pupils sing their verses with the tape. Groups then sing the verses without the tape.

### Tapescript

The 15<sup>th</sup> of January is  
Tree Day!  
So let's plant trees  
In the park today.

When we plant trees,  
They are very small.  
But as they grow,  
They get very tall.

Trees must have water.  
Trees must have sun.  
Let's watch them grow.  
This is fun!

### Activity Book, Page 68, Exercise 7

- Say *Open your Activity Book at page 68. Look at Exercise 7.*
- Choose different pupils to read the three words. Then say *Listen*. Play the first word. Ask pupils to repeat and point to *square*. Pupils write the word in the correct box.
- Repeat with the other words.

### Tapescript

square  
spring  
straight

### Activity Book, Page 68, Exercise 8

- Say *Look at Exercise 8*. Choose a pupil to read the example.
- Ask pupils to complete the second part individually. They then compare their answers with a partner and change them if necessary.
- Check answers as a class.

### Answers

1. You **must** do your homework everyday.  
You **mustn't** forget!
2. You **mustn't** talk to your friends in class, you **must** listen to the teacher.

### Activity Book, Page 68, Exercise 9

- On the board, write *for four*. Say the words. Say *They sound the same. We say them the same. One, two, three ...?* Pupils say *four* and point to the correct word. Repeat with the other words in the exercise. Give them one example sentence aloud and ask them to point to the right word in their books, e.g. *What can you **see** in the classroom? You're [give age of a pupil] years old. Is that **right** or wrong?*
- Now, ask pupils to complete the exercise. Check answers as a class. Choose different pupils to read the sentences aloud.

### Answers

1. This present is **for** you!  
One, two, three, **four**!
2. Look! I can **see** a dolphin!  
The dolphin is jumping in the **sea**!
3. Does the Earth turn around the sun? Yes, that's **right**.  
I usually **write** my diary in the evening.

### End the lesson

- Say *Now you must go home and look at your English books. You must learn all the new words. You mustn't forget to do this!*

## Lesson 1

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>To use textbook illustrations and pictorial to understand new or unfamiliar words when listening</li> <li>To use prior knowledge to participate in short, simple guided exchanges (e.g. face the speaker)</li> <li>To follow short, simple instructions (e.g. <i>Please show me your homework.</i>)</li> <li>To pronounce learned English words correctly</li> </ul>
<b>Structures</b>	<p>The past simple (irregular past simple forms):  <i>Many children <b>sent</b> us emails.</i>  <i>Kareem <b>found</b> an old coin.</i></p> <p>Questions in the past simple with question words:  <b>Where did you go</b> last week?  <b>Where did you plant</b> the tree?</p> <p>The modal verbs <i>must</i> and <i>don't have to</i>:  <i>I <b>must</b> buy milk.</i>  <i>I <b>don't have to</b> buy bananas.</i></p>
<b>Functions</b>	<p>Talking about the past          Acquiring appreciation of Jordanian culture          Asking and answering questions          Expressing obligation and lack of obligation</p>
<b>Vocabulary</b>	<p>Revision of:  <i>air, bronze, careful, clean, coin, colourful, dig, gentle, gold, ground, grow, hole, leaf/leaves, map, mosaic, roots, rug, shade, sheep, silver, spade, tower, water (v), wood, wool</i></p>
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 72 Exercise 1, Listen and read</li> <li>Activity Book, page 69 Exercise 1, Read, look and write answers</li> <li>Cassette, Pupil's Book, Unit 18, Exercise 1</li> <li>Cassette, Pupil's Book, Unit 17, Exercise 7</li> </ul>

## Revision

- Ask *What did you learn about in Units 14–17?* Elicit answers from the pupils and each time ask further questions to practise all the vocabulary. For example, when a pupil says *We learned about Madaba.* Ask them:
  - What did the children see? (They saw a mosaic map.)*
  - What was on the map? (birds and animals)*
  - What did they find? (a coin)*
  - What colour can coins be? (gold, silver and bronze)*
  - What else did they see at Madaba? (a tower and rugs)*
  - What colour were the rugs? (lots of colours. They were colourful.)*
  - What do they use to make the rugs? (wool from sheep)*
- When a pupil replies *We learned about planting a tree.* ask:
  - Is it good to plant trees? (Yes)*
  - Why? (because they give us clean air, wood and paper)*
  - Why is it good to sit under a tree when it is hot and sunny? (because the tree gives us shade)*
  - What do you do to plant a tree? (You dig a hole in the ground.)*
  - What do you dig a hole with? (a spade)*
  - How do you put the tree in the ground? (You put the roots in the ground.) You must be ... Pupils complete the sentence with gentle/careful.*
  - What grows on trees? (leaves and fruit)*
  - What do you have to do when you plant a tree? (water it)*
  - Then what happens? (It grows and grows.)*

## Pupil's Book, Page 72, Exercise 1

- Say *Open your Pupil's Book at page 72.*
- Ask pupils to look at the pictures and ask *Who can you see? What can you see?*
- Say *Listen and read the diary. Then tell me 'What are Kareem and Samira going to do tomorrow?'*
- Ask pupils to listen to the recording and follow the words as they listen. Elicit the answer to your question. (*They're going to water their tree.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and individually. Make sure they have the correct intonation with the questions. Their voices should fall at the end.
- Ask pupils some questions:
  - What did they finish? (They finished their project.)*
  - Did teachers send them emails about their project? (No, children sent them emails.)*
  - Where did they go last week? (They went to Madaba.)*
  - What did they see? (They saw the mosaic map.)*
  - What did Kareem find? (He found a coin.)*
- Ask some pupils to ask questions about the rest of the diary, e.g. *What did they plant? Where did they plant the tree? What do they have to do tomorrow? Is it cold now? Did they enjoy the project? What did they learn about?*

# Unit 18 Review

## 1 Listen and read

### Kareem and Samira's diary

We finished our project last week. Many children sent us emails about our project.

Where did you go last week?

We went to Madaba last week. We saw the mosaic map and Kareem found an old coin!

Where did you plant the tree, Kareem?

We planted the tree in the school garden. We must water the tree tomorrow. It is hot now.

What did you enjoy about the project?

We learned a lot about our beautiful country. We enjoyed the project a lot.



## 2 Ask and answer

- last weekend
- yesterday
- last week
- last month
- last year



### Tapescript

We finished our project last week. Many children sent us emails about our project.

Where did you go last week?

We went to Madaba last week. We saw the mosaic map and Kareem found an old coin!

Where did you plant the tree, Kareem?

We planted the tree in the school garden. We must water the tree tomorrow. It is hot now.

What did you enjoy about the project?

We learned a lot about our beautiful country. We enjoyed the project a lot.

### Activity Book, Page 69, Exercise 1

- Say *Open your Activity Books at page 69. Look at Exercise 1.*
- Ask them to describe the pictures. For the last picture, elicit that they are laughing and enjoying themselves/having fun.
- Choose two pupils to read the example question and answer.
- Pupils complete the rest of the exercise in pairs. First, they ask and answer the questions orally. Then they write the answers. Monitor as they are writing, checking they are using capital letters and full stops.
- Check answers as a class, inviting different pupils to read each question and answer.

### Answers

1. We went to Madaba.
2. We saw the mosaic map.
3. We planted the tree in the school garden.

### Further practice

- Play the song from Unit 17 to the class. Ask them to join in and then ask different groups to sing a verse each.
- Ask *Are we going to plant trees at school? When are we going to do it?*

### End the lesson

- Tell pupils: *Imagine that some tourists are going to come to school tomorrow. They are going to ask you what they can see in Jordan. They can go to three places. Which three places are you going to tell them to visit? Think about it for homework and we'll discuss it in the next lesson.*

## Lesson 2

### Outcomes

- To pronounce learned English words correctly
- To use simple words to participate in short, simple guided exchanges in familiar contexts
- To use complete sentences in short, simple guided exchanges based on familiar situations
- To ask questions while reading (e.g. *Does this sound correct?*)
- To use capitalisation appropriately
- To use end punctuation correctly (e.g. period, question mark and exclamation mark)
- To write answers to short, simple questions on different topics

### Structures

The past simple (irregular past simple forms):  
*Many children **sent** us emails.*  
*Kareem **found** an old coin.*  
 Questions in the past simple with question words:  
**Where did you** go last week?  
**Where did you plant** the tree?  
 The modal verbs *must* and *don't have to*:  
*I **must** buy milk.*  
*I **don't have to** buy bananas.*

### Functions

Talking about the past  
 Acquiring appreciation of Jordanian culture  
 Asking and answering questions

### Vocabulary

Revision of:  
*CD, DVD, lunchtime, mobile phone, radio, shells*

### Topic

Revision

### Resources

- Pupil's Book, page 72 Exercise 1, Listen and read
- Pupil's Book, page 72 Exercise 2, Ask and answer
- Activity Book, Page 69 Exercise 2, Read and complete
- Cassette, Pupil's Book, Unit 18, Exercise 1
- Flashcards: CD, DVD, mobile phone, radio

## Revision

- Ask pupils to suggest places where tourists can go in Jordan. Write them on the board. Remind them that tourists can only go to three places. They can work in groups and choose the best three places from the list. Give them three or four minutes to discuss.
- Ask each group to give their choices. Put a mark against each one they mention on the board. At the end, the class can see the most popular places.

## Pupil's Book, Page 72, Exercise 1

- Say *Open your Pupil's book at page 72. Listen and read.* Play the recording to the class again. Stop the recording every now and then to ask pupils what the next word is.
- Ask pupils to read the diary in pairs. One pupil listens while the other reads, then they swap roles. If they are not sure they can ask *Does this sound correct?*

## Pupil's Book, Page 72, Exercise 2

- Show the flashcards *CD, DVD, mobile phone* and *radio*. Ask *What did you do yesterday evening?* Pupils make sentences using the objects/activities shown on the flashcards.
- Say *Look at Exercise 2.* Choose two pupils to read the example question and answer.
- Ask a few pupils in the class the question. Elicit different answers. Then ask *What did you do yesterday?* Choose other pupils to answer. Now ask some pupils to ask you the questions.
- Pupils work in pairs to ask and answer the questions with the different time phrases. Monitor as they are working, helping where necessary.
- If you hear any mistakes, make a note of them. Then, when the pupils have finished the activity, write the mistakes on the board. Do NOT say who made the mistakes. Ask pupils to try to correct the mistakes.

## Activity Book, Page 69, Exercise 2

- Say *You are going to the beach. What do you have to take with you?* Pupils answer *I must ...* Say *Do you have to take a book with you?* (*No, I don't have to.*)
- Say *Look at Exercise 2 on page 69.* Explain the exercise to the pupils. Choose a pupil to read the example sentence. Explain that some of these answers might be different for different pupils. Pupils write the answers.
- Choose pupils to read the sentences aloud.

### Suggested answers

1. must
2. don't have to
3. must
4. don't have to
5. must
6. don't have to

## End the lesson

- Ask pupils to tell the class what they learnt about their partners in Exercise 2, page 72 of their Pupil's Book. How much information can they remember?

## Lesson 3

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To demonstrate recognition of basic English sounds and their combination in short, simple words and phrases</li> <li>• To use simple words to participate in short, simple guided exchanges in familiar contexts</li> <li>• To use complete sentences in short, simple guided exchanges based on familiar situations</li> <li>• To write semi-cursive English letters correctly, legibly and neatly</li> </ul>
<b>Structures</b>	<p>The past simple (irregular past simple forms):  <i>Many children <b>sent</b> us emails.</i>  <i>Kareem <b>found</b> an old coin.</i>            Questions in the past simple with question words:  <b>Where did you go</b> last week?  <b>Where did you plant</b> the tree?            The modal verbs <i>must</i> and <i>don't have to</i>:  <i>I <b>must</b> buy milk.</i>  <i>I <b>don't have to</b> buy bananas.</i></p>
<b>Functions</b>	<p>Talking about the past            Listening and correcting information in pictures            Describing pictures            Acquiring appreciation of Jordanian culture</p>
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 73 Exercise 3, Look and say</li> <li>■ Pupil's Book, page 73 Exercise 4, Look and say</li> <li>■ Activity Book, page 70 Exercise 3, Listen, look and write</li> <li>■ Activity Book, page 70 Exercise 4, Order and write</li> <li>■ Cassette, Activity Book, Unit 18, Exercise 3</li> <li>■ Wall chart 2 : Activities</li> </ul>

## Revision

- Show the pupils the Wall chart 2 : Activities. Get them to make sentences with question words, e.g. *Where did you have a picnic?* They choose a pupil to answer. They should give as much information as possible. Let other pupils make suggestions, too. Practise with other verbs so that each pupil has had the chance to speak.

## Pupil's Book, Page 73, Exercise 3

- Say *Open your Pupil's Book at page 73. Look at Exercise 3.* Choose pupils to say a sentence about each picture, e.g. *Yesterday, he watched television./He watched television yesterday.*
- Then ask a pupil to read the example sentence about the first two pictures. Tell pupils to look at the other pairs and make sentences about the pairs of pictures. Monitor as they are speaking, helping if necessary.
- Check answers as a class.

### Answers

1. Yesterday, Saleem went to the mosque. He didn't watch television.
2. Yesterday, Saleem visited his grandparents. He didn't play a computer game.
3. Yesterday, Saleem tidied his room. He didn't play table tennis.

## Further practice

- Pupils work in pairs and say sentences about themselves, as in Exercise 3, e.g. *Yesterday, I planted some vegetables. I didn't play football.*
- Ask pupils to give sentences about their partner, e.g. *Yesterday, Asma planted some vegetables. She didn't play football.*

**3 Look and say**

Yesterday, Saleem went to the mosque. He didn't watch television.

**4 Look and say**

Milk Apples Rice

I must buy milk. I don't have to buy bananas.

## Pupil's Book, Page 73, Exercise 4

- Say *Look at Exercise 4. You are helping your mother. You are going to go to the shops. Look at the shopping list. What are you going to buy? (milk, apples, rice, etc.)*
- Choose a pupil to read the example. Elicit other sentences from the pupils.
- Pupils work in pairs to say the sentences.
- Choose pupils to say the sentences again.

## Further practice

- Pupils write their own list of three items using the pictures on the page.
- Their partners ask *Do you have to buy eggs?* The pupil answers *No, I don't have to./Yes, I must.*

## Activity Book, Page 70, Exercise 3

- Say *Open your Activity Books. Turn to page 70. Look at Exercise 3.*
- Ask pupils to describe each picture, giving as much information as they can. Ask them to spell some of the words, e.g. *tent, birds, stars.*
- Play the first sentence and ask a pupil to read it. Say *First, listen.* Play the tape through. Then play it again for pupils to write.
- They can swap books to check each other's work. Choose pupils to write the sentences on the board and for the rest of the class to say if it is right or wrong.

### Tapescript and answers

1. We drove into the desert.
2. We stayed in a tent.
3. We watched birds.
4. We looked at the stars.

## Activity Book, Page 70, Exercise 4

- Write the following on the board: *last They didn't year arrive.*
- Ask the question *When did the people of Petra arrive?* Ask the pupils to order the sentence to find the answer. Ask *What is the last word? (arrive) Why? (because there is a full stop)* Ask *What is the first word? (They) Why? (because there is a capital letter)* Ask pupils to order the rest of the sentence. Repeat with the other example in the book.
- Say *Open your Activity Books at page 70. Look at Exercise 4. Read the example.*
- Pupils work in pairs to ask the questions and order the answers. They read the sentences aloud.
- They can compare their answers with another pair. One pair asks a question and the other pair answers the question.
- Check answers as a class. Choose pupils to ask and answer the questions.

### Answers

1. They didn't arrive last year./They arrived in the past.
2. They didn't live in houses./They lived in tents.

## End the lesson

- Ask *Are you going to the shops today? What do you have to buy?*

## Lesson 4

### Outcomes

- To ask questions while reading (e.g. *Does this sound correct?*)
- To demonstrate recognition of simple words in paragraphs
- To demonstrate understanding of short, simple reading material (e.g. short informational paragraphs)
- To develop strategies to understand spoken words and short, simple sentences
- To write English sentences in semi-cursive handwriting correctly, legibly and neatly
- To write dictated simple sentences, or a short paragraph writing
- To pronounce double letter consonant sounds correctly

### Structures

The past simple (irregular past simple forms):  
*Many children **sent** us emails.*  
*Kareem **found** an old coin.*  
 Questions in the past simple with question words:  
***Where did you go** last week?*  
***Where did you plant** the tree?*  
 The modal verbs *must* and *don't have to*:  
*I **must** buy milk.*  
*I **don't have to** buy bananas.*

### Functions

Talking about the past  
 Acquiring appreciation of Jordanian culture  
 Describing pictures  
 Reading and matching text with pictures

### Topic

Revision

### Resources

- Pupil's Book, page 74 Exercise 5, Read and match
- Pupil's Book, page 74 Exercise 6, Listen, read and match
- Activity Book, page 71 Exercise 5, Read and say
- Activity Book, page 71 Exercise 6, Write about your favourite project
- Cassette, Pupil's Book, Unit 18, Exercise 6

### Revision

- Say *You're going on holiday. What do you have to take with you?* Elicit ideas from the class, e.g. *I must take my sun hat.* Every now and then ask, e.g. *Do you have to take your computer with you?* Pupils reply *No, I don't have to take a computer.*

## Pupil's Book, Page 74, Exercise 5

- Say *Open your Pupil's Book at page 74. Look at Exercise 5.*
- Ask the pupils to say what they can see in the pictures. They can guess where each place is.
- Say *Read each paragraph and match it to a picture. Read quietly.* Give them time to read individually. Ask pupils to share their answers with a partner. They read again if they do not agree.
- Choose pupils to read the paragraphs aloud and others to give the answers.

### Answers


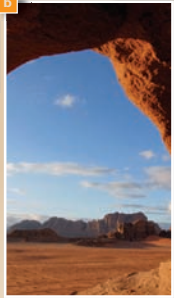

1. b 2. a 3. c

**5 Read and match**

**1** We went to Wadi Rum. It is beautiful. We saw the desert. We stayed in tents. We saw the stars at night.


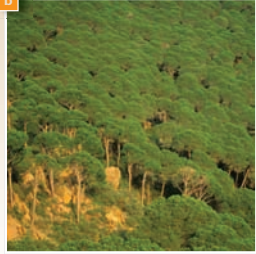
**2** I went to Petra last summer with my family. I learned about how people lived in the past. People carved many buildings in the pink rocks.

**3** We visited Wadi Mujib. We saw many animals and birds. They are safe there. We saw the waterfall. We had a lovely walk.

**6 Listen, read and match**

Jackals, deer and wolves live here. There are beautiful flowers in spring. Birds and squirrels are in the trees. And the leaves and the grass are green.

## Pupil's Book, Page 74, Exercise 6

- Say *Now look at Exercise 6.*
- Ask pupils to say what each photograph is (*a desert, a forest*).
- Say *Listen. Which picture are they talking about?* Play the tape. Ask pupils to choose the picture. If there are different answers, play the tape again. If they agree, play the tape pausing for pupils to repeat the sentences.



### Tapescript

Jackals, deer and wolves live here.  
There are beautiful flowers in spring.  
Birds and squirrels are in the trees,  
and the leaves and the grass are green.

### Answers

b

### Further practice

- Ask pupils to look at the picture of the desert. Ask them the following questions: *Do animals live in the desert? (Yes) What animals can you see? (camels, birds) Are there flowers in the desert? (No) Can you see trees in the desert? (No) Is the desert green? (No)* Ask them to tell you anything else they know about the desert.

### Activity Book, Page 71, Exercise 5

- Say *Look at Exercise 5 on page 71*. Choose pupils to read the words. Check their pronunciation.
- Ask pupils to work in pairs. First they cover the words, look at the pictures and say the word. They can ask each other *Does this sound right?*

Then with the words still covered, they spell them to each other. If pupils have problems with any spellings, ask them to write them in their diary and try to learn them.

### Activity Book, Page 71, Exercise 6

- Ask pupils to bring to class the four projects they have worked on throughout the whole year.
- Let them look at their projects again so that they can remember what each project was about.
- Then, ask pupils to choose their favourite project and write a paragraph about it explaining why they chose it.

## Lesson 5

### Outcomes

- To follow oral instructions
- To write a diary
- To work in a group cooperatively

### Structures

*I visited/went to ...; We played/studied...; My mother and I cooked.../walked to ...; My family and I went to.../watched...*

### Functions

Keeping a diary

### Topic

Revision

### Resources


- Pupil's Book, page 75
- Exercise 7, Project: My diary
- Cardboard
- Photos of activities

## Revision

- Ask pupils *What did you do on Friday? Did you visit your grandparents? What did you do with your family on Saturday? Did you go to the museum? Did you play sport with your friends Monday after school? Where did you go on Thursday in the afternoon? Did you watch television on Wednesday in the evening?* Elicit answers. Encourage all pupils to volunteer answers.

### Pupil's Book, Page 75, Exercise 7

- Say *Open your pupil's Book at page 75*. Read the first item under "Read and answer". Explain that they are going to work in groups to choose activities from the given table and write what they did each day last week. For example, they write *Last Friday, I visited my grandparents. On Saturday, I helped plant trees in my town. In the afternoon, I cleaned the beach with my friends.*
- After they have done so, ask students to write the diary neatly in paragraph form on a piece of cardboard. They can get photos or pictures from their homes to illustrate the activities.
- Go round the class checking pupils' work and helping when needed. Encourage them to use *Last Friday, On Monday, In the afternoon*, etc. in their paragraphs.

**7**  **Project: My diary**

**1 Read and answer**

1 Write a diary about what you did last week.  
2 What did you do on Friday? What did you do on Saturday?  
3 How did you help your town? Give ideas.

go to the mosque	play volleyball
visit your grandparents	clean the beach
go to a restaurant	listen to CDs
go to a museum	go to the library
listen to the radio	listen to a story
do homework	plant a tree
play table tennis	go to the sports centre

**2 Write your diary**

**My diary**


Last Friday, I went to the mosque with my father. I went to the library on Saturday. On Sunday afternoon, I went to the sports centre with my friend, Sameer. We played football.

On Monday, I did my homework after school. My brother and I played volleyball on Tuesday. We visited my grandparents on Wednesday. My grandmother cooked lunch. Then, on Thursday, my family and I went to a restaurant.


Rakan

**3 Ask and answer**

What did you do on Friday?



I went to the mosque with my father.



**75**

## Lesson 6

<b>Outcomes</b>	<ul style="list-style-type: none"><li>• To work in a group cooperatively</li><li>• To present the project to the class</li><li>• To gather information about what they can do</li></ul>
<b>Structures</b>	<i>I do/go to...; I like reading.../playing...; I'm good at...</i>
<b>Functions</b>	Presenting a diary
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"><li>■ Pupil's Book, page 75 Exercise 7, Project: My diary</li><li>■ Cardboard</li><li>■ Photos of activities</li><li>■ Project worksheet 4</li><li>■ Activity Book, page 80, Assessment</li></ul>

### Pupil's Book, Page 75, Exercise 7

- If pupils have got photos or pictures, they glue them on a piece of cardboard.
- Every group presents its diary to the class. Encourage the groups to give constructive feedback. The groups vote for the winning team.

### Optional project

- Hand out *Project worksheet 4* on page 159 to pupils. Explain that they must write about an aspect of Jordanian life or culture. They could write about an event that they have visited, for example, or alternatively write about a visit to a town or city in the country. Pupils complete the project, including a picture or photograph. Pupils can present their work to the class.

### End the lesson

- Say *You have learned a lot about Jordan in this book. Tell me a few things that you have learned.* Pupils give some information about Jordan that they have learned.
- Ask pupils to complete the assessment found in their Activity Books.
- Congratulate pupils on all their hard work!

# Wordlist

- across (U:7, U:9)  
 after (U:1, U:3, U:4, U:6, U:9, U:13, U:18)  
 afternoon (U:7, U:9, U:11, U:12, U:13)  
 air (U:17, U:18)  
 Arabic (U:1, U:4)  
 around (U:1, U:4, U:10, U:11, U:16, U:17)  
 arrive (U:6, U:15, U:16)  
 beach (U:5, U:9, U:14, U:16, U:18)  
 beautiful (U:8, U:12, U:13, U:15, U:16, U:18)  
 between (U:11, U:13)  
 boat (U:5, U:9, U:16)  
 bottom (U:5, U:9, U:15)  
 break (n) (U:1)  
 bridge (U:7, U:9, U:13, U:16)  
 bright (U:10, U:13)  
 brush (n) (U:6, U:9)  
 bronze (U:9, U:16)  
 camel (U:12, U:14, U:15)  
 camera (U:6, U:9)  
 canyon (U:15)  
 careful (U:17)  
 carry (U:12, U:14, U:15, U:17)  
 carve (U:15, U:18)  
 cave (U:15)  
 castle (U:5, U:9)  
 CD (U:14, U:18)  
 century (U:7, U:9, U:15, U:16)  
 chicken (U:1, U:3, U:6, U:7, U:9)  
 clean (U:2, U:17, U:18)  
 clothes (U:12)  
 coin (U:16, U:18)  
 colourful (U:16)  
 diary (U:3, U:4, U:9, U:12, U:13, U:14, U:18)  
 dolphin (U:5, U:9, U:17)  
 dangerous (U:8, U:9)  
 dark (U:10, U:13, U:14)  
 day (U:1, U:4, U:10, U:12, U:13, U:17)  
 decide (v) (U:12, U:15)  
 deer (U:8, U:9, U:13, U:18)  
 desert (U:12, U:14, U:18)  
 different (U:11, U:13)  
 dig (v) (U:17, U:18)  
 drink (n) (U:10, U:12)  
 dry (U:10)
- DVD (U:14)  
 east (U:6, U:9, U:10)  
 enjoy (U:14, U:18)  
 evening (U:12)  
 famous (U:15)  
 farm (U:6, U:9, U:10)  
 fast (U:2, U:4, U:5, U:10)  
 football match (U:2, U:6, U:7)  
 forest (U:8, U:9, U:11, U:13)  
 fountain (U:11, U:13)  
 frightened (U:8, U:12)  
 fun (U:2, U:4, U:7, U:10, U:12, U:13, U:14, U:17)  
 gate (U:7)  
 gentle (U:17)  
 glass (U:5, U:9)  
 go up (U:7)  
 ground (U:17)  
 grow (v) (U:17)  
 gold (U:16)  
 hall (U:1, U:2)  
 handball (U:2, U:4, U:7)  
 help (v) (U:2, U:6, U:7, U:12, U:13, U:14, U:17, U:18)  
 hole (U:17)  
 hotel (U:5, U:9, U:11, U:14, U:15)  
 Islamic Education (U:1, U:5)  
 jackal (U:8, U:13)  
 keyboard (U:3)  
 laboratory (U:1)  
 last week (U:14, U:16, U:18)  
 last year (U:14, U:18)  
 laugh (v) (U:14)  
 leaf/leaves (U:9, U:17, U:18)  
 learn (v) (U:3, U:4, U:10, U:12, U:15)  
 library (U:1, U:3, U:4, U:6, U:7, U:10, U:15, U:17, U:18)  
 light (adj) (U:10)  
 look down (U:7, U:9)  
 lunchtime (U:16)  
 make a video (U:5, U:7, U:9)  
 map (U:16, U:18)  
 monitor (U:3, U:4)  
 moon (U:10, U:13)  
 mobile phone (U:14)  
 morning (U:4, U:9, U:10, U:12, U:13, U:15, U:16)
- mosaic (U:16, U:18)  
 mouse (U:3)  
 neck (U:12)  
 night (U:10, U:13, U:14, U:18)  
 north (U:6)  
 past (n) (U:11, U:12, U:13, U:14, U:18)  
 P.E. (U:1)  
 people (U:2, U:5, U:8, U:9, U:11, U:12, U:13, U:14, U:15, U:18)  
 pick (v) (U:6, U:9, U:17)  
 picnic (U:6, U:7, U:9, U:16)  
 planet (U:10, U:13)  
 planetarium (U:10, U:13)  
 plant (v) (U:6, U:9, U:12, U:17, U:18)  
 play the piano (U:5, U:7, U:9)  
 postcard (U:5, U:9, U:10, U:16)  
 pretty (U:8, U:13, U:15)  
 printer (U:3)  
 project (n) (U:3, U:4, U:7, U:9, U:13, U:18)  
 pool (U:11, U:12, U:13)  
 pupil (U:1, U:7, U:13)  
 radio (U:14, U:18)  
 rocks (U:15, U:18)  
 room (U:3, U:7, U:10, U:15, U:18)  
 roots (U:17)  
 rug (U:16)  
 sail (U:2, U:4, U:5, U:17)  
 same (U:11)  
 sea (U:5, U:9, U:16, U:17)  
 send (U:3, U:4, U:7, U:16, U:18)  
 sew (U:12)  
 shade (U:17)  
 shark (U:5)  
 sheep (U:16)  
 ship (U:12)  
 show (v) (U:1, U:13, U:15)  
 silver (U:16, U:18)  
 sixth (U:16)  
 Social Studies (U:1)  
 south (U:6)  
 spade (U:17, U:18)  
 squirrel (U:8, U:9, U:13, U:18)  
 stadium (U:2, U:4, U:11)  
 stage (U:11, U:13)  
 star (U:10, U:13, U:14, U:18)
- steps (U:7, U:9, U:11)  
 stone (U:11)  
 story (U:16, U:18)  
 street (U:11, U:13)  
 sun (U:7, U:9, U:10, U:17)  
 sun hat (U:6, U:9, U:17)  
 swim (U:2, U:3, U:4, U:5, U:7, U:9, U:11, U:15)  
 table tennis (U:2, U:4, U:6, U:7, U:9, U:14, U:18)  
 take (v) (U:5, U:6, U:7, U:9, U:17, U:18)  
 team (U:4)  
 tent (U:12, U:13, U:14, U:17, U:18)  
 the Earth (U:10, U:13)  
 think (U:4, U:8, U:14)  
 top (U:7, U:9, U:11, U:13)  
 tower (U:16)  
 tunnel (U:15)  
 turn around (U:10, U:13, U:17)  
 twelfth (U:7, U:9)  
 use (v) (U:3, U:4, U:6, U:7, U:12, U:13, U:14, U:17)  
 valley (U:6, U:9)  
 village (U:14, U:16)  
 volleyball (U:2, U:4, U:9, U:14, U:15, U:17)  
 wait (U:5, U:7, U:9, U:12, U:17, U:18)  
 wake up (U:7)  
 warm (U:3, U:6, U:7, U:13)  
 water (v) (U:17, U:18)  
 waterfall (U:3, U:18)  
 wave (v) (U:12)  
 weekend (U:4, U:9, U:11, U:13)  
 west (U:6, U:9, U:10)  
 wet (U:10, U:13)  
 win (U:2, U:4)  
 wolf (U:8, U:9, U:13)  
 wood (U:17)  
 wool (U:16)  
 yesterday (U:12, U:13, U:14, U:15, U:16, U:18)

# 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 1, page 7, Exercise 8, Ask and answer, the teacher gets pupils involved in asking and answering questions about their school timetables.

*Pre*

- Ask pupils to look at Exercise 8 on page 7 and to read the example dialogue.

*During*

- Ask pupils to consider what other school subjects could be in the dialogue.
- Ask pupils to ask and answer the question in pairs.
- Then ask pupils to ask the same question about other days.

*Post*

- Ask pupils to say their dialogues to the class.

## Experiential Learning/Games/Experiments/Simulations

*Experiential learning* 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 1 on page 16 of Unit 4, Listen and read.

*Pre*

- Ask pupils to look at Exercise 1 on page 16. Go through the exercise as outlined in the Teacher's Guide, Unit 4, Lesson 1.
- Explain to pupils that they will be writing a weekly diary in English. They can use a notebook or they can use their computer at home. Explain that you want them to give it to you at the end of every week.

*During*

- Ask pupils to think about what they would like to include in their diaries 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 sentences. They can add pictures if they wish.
- Get a couple of pupils to read out their sentences in front of the class.

*Post*

- You can look at the diaries each week and write comments in them.

*Games, experiments and simulations* 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 is in the Pupil's Book in Unit 5, page 21, Exercise 3, Ask and answer, where pupils try to guess what the other pupil is miming.

*Pre*

- Ask pupils to look at page 21 and Exercise 3. Pupils read the example dialogue.
- Go through the different activities listed; ask questions to check that they understand them.

*During*

- Put pupils into pairs and explain that they should act out/mime an activity from the list. They should take it in turns so that they both act out an activity.
- Pupils ask and answer the questions in order to guess which activity their partner is doing.

*Post*

- Ask several pupils to perform their dialogues to the class.

## Group work

*Group work* offers pupils the chance to work according to their own uniqueness, individual characteristics, styles and likings. Moreover they'll get immediate feedback for 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 in equal-sized groups or you could ask them to volunteer to be members of a group. Suggest a name to each group using concepts which pupils easily associate with as part of their experiences such as colour, number or toys. Pupils will enjoy having a name which gives them a sense of belonging. Group work can take different forms such as pair work, cooperative and collaborative learning. For example, in the Pupil's Book on page 13 in Unit 3, Exercise 2, Listen and match.

*Pre*

- Ask pupils to look at Exercise 2 on page 13. Go through the exercise as outlined in the Teacher's Guide, Unit 3, Lesson 3.
- Now say *Look carefully at the pictures*. Divide them into two teams. Write on the board: *I can see something beginning with...*

*During*

- Then say *I can see something beginning with b*. Write the letter *b* on the board. Pupils can ask you *Is it a book?* (*No*) *Is it a bed?* (*Yes*). Let the team who guesses correctly choose the next item.
- Pupils now interact with the other team, asking and answering the questions.

*Post*

- Go through any pronunciation issues.

# Teaching strategies

*Pair work* is a type of group work where pupils are put in pairs to work on a task. This encourages pupils to participate more enthusiastically in discussions. Pupils feel less threatened to get engaged 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 in the Pupil's book, in Unit 3, page 15, Exercise 6, Look and find.

*Pre*

- Say *Now look at Exercise 6.*
- Point to the computer and say *What's this?*
- Choose different pupils to read the words aloud.

*During*

- In pairs, pupils match the words and the pictures.

*Post*

- Check answers as a class.
- They then sit with another partner and ask questions.  
*What's this? Have you got a computer at home? Where is it? What do you do on your computer?*

## Cooperative and Collaborative Learning

*Cooperative and collaborative learning* takes place in a group or pair work. Every pupil has a role that he/she can play according to their ability and preference: a guide or spokesman. You can change the grouping system in every task or every now and then so that pupils have different roles with different members of a group.

## Critical Thinking

*Critical thinking* is a very complex concept; it involves construction of meaning through the application of various levels of thinking such as connecting, inferring, analysing, judging, etc. Your role as an EFL teacher is to guide the pupils to ask questions and find answers to solve problems. An example is in the Pupil's Book in Unit 3, page 13, Exercise 2, Listen and match.

*Pre*

- Say *Open your Pupil's Book. Turn to page 13.*
- Say *Look at picture b. Where is Mum? (She's in the living room.) What's she doing? (She's talking on the phone.)*
- Choose a pupil to read the example sentences.

*During*

- Tell the pupils to look at the second picture and to take turns saying what the people are doing and adding more information where they can.
- Monitor as they are describing the pictures.

*Post*

- Ask some pairs with good ideas to tell the other pupils what they think is happening.

## Planning routines

One kind of Graphic Organiser strategy is *planning routines*. Pupils are encouraged to plan their own routines by using a monthly planner.

*Pre*

- Prepare a monthly planner for each pupil. The A4 paper should have the following table plus a list of the words in boxes that the pupils can copy.

Month	Planner
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

- List of activities: *plant a tree, go to the beach, make a video, go to Ajloun, play volleyball, start school, finish school, visit a farm, visit the Roman Theatre, go sailing, visit Petra, go to Madaba*

*During*

- Give out one monthly planner every pupil.
- Read the words aloud and ask the pupils to repeat to each word.
- Explain to pupils that they write the phrases in the *Planner* column, next to the corresponding month, using the **going to** structure.
- Encourage them to add as much information as possible, for example, by using family members or extra details. Give them examples of what you are going to do. You could write a couple of sentences on the board.  
e.g. *In May, I'm going to plant a tree in the garden.  
I like spring.  
In August, I'm going to go to the beach with my family.  
We're going to have a picnic.*

*Post*

- Pupils share with the class what they plan to do.
- Pupils affix their monthly planner on the wall.

# 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

*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 store a pupil's performance work, such as oral recounts and selected work of the pupil (projects, etc.).

The following is a table that can be used to keep a record of a pupil's activity:

**Pupil's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Activity & outline of the topic	Purpose & objectives of the activity	Expected outcomes to be achieved	Achieved outcomes	Is working towards outcomes	Needs to work harder to achieve outcomes

When you ask pupils to act or role-play for the class, the performances could be videotaped. 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>Pupil 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>
--

## Observation

*Observation* is a direct means of learning about pupils. It involves seeing and recording what they know or do not know and can or cannot do. An important observation tool is anecdotal notes which are written during a lesson, as pupils either work in groups or individually, or even 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 each of the following checklists for each pupil. The first records anecdotal notes of listening and speaking, and the second records pupils' attitudes and social behaviour.

Insert the name of the pupil on each sheet. With these sheets you observe each pupil four times in a year. You can change this to suit your situation. You can do it more often if you have smaller classes, for example four times a term. Under 1st/2nd/3rd/4th write the dates you carry out each observation. You should see an improvement as time goes on.

# Assessment strategies

<b>Listening and speaking</b> Code: <b>M</b> = Most of the time <b>S</b> = Sometimes <b>N</b> = Not yet		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Name</b>	<b>Dates</b>				
Understands what the teacher says and what they hear in the audio material					
Asks the teacher to repeat utterances they cannot understand					
Speaks appropriately to the addressee					
Speaks confidently before the class					
Communicates clearly					

<b>Attitudes and social behaviour</b> Code: <b>M</b> = Most of the time <b>S</b> = Sometimes <b>N</b> = Not yet		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Name</b>	<b>Dates</b>				
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

Pupils may have difficulty getting their point across clearly. When it comes to *communication*, what they say and what they do not say are equally important. You can use various ways to assess your pupils, such as interviews and evaluating classroom discussions. Interviews involve observing and questioning pupils to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections or ability to communicate or apply concepts.

The following is an example of a performance task interview which could be used in tandem with the revision section of Unit 18. If you omit the *last week* column and questions 3 & 6 from the interview questions, this chart could be used alongside Unit 7.

### Performance Task Interview

Materials: Activity chart for different days, frequencies & times.

Instructions: Devise a chart like the one below. Ask a pair of pupils to come to the front and examine the chart carefully for a couple of minutes.

<b>Pupil A</b>	<b>usually</b>	<b>now</b>	<b>last week</b>
Sunday afternoon	help my mother	study English	phone my friend
Monday morning	go to school	read a book	play the piano
Tuesday afternoon	use the computer	do my school project	go to the sports centre
Wednesday afternoon	send emails to my friends	play volleyball	visit the old town
Thursday afternoon	go sailing	tidy my room	have a picnic

<b>Pupil B</b>	<b>usually</b>	<b>now</b>	<b>last week</b>
Sunday afternoon	go to the library	send emails to my friends	talk to my father
Monday morning	have a picnic	do my homework	help my mother
Tuesday afternoon	go swimming	study English	learn about Jordan
Wednesday afternoon	use the computer	play football	visit the museum
Thursday afternoon	read a book	play handball	go to school

# Assessment strategies

Guide the pupils time to write their answers to the questions in the *My answers* below. Then get Pupil A to ask Pupil B the questions. Pupil B will read out his/her answers. The pupils should note down what the other says in the *My partner's answers* box. Then swap the roles over so Pupil B asks the questions and Pupil A answers them.

Interview Questions	My answers	My partner's answers
1) What do you usually do on Wednesday afternoon?		
2) Now it's Tuesday afternoon. What are you doing?		
3) What did you do last Monday morning?		
4) Now it's Sunday afternoon. What are you doing?		
6) What do you usually do on Thursday afternoon?		
5) Tell me one thing you did last week.		

## Collecting Data

Data sheet:

Usually	Now	Last Week

Now, you can assess the pupils using the following:

## Problem Solving Checklist:

Criteria	Pupil 1	Pupil 2
1. Correctly using adverbs of frequency		
2. Correctly using third-person singular		
3. Using the correct tense (Usually = Present Simple, Now = Present Continuous, Last Week = Past simple)		
4. Correct intonation/ pronunciation		

## Reflection

Reflecting on experiences and practices is not just about learning from mistakes, but also about being self-aware. The Reflective Feedback task which 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/Learned (K-W-L) Chart, and Self- and Peer-Assessment.

## Reflective Feedback

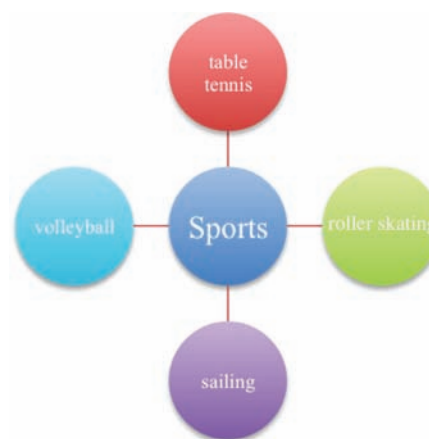
Ask each pupil to circle one of the faces for each question to find out how they felt about the activity. You may use Arabic to give instructions.

### How did you feel about this activity?

1. I understood what I have to do. 😊 😐 😞
2. I found it easy. 😊 😐 😞
3. I didn't need help to do it. 😊 😐 😞
4. I would like to do it again. 😊 😐 😞
5. I had enough time to do it. 😊 😐 😞

## Webbing

*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 Comments:

Understanding of the main lexical set: Good \_\_\_ Fair \_\_\_ Poor \_\_\_  
 Ability to provide examples: Good \_\_\_ Fair \_\_\_ Poor \_\_\_  
 Accuracy in writing examples: Good \_\_\_ Fair \_\_\_ Poor \_\_\_

## K-W-L Charts (what we Know, what we Want to know, what we Learned)

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 learned.

### Sample K-W-L Chart

K	W	L
Starting a new school year - times and timetables	Adverbs of frequency with times	



# Assessment strategies

Before a unit of study, ask pupils to fill in the K and W columns by asking them what they know about the topic and what they would like to know by the end of the unit. For example, in the K-W-L chart on page 152, pupils already know times a quarter past and a quarter to the hour (K) having met them in *Action Pack 3 (New Edition)*; they will learn how to use adverbs of frequency alongside time (W) in Unit 1 of this level. This helps to keep pupils focused and interested during the unit and gives them a sense of accomplishment when they fill in the L column following the unit and realise that they have learned something.

## Self- and Peer-Assessment

Ask pupils to reflect on, make a judgement about and then report 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 sheet for use in a situation in which pupils introduce themselves to the class.

### Peer-Evaluation of an Oral Presentation

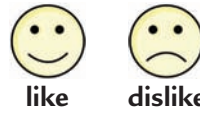
	3=Good	2=Fair	1=Poor
Spoke appropriately			
Used complete sentences			
Spoke clearly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Used gestures correctly			
Answered questions from other pupils			
Total (of 21)			

You can also guide your pupils to assess their own performance:

Teamwork Score Sheet		
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

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 that there are consequences for feelings and/or actions. In the following task, pupils convey their opinions about whether they like or dislike a sport.



Pupils connect the pictures of the sports they like with the happy face and the pictures of the sports they dislike with the sad face.

Now you can assess the pupils' performance using the following scoring criteria:

- Six correct items: Excellent (4)
- Four to five correct items: Good (3)
- Two to three correct items: Fair (2)
- None to one correct item: Poor (1)

## Concepts in Systems

Assessment is organised around the major themes that the pupils have learned. *Concepts in Systems* is a form of assessment that shows pupils' ability to make connections between concepts and 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 pupil's mastery level of understanding the past.

Tick (✓) the things that people had in the past. Put a cross (X) next to the things that they didn't have.

- Radio
- Television
- Books
- Computers
- CDs
- Cars
- Letters
- Postcards
- Emails
- DVDs

# Assessment strategies

You can use the following to assess pupils' performance:

- Radio ✓
- Television ✗
- Books ✓
- Computers ✗
- CDs ✗
- Cars ✗
- Letters ✓
- Postcards ✓
- Emails ✗
- DVDs ✗

8-10 correct answers: Excellent (4)

5-7 correct answers: Good (3)

3-4 correct answers: Fair (2)

1-2 correct answers: Poor (1)

## Clock Graphic Organiser

Clock Graphic Organisers are used as one form of assessment that involves a clock-like cycle. Clock diagrams are used to show how events are related to one another in a time-oriented cycle. The following task asks pupils to state the daily routine of Kareem. There are two clocks – the time at which he always does things, and a clock showing a time when he never does these things.

- get up
- have breakfast
- go to school
- start school
- do homework
- go to bed



Use the following criteria to assess the pupils' achievement:

- 4: Excellent
- 3: Good
- 2: Fair
- 1: Poor

## Compare - Contrast

*Compare - 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 telling how they are alike. Contrasting things means telling how they are different. The key frame questions are: *What is being compared with what? 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 either do for homework or as a project. These tasks could be done at the end of Unit 8.

## Exercise 1:



small big dangerous fast slow

*Pre*

- Pupils look at the photos of the animals.
- They need to compare and contrast the animals using the words in the box. They can also use any other words that they can think of.

*During*

- Pupils ask the question: *Is a squirrel **more** dangerous than a wolf?*
- Pupils respond accordingly: *No, it isn't. A wolf is **more** dangerous than a squirrel.*
- Pupils swap roles so they both get a chance to ask and answer the questions.

*Post*

- Get a few pairs to ask and answer the questions in front of the class.

## Exercise 2

*Pre*

- Revise the adjectives in the word box, eliciting what they mean.
- Also, ask questions to confirm that students understand how to make comparisons.

*During*

- Tell pupils that you would like them to write about their family. They need to write six sentences using the words in the word box.
- Give them an example: *My brother is **older** than me.*
- Pupils can start this in class or they can do it for homework.

*Post*

- Display their work on the classroom walls.

small big tall short young old

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

Use the following criteria to assess the pupils' achievement:

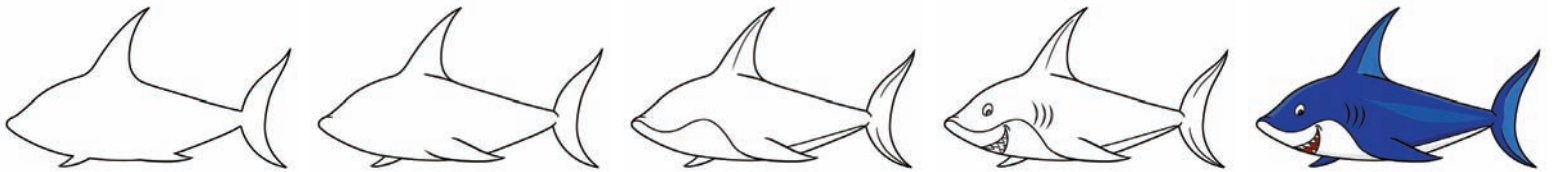
- 4: Excellent
- 3: Good
- 2: Fair
- 1: Poor

# Example sketches

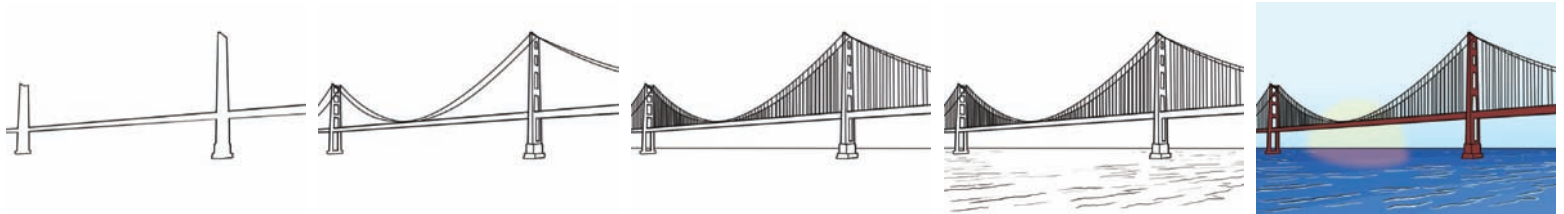
A castle



A shark



A bridge



A canyon





# Photocopiable project worksheets

Project worksheet 2: *What I usually do, what I am doing today and what I am going to do tomorrow*

usually		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
today		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
tomorrow		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





# Photocopiable extra practice worksheets

## Extra practice worksheet 1

Match the verb and the noun. Work in pairs. Make sentences.

play	juice
write	a photo
cook	a kite
phone	a video
listen	the piano
take	lunch
make	a bike
fly	an email
drink	to music
ride	a friend



# Photocopiable extra practice worksheets

## Extra practice worksheet 2

Look at the pictures. Complete the sentences. Then draw and write about yourself.

Usually



Tamer usually \_\_\_\_\_

Today



Today he is \_\_\_\_\_



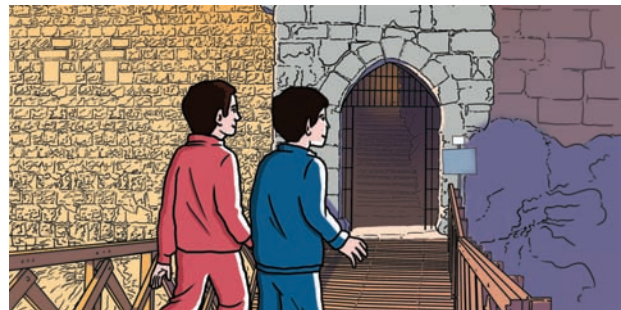
Amina \_\_\_\_\_



Amina \_\_\_\_\_



Kareem and Tamer \_\_\_\_\_



Kareem and Tamer \_\_\_\_\_

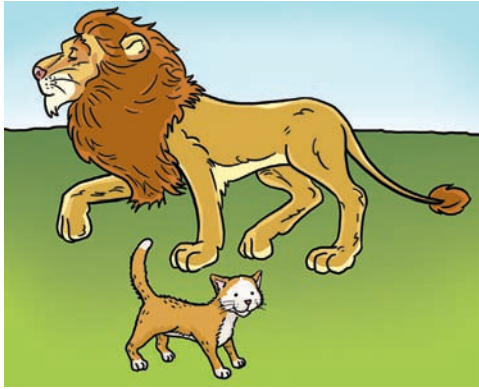
I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Photocopiable extra practice worksheets

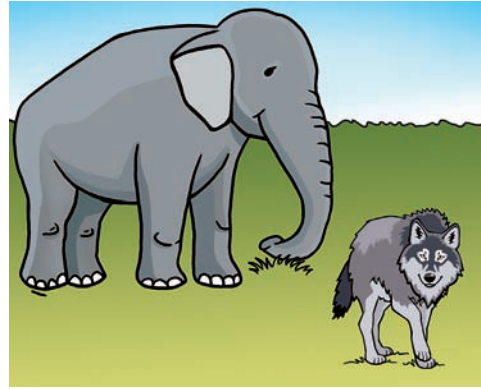
## Extra practice worksheet 3

Look at the pictures. Compare the animals. Write a sentence.



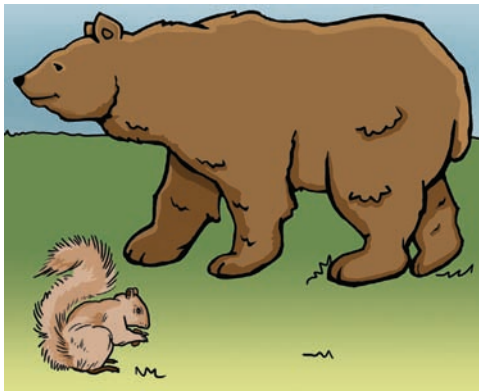
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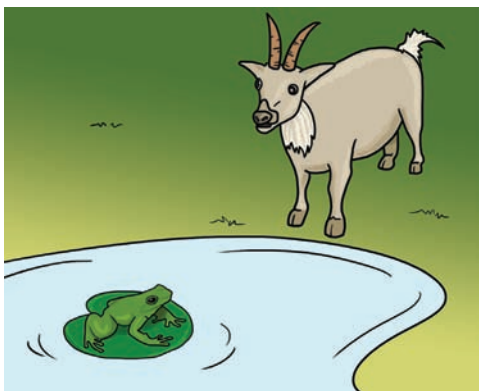
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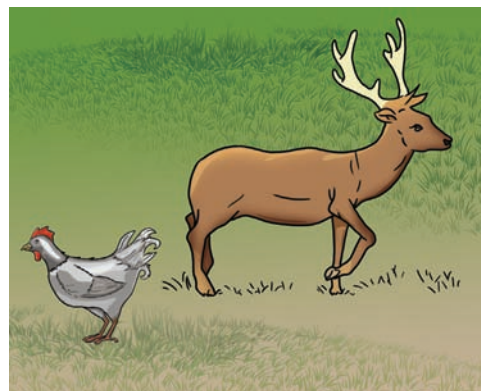
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# Photocopiable extra practice worksheets

## Extra practice worksheet 4

Look at the pictures. Describe each picture using the comparative adjectives given for each picture.

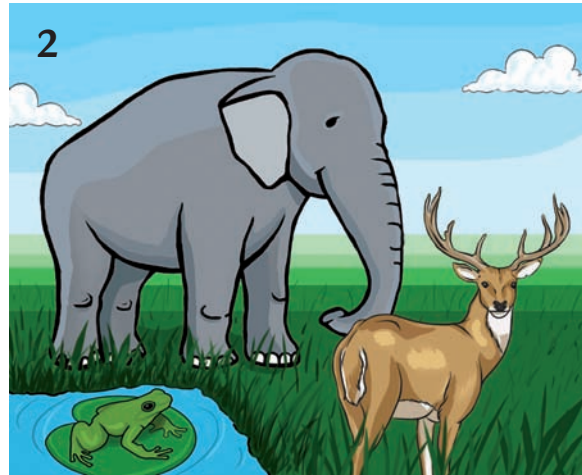
fast / slow



Ahmed \_\_\_\_\_

Tamer \_\_\_\_\_

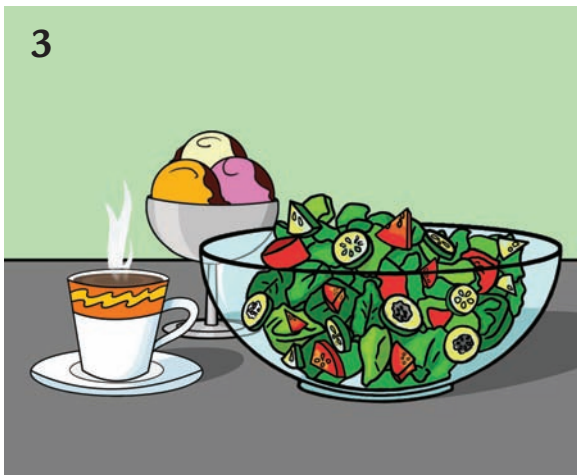
big / small



The frog \_\_\_\_\_

The elephant \_\_\_\_\_

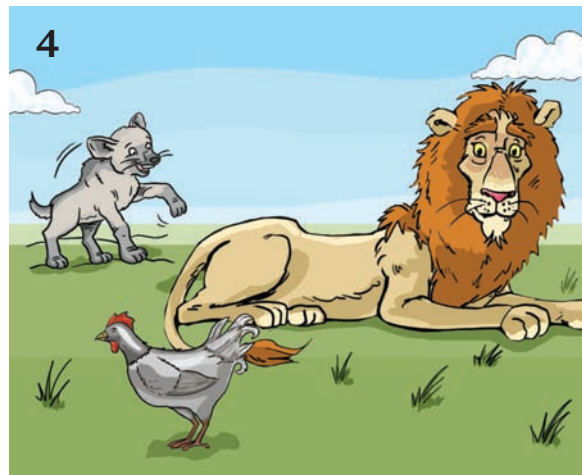
hot / cold



The coffee \_\_\_\_\_

The ice cream \_\_\_\_\_

young / old



The wolf \_\_\_\_\_

The lion \_\_\_\_\_

# Photocopiable extra practice worksheets

## Extra practice worksheet 5













Work in groups of four. Ask the questions. Write down the answers.

Names	Me	_____	_____	_____
What did you watch on television last night?				
What did your mother cook yesterday?				
What did you play at the weekend?				
When did you use a computer last week?				
What time did you brush your teeth this morning?				

# Photocopiable extra practice worksheets

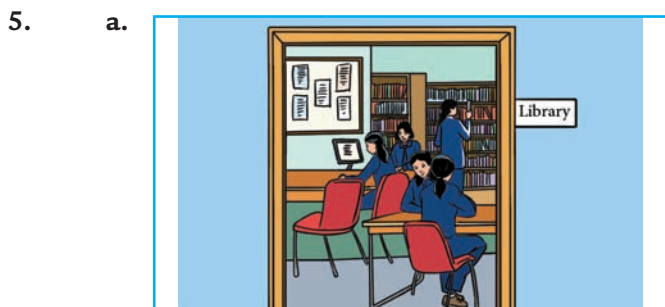
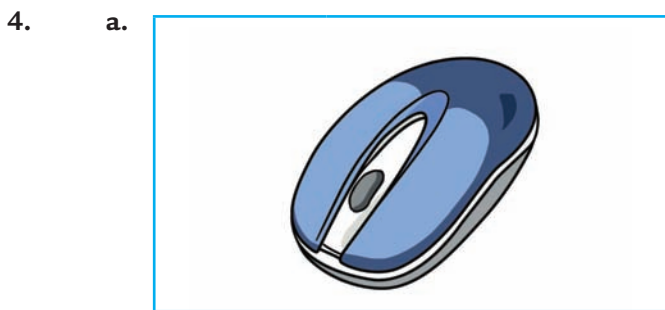
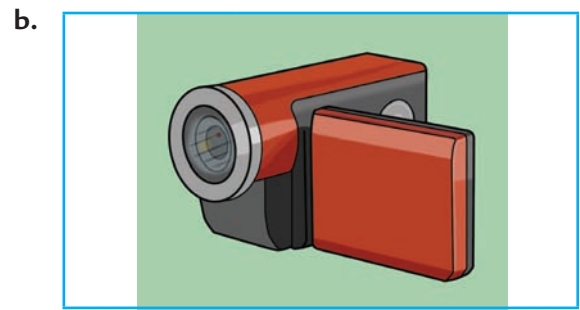
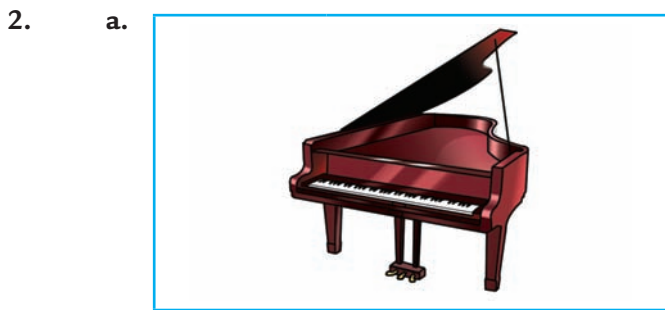
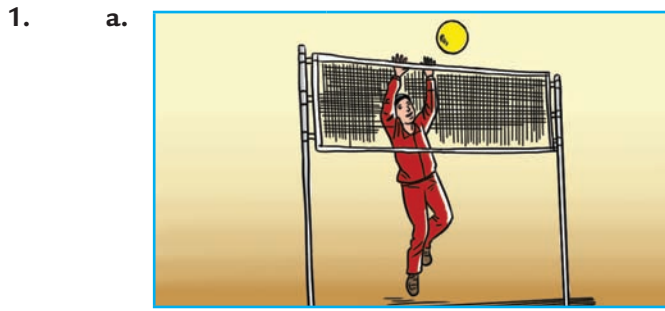
## Extra practice worksheet 6

Choose a picture in each row. Work in pairs. Guess what your partner chose.

buy			
see			
go			
find			

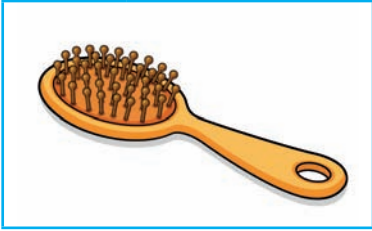
# Listening tests

## 1 Listen and choose



# Listening tests

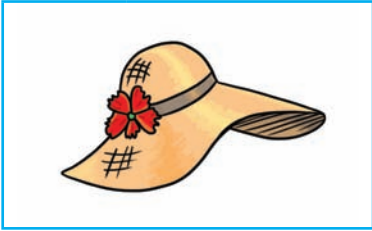
## 2 Listen and tick
















## 3 Listen and choose

1. a.




b.




c.




2. a.




b.




c.



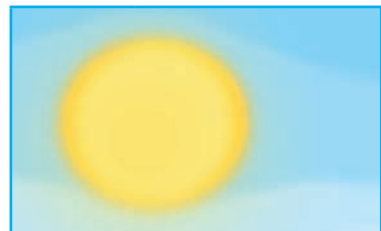

3. a.




b.



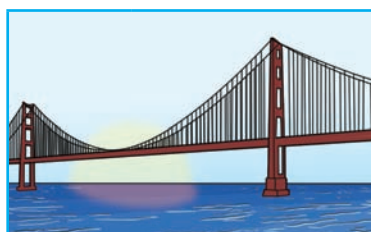

c.



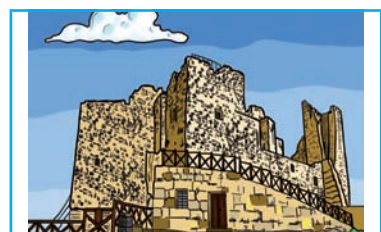

4. a.




b.

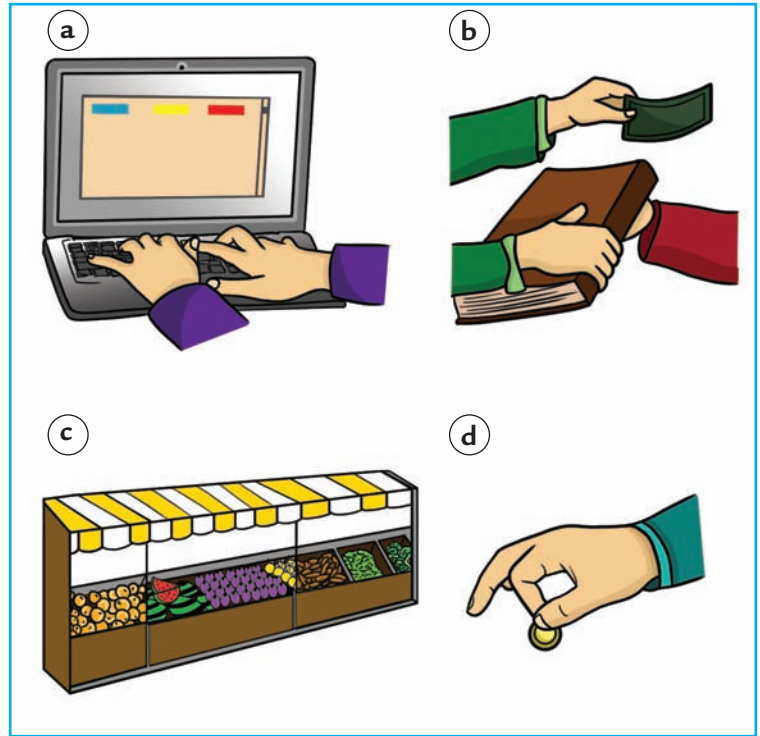
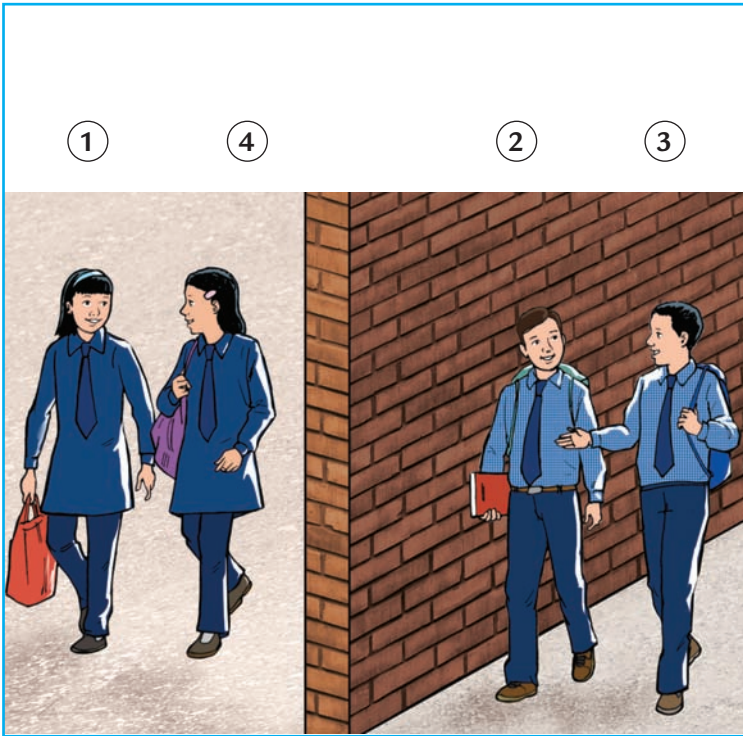



c.



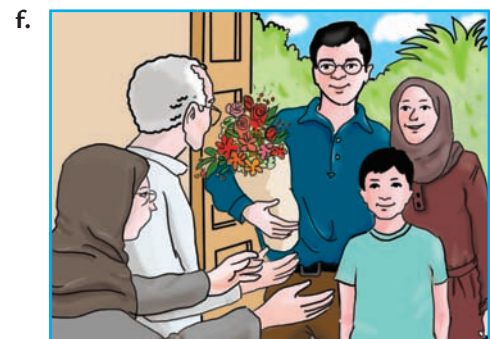
# Listening tests

## 4 Listen and match



## 5 Listen and order





# Listening tests

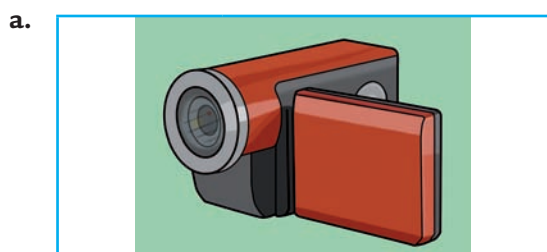
## 6 Listen and choose the correct answer

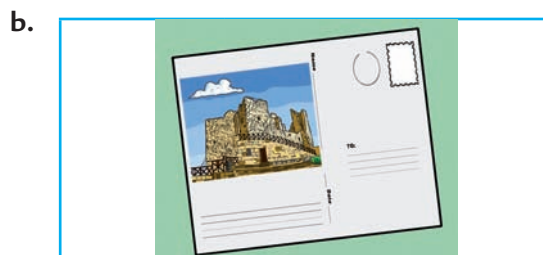
1. Where did Samira and Kareem go at the weekend?






2. What did Kareem do there?



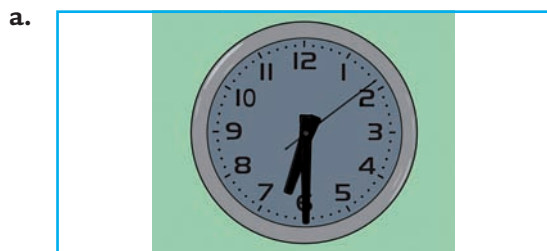


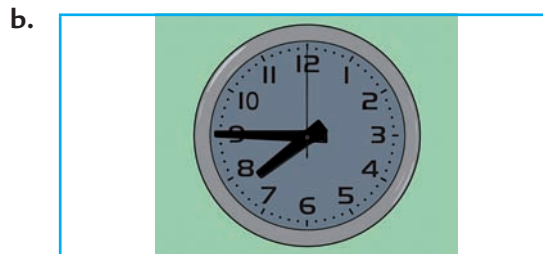

3. What did Samira and Kareem have for lunch?






4. What time did Samira and Kareem arrive home?






## 7 Listen and write

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_  
 9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

## 8 Listen and complete

Today Kareem and Samira are (1) \_\_\_\_\_ to visit the planetarium. It's the (2) \_\_\_\_\_ room in the museum. They are going to see (3) \_\_\_\_\_ and stars. They are going to (4) \_\_\_\_\_ about the Earth, the sun and the moon. The moon (5) \_\_\_\_\_ a month to go around the Earth. The Earth takes a year to (6) \_\_\_\_\_ around the Sun. In a day, the Earth turns around (7) \_\_\_\_\_. Kareem and Samira are also going to learn about the (8) \_\_\_\_\_ planet and the (9) \_\_\_\_\_ planet. They're going to have a lot of (10) \_\_\_\_\_!

# Tapescripts and answers

## 1 Listen and choose

Narrator 1: 1

Narrator 2: He's playing volleyball.

Narrator 1: 2.

Narrator 2: She's going to make a video.

Narrator 1: 3.

Narrator 2: She's cooking lunch.

Narrator 1: 4.

Narrator 2: He's going to buy a new mouse.

Narrator 1: 5.

Narrator 2: I'm going to the laboratory now.

**Answers:** 1. a

2. b

3. b

4. a

5. b

## 2 Listen and tick

Girl: My mother and I went to the market and we bought a sun hat, a brush and a spade. We then went to the shopping centre and my mother bought a colourful rug and I bought a new DVD.

**Answers:** Tick brush, a DVD, a rug, a sun hat, a spade

## 3 Listen and choose

Narrator: 1.

Man: I must buy a new colour printer.

Narrator: 2.

Boy: Did you see a squirrel in the forest?

Narrator: 3.

Girl: Look at that bright star.

Narrator: 4.

Woman: There's a new bridge in the town.

**Answers:** 1. c

2. a

3. b

4. b

## 4 Listen and match

Narrator: 1

Girl: What did Laila do at the weekend?

Girl 2: She bought a book.

Narrator: 2

Boy: What did Kareem do at the weekend?

Boy 2: He wrote an email to his grandmother.

Narrator: 3

Boy: What did Ali do at the weekend?

Boy 2: He found an old coin.

Narrator: 4

Girl: What did Samira do at the weekend?

Girl 2: She went to the market.

**Answers:** 1. b

2. a

3. d

4. c

## 5 Listen and order

Boy: I went to the sports centre at half past ten. My friend was there and we played table tennis. It was fun. Then my father arrived and we went to a restaurant for lunch. The food was delicious. In the afternoon, Mum, Dad and I went to see my grandparents. I helped Grandpa to plant some aubergines and then Grandma gave us some cake. I had a good day on Saturday.

**Answers:** 1. e

2. b

3. d

4. f

5. a

6. c

## 6 Listen and choose the correct answer

Muna: Hi, Samira. How are you?

Samira: I'm fine, thanks, Muna. Did you have a nice weekend?

Muna: Yes, I did. We went to the beach. What did you do?

Samira: We visited my aunt and uncle and we went to Ajloun Castle.

Muna: Oh, that was fun! What did you do there?

Samira: We climbed to the top. We crossed a bridge and then we climbed a lot of steps. Kareem made a video and Uncle Hassan took some photos.

Muna: Did you have lunch in a restaurant?

Samira: No, we didn't. We had a picnic. We had sandwiches, fruit and some juice. It was delicious!

Muna: What time did you arrive home?

Samira: Well, we left Ajloun at about half past six and we were home at a quarter to eight.

**Answers:** 1. b

2. a

3. b

4. b

# Tapescripts and answers

## 7 Listen and write

Narrator 1: 1  
Narrator 2: theatre  
Narrator 1: 2  
Narrator 2: keyboard  
Narrator 1: 3  
Narrator 2: dolphin  
Narrator 1: 4  
Narrator 2: wolf  
Narrator 1: 5  
Narrator 2: night  
Narrator 1: 6  
Narrator 2: fountain  
Narrator 1: 7  
Narrator 2: phone  
Narrator 1: 8  
Narrator 2: cave  
Narrator 1: 9  
Narrator 2: leaves  
Narrator 1: 10  
Narrator 2: wood  
Narrator 1: 11  
Narrator 2: chicken  
Narrator 1: 12  
Narrator 2: squirrel

**Answers:** 1. theatre

2. keyboard

3. dolphin

4. wolf

5. night

6. fountain

7. phone

8. cave

9. leaves

10. wood

11. chicken

12. squirrel

**Answers:** 1. going

2. darkest

3. planets

4. learn

5. takes

6. move

7. once

8. hottest

9. coldest

10. fun

## 8 Listen and complete

Narrator: Today Kareem and Samira are going to visit the planetarium. It's the darkest room in the museum. They are going to see planets and stars. They are going to learn about the Earth, the sun and the moon. The moon takes a month to go around the Earth. The Earth takes a year to move around the Sun. In a day, the Earth turns around once. Kareem and Samira are also going to learn about the hottest planet and the coldest planet. They're going to have a lot of fun!

# 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 tasks confidently. Some types of tasks require pupils to present information related to them to the whole class and others require pair work. The following are sample tasks which follow the same instructions found in the Pupil's Book.

## 1. Talk about you

Tell your friends what you do every day (get up, brush teeth, pray, go to school, play, etc.). Use: At six o'clock I..., At quarter past six I...

## 2. Talk about you

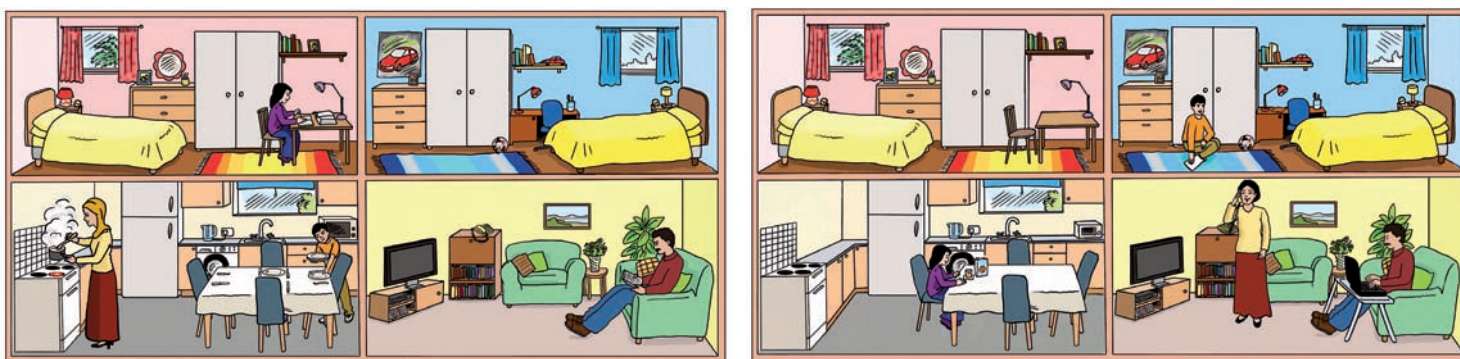
Fill in the following table with activities you do after school (play football, do homework, etc.) or in the weekend (go to the mosque, visit friends) then share with the class. Use: On Wednesday I play... On Thursday I...

Tuesday	Wednesday	Thursday	Friday

## 3. Ask and answer

In pairs, ask and answer about playing sports (tennis, handball, volleyball, swimming, sailing...) Use: Do you like...? Yes, I do./No, I don't.

## 4. Look and say



Look at the picture and describe what your father, mother, brother are doing (writing, cooking, reading, tidying up...) Use: My mother is... My father is...

## 5. Look and say

Look at the wall chart 5: The world and tell your friends about the stars. Use: The stars are in... I can't see the stars... I can see them at...

## 6. Ask and answer

In pairs ask and answer about your favourite sport, subject, city, animal... Use: What's your favourite...? My favourite... is ...

## 7. Show and tell

Use the flashcards of the animals (deer, jackal, squirrel, forest, etc.) and tell the class about them. Use: Squirrels live in the forest. They are small. They are smaller than other animals.

## 8. Talk about you

Get a picture of a city you visited in Jordan or would like to visit (Jerash, Madaba, Aqaba, etc.) Tell the class what you are doing on the day of the visit. Use: I am travelling..., We're driving..., We're looking...  
The following are some additional activities.

### 1. Pupils tell each other what they always, sometimes and never do

I always do my homework in the afternoon.  
I sometimes watch television in the evening.  
I never cook.

### 2. Pupils talk to each other about the sports they like.

I like playing table tennis.  
I like watching football on television.

# Speaking tests

**3. Pupils tell each other what people in their family are doing now.**

My mother is cooking lunch.  
My grandfather is sleeping.

**4. Pupils tell each other where they want to visit in Jordan.**

I want to go to Madaba.  
Why do you want to go there?  
I want to see the mosaic map.

**5. Pupils ask and answer questions about their next summer holiday.**

Where are you going to go in the summer?      We're going to go to ...  
What are you going to see there?                We're going to see ...  
What are you going to take with you?            I'm going to take ...

**6. Pupils think of all the animals that they know and they use different adjectives to compare them.**

A squirrel is smaller than a wolf.                      A wolf is more frightening than a deer.

**7. Pupils talk together about their families, describing the different people.**

My brother is taller than I am. My father is taller than my brother. My father is the tallest person in my family.

**8. Use Wall chart 2: Activities. Pupils choose an activity that they did yesterday. Their partner tries to guess what they did.**

Did you use a computer yesterday?                      No, I didn't.  
Did you plant vegetables yesterday?                    Yes, I did.

**9. Give pupils sets of six pictures or words that they know. They mustn't show their partner. They describe what it is and the partner says the word.**

You go sailing in this.                                      Is it a boat?  
Yes, it is.

**10. Pupils tell each other as many sentences as they can about Jordan in the past.**

People lived in tents.                                      They didn't have computers.

**11. Pupils ask and answer questions about what they did at the weekend.**

What did you do at the weekend?                      I went to the beach.  
Who did you go with?                                    I went with my family.

**12. Pupils tell each other what they must, mustn't and don't have to do at school.**

I must help other people.  
I mustn't forget my homework.  
I don't have to tidy the classroom every day.

You can use the following as an assessment tool for all tasks.

Speaking Checklist		
Pupil's name: _____ Date: _____		
Activity: _____		
The pupil can...	YES	NO
use correct facts		
present information in 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		

# Reading tests

## 1. Read and tick *right* or *wrong*

Dear Laila,

You want to know about our town in the past. Our town was different when I was young. People didn't have cars. People walked everywhere. I always walked to school.

We didn't have a sports centre. In the past, the sports centre was a small hospital. My school was near the hospital. Now my old school is the museum. A big chemist's shop was next to the hospital, but now that is a restaurant. And we didn't have a train station in the town. We had a bookshop, but now we have a bookshop and a library. I like reading, but books were expensive when I was young. Now I go to the library every week.

I hope that helps you, Laila. I'm going to come to your house on Saturday. You can ask me more questions then.

Love Grandma

	Right	Wrong
1. Laila is writing to Grandma.	<input type="checkbox"/>	<input type="checkbox"/>
2. Grandma didn't travel to school by car.	<input type="checkbox"/>	<input type="checkbox"/>
3. The museum was Grandma's school.	<input type="checkbox"/>	<input type="checkbox"/>
4. Grandma buys a book every week now.	<input type="checkbox"/>	<input type="checkbox"/>

**Answers:** 1. Wrong 2. Right 3. Right 4. Wrong

## 2. Read and answer the questions

### Tamer's diary

We had a very good day at school yesterday. We learned about how people in Jordan lived in the past. We went to a museum. I enjoyed it because I learned a lot. People lived in tents in the desert. They had goats. They used goats' hair to make their tents. The women sewed clothes and they made bread. Now we go to shops to buy our clothes and our bread. People in the past also had camels. The camels carried things for the people. People travelled on camels, too. In the second century, the Nabateans arrived in Petra. They didn't live in tents. They lived in caves. They decided to make a city. They planted grapes and olives. They carved buildings into the rocks. They were very clever.

1. Where did Tamer go yesterday?

---

2. Why did he enjoy the visit?

---

3. What animals did the people have?

---

4. How did people travel?

---

5. When did the Nabateans arrive in Petra?

---

6. What things do you do differently today?

---

### Answers:

1. He went to a museum.

2. He enjoyed it because he learned a lot.

3. They had goats and camels.

4. They travelled on camels.

5. They arrived in the second century.

6. Pupil's own answers.

# Writing tests

## 1. Complete the words with the letters

mm gh ph cl wr nk pr mb

1. lau \_\_\_\_
2. \_\_\_\_ etty
3. su \_\_\_\_ er
4. cli \_\_\_\_
5. \_\_\_\_ oto
6. dri \_\_\_\_
7. \_\_\_\_ ite
8. \_\_\_\_ ock

**Answers:** 1. laugh 2. pretty 3. summer 4. climb 5. photo  
6. drink 7. write 8. clock

## 2. Use the words from Exercise 1 to complete the sentences

1. That's a very \_\_\_\_\_ flower.
2. Uncle Hassan took a \_\_\_\_\_ of Kareem and Samira.
3. Did you \_\_\_\_\_ at Kareem's story?
4. I didn't \_\_\_\_\_ a letter to Grandma today.
5. Do you want a \_\_\_\_\_ of orange juice?
6. \_\_\_\_\_ comes after spring.
7. The \_\_\_\_\_ on the wall says half past one.
8. Kareem didn't \_\_\_\_\_ a tree.

**Answers:** 1. pretty 2. photo 3. laugh 4. write 5. drink  
6. Summer 7. clock 8. climb

## 3. Choose the correct word in the sentences

1. I'm going *for/four* lunch in that restaurant.
2. Can you *see/sea* the *see/sea* from the top of that hill?
3. You don't have *to/two* buy any bananas. We've got some.
4. Please *write/right* your name at the top of the page.
5. *Here/Hear* is my new CD. Do you like it?
6. That cat has a green *l/eye* and a brown one.

**Answers:** 1. for 2. see, sea 3. to 4. write 5. Here 6. eye

## 4. Write *must* or *mustn't*

1. You \_\_\_\_\_ dig a hole before you plant a tree.
2. You \_\_\_\_\_ forget to water the vegetables.
3. You \_\_\_\_\_ swim in the sea. There are sharks.
4. You \_\_\_\_\_ brush your teeth before you go to bed.

**Answers:** 1. must 2. mustn't 3. mustn't 4. must

## 5. Use comparative adjectives to write sentences

1. a squirrel / small / a jackal  
\_\_\_\_\_
2. my father / tall / my brother  
\_\_\_\_\_
3. my grandmother / young / my grandfather  
\_\_\_\_\_
4. a deer / pretty / wolf  
\_\_\_\_\_
5. a shark / dangerous / a dolphin  
\_\_\_\_\_
6. Jordan / hot / Canada  
\_\_\_\_\_

### Answers:

1. A squirrel is smaller than a jackal.
2. My father is taller than my brother.
3. My grandmother is younger than my grandfather.
4. A deer is prettier than a wolf.
5. A shark is more dangerous than a dolphin.
6. Jordan is hotter than Canada.

## 6. Write the questions with *Where, Who, What, When, How, Why*

1. \_\_\_\_\_  
I went to Aqaba.
2. \_\_\_\_\_  
We visited my aunt and uncle.
3. \_\_\_\_\_  
We travelled by car.
4. \_\_\_\_\_  
We saw some dolphins.
5. \_\_\_\_\_  
Kareem made a video because the fish were beautiful.
6. \_\_\_\_\_  
We arrived home at half past seven.

### Answers:

1. Where did you go?
2. Who did you visit?
3. How did you travel?
4. What did you see?
5. Why did Kareem make a video?
6. When did you arrive home?

# Vocabulary Activities

## Use of pictures

The following are various activities that require the use of pictures. You can use the Pupil's Book and pictures that you or your pupils bring to class.

### Activity 1

1. You choose words from the unit you are teaching and you look through the unit to locate the pictures related to the words you plan to teach. For example, in Unit 2, you aim to teach the following: table tennis, handball, volleyball...
2. Explain to the pupils that you're going to say a vocabulary term related to a sport such as 'sail', and they have to look for the relevant picture on pages 8 to 11 quickly.
3. Once they find it, they raise their hands. Pupils may get very enthusiastic and the activity may create noise. Never mind as long as they are learning!
4. At the end, pupils count the number of times they found the correct pictures.

A similar activity can be done for other concepts, such as animals (Unit 8) and cities in Jordan (p. 14, 16, 20, 22, 26, 30, 34, 36, 41, 42, 46, etc.).

### Activity 2

1. Pupils bring in photos of people they know. Ask them to work in pairs to describe what the people are doing (Unit 3, Unit 7).
2. Pupils take turns to describe what the people in the photos are doing.
3. Alternatively, you can ask them to compare the people in the photos (Unit 8).

## Letters and concepts

### Activity 1

1. Prepare a handout of a table of 6 columns or draw the table on the board and ask pupils to copy it in their notebooks. They can work individually, in pairs or in groups.
2. Choose five themes from the Pupil's Book and write each in a column leaving the first one to the left blank.
3. Ask a pupil to give a letter of the alphabet. Pupils write it in the first column. They fill in the row with vocabulary starting with that letter and related to the themes.
4. Other pupils 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.

	school	sport	daily activity	Jordan	street
t					
n					
v					
p					

### Activity 2

After a unit is covered, hold the following classroom activity game for pupils to review the vocabulary.

1. Ask students to work in groups. Assign a group leader.
2. The leader gives a letter, the other pupils write a word that they can remember from the unit.

Unit 11 Our city wasn't called Amman	
b	baker's, bigger
h	hospital, houses
p	park, post, pool
m	market
f	fountain, forest
r	road, river
s	stage, sports centre, school