

# Action Pack 5

## Fifth Grade



إدارة المناهج والكتب المدرسية

# Action Pack 5

## Fifth Grade

Matthew Hancock

Action Pack is a twelve-level course for Jordanian students, leading them from the Basic to the Secondary stage. It is based on the most modern methods of teaching language, combining a topic-based approach with functional language practice, careful attention to grammar and vocabulary and a comprehensive skills syllabus.

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## Teacher's Book

Matthew Hancock



إدارة المناهج والكتب المدرسية

# Action Pack 5

**Fifth Grade  
(New Edition)**

**Teacher's Book**

**Matthew Hancock**



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## Scope & Sequence

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
<b>Unit 1</b> We usually go to the park	<b>Revision of the present simple with adverbs of frequency:</b> <i>I sometimes make model planes. We always help Mum and Dad. My cousins never visit Cairo. We usually go to the park.</i> <b>Questions with How often? and the adverb of frequency usually:</b> <i>How often do you and Kareem go to the park? We usually go to the park on Tuesdays and Thursdays.</i> <b>The linking conjunction and:</b> <i>I sometimes make model planes and Samira sews soft toys for our cousins.</i> <b>The adverb too:</b> <i>We usually go to the water park, too.</i>	<b>Functions:</b> Participating in a conversation about frequency of one's activities, showing appreciation of the value of activities  <b>Skills:</b> <b>Listening:</b> a conversation in a short story, words with the long /eɪ/ sound, phrases describing activities <b>Speaking:</b> asking and answering questions about frequency of leisure activities, describing pictures <b>Reading:</b> a conversation in a short story about leisure activities, a short text about holidays <b>Writing:</b> completing sentences with words of frequency, copying words and sentences	a lot (n), along (adv), family, model plane (n), slide (n), soft toy, swing (n), theme park, too (adv), water park	The sound /eɪ/: <i>plane, holiday, cake</i>
<b>Unit 2</b> The moon was a circle	<b>Revision of the past simple of the verb to be:</b> <i>Today, our Maths lesson was about shapes.</i> <b>Revision of the present simple form of the verbs to be and to have:</b> <i>It's a square. A square has four equal sides.</i> <b>Comparison of the past simple with the present simple:</b> <i>Last night, the moon was the shape of a circle. Look! The sun is the shape of a circle!</i> <b>The conjunctions and, but:</b> <i>Here are my ruler and my school books. I was in Grade four, but now I am in Grade five.</i>	<b>Functions:</b> Identifying shapes, acquiring awareness of the shapes, sharing information about oneself, demonstrating appreciation of a rhymes in English  <b>Skills:</b> <b>Listening:</b> a conversation in a short story about shapes, sentences describing pictures of shapes, words with the /s/ sound, a song <b>Speaking:</b> talking about oneself, singing a song about shapes, describing shapes <b>Reading:</b> a sequence of sentences forming a conversation about shapes, short paragraphs describing pictures <b>Writing:</b> completing sentences, writing words of shapes and words related to shapes, copying words and sentences	bee (n), circle (n), countryside, equal, Grade, hexagon, honey (n), horse, inside, know (v), now (adv), picture (n), rectangle, shape (n), side (n), something, square (n), triangle	The sound s/s/: <i>sun, lesson, circle, castle</i>  Song: <i>All around us, we can see shapes</i>
<b>Unit 3</b> Did you enjoy school today?	<b>The past simple – questions and short answers:</b> <i>Did Miss Zeinab give you a new project? Yes, she did. Did you talk about the weekend in the lesson? No, we didn't. Were all of the costumes colourful? No, they weren't.</i> <b>The past simple:</b> <i>In the past, women sewed traditional costumes. She talked to a new pupil at school.</i> <b>Using adjectives to describe personality:</b> <i>She's very nice and she's friendly. She was very helpful. I was tidy.</i>	<b>Functions:</b> Participating in a conversation about oneself, telling about people, showing appreciation of the value of the Jordanian culture  <b>Skills:</b> <b>Listening:</b> a conversation in a short story, questions and answers describing pictures, words with the /k/sound <b>Speaking:</b> asking and answering about what one is doing, telling how people are, describing people <b>Reading:</b> a sequence of sentences in a conversation about the Jordanian culture, a letter about traditional costumes of Jordan <b>Writing:</b> completing sentences, copying words and sentences	clever, costume, dear, friendly, helpful, hi, kind (adj) sewing (n), sleeve, study (v), woman/women	The sound /k/: <i>costume, kind, jacket</i>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 4 Review	<p><b>Revision of:</b> <b>The present simple with adverbs of frequency:</b> <i>Aunt Muna and uncle Hassan sometimes visit us. Aunt Muna is always kind.</i></p> <p><b>Questions and answers in the present simple:</b> <i>How often do you see your aunt and uncle? I usually see my aunt and uncle once in the holidays.</i></p> <p><b>Questions and short answers in the past simple:</b> <i>Did Kareem talk to Grandma? No, he didn't. Samira talked to Grandma.</i></p> <p><b>The past simple:</b> <i>Aunt Muna, Mum and I visited a museum here in Amman on Saturday. We saw the traditional costumes of Jordan.</i></p> <p><b>Using adjectives to describe personality:</b> <i>He's tidy. She's friendly.</i></p> <p><b>Revision of the past simple of the verb to be and comparison with the present simple, using the conjunctions and, but and the adverb too:</b> <i>I was ten last year, but this year I'm eleven.</i></p>	<p><b>Functions:</b> Sharing information about how often one does activities, identifying information about similarities and differences, telling about a favourite day in the holidays, demonstrating appreciation of one's culture, recognising /eɪ/, /s/ and /k/ sounds, planning and presenting a project about writing a postcard</p> <p><b>Skills:</b> <b>Listening:</b> a short text about a visit, a conversation about a visit, describing what people are doing <b>Speaking:</b> asking and answering about how often one does activities, talking about similarities and differences, saying words with /eɪ/, /s/ and /k/ sounds <b>Reading:</b> a short text, a letter about a visit, a postcard <b>Writing:</b> completing sentences, completing a postcard about one's favourite day</p>	Revision of vocabulary taught in units 1–3	Revision of the sounds /eɪ/, /s/, /k/  Project: Our special day
Unit 5 Are you going to see planes?	<p><b>Revision of the verb going to for future plans:</b> <i>We're going to do a project about transport at school. Are you going to visit the Royal Automobile Museum in Amman? Yes, we are. Is Samira going to have lunch with Grandma on Thursday? No, she isn't.</i></p> <p><b>The negative form of it:</b> <i>We aren't going to see lorries. Samira isn't going to have lunch with Grandma on Thursday.</i></p> <p><b>Revision of telling the time with o'clock and introduction of past/to:</b> <i>My class is going to travel to the museum at twenty-five past nine.</i></p>	<p><b>Functions:</b> Expressing what one is going to do, telling the time, showing appreciation of museums, showing appreciation of the value of the past</p> <p><b>Skills:</b> <b>Listening:</b> a conversation in a short story, words with the /m/ sound, a talk about what people are going to do <b>Speaking:</b> asking and answering about what people are doing/not doing in pictures, asking and answering about what one is going to do, asking and answering about time, pronouncing words with the /m/ sound <b>Reading:</b> a conversation in a short story, a postcard, read quickly a text about a museum <b>Writing:</b> completing sentences, copying words and sentences</p>	answer (v), class (n), collection, excited, helicopter, lorry, motorbike, powerful, question (n), transport (n)	The sound /m/: <i>motorbike, summer, lamb</i>
Unit 6 Grandpa took this photo	<p><b>The past simple – affirmative, negative and question forms:</b> <i>Dad went to visit his friend Jaber this morning. Did you live in this house? No, we didn't.</i></p> <p><b>The past simple with time markers:</b> <i>He took this photo in 2010. I took this photo twenty years ago. Dad and I saw Faisal last Tuesday. Dad went to visit his friend Jaber this morning.</i></p>	<p><b>Functions:</b> Sharing information about what one did, showing appreciation of the past</p> <p><b>Skills:</b> <b>Listening:</b> a sequence of sentences in a conversation in a short story, <b>Speaking:</b> telling what people did in pictures, asking and answering about what people did, saying words with /f/ sound, completing sentences about oneself <b>Reading:</b> a conversation in a short story, a letter about a museum, a text about the favourite holiday <b>Writing:</b> completing sentences, copying words and sentences</p>	ago, dentist, dentist's surgery, firefighter, fire station, history, interesting (adj), policeman, scientist, soon, thing, want (v), writing (n)	The sound /f/: <i>firefighter, photo, giraffe, laugh</i>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
<p><b>Unit 7</b> She is the youngest in the family</p>	<p><b>Revision of comparative and superlative adjectives:</b> <i>I think that this rattle is better. You are the kindest children I know!</i>  <b>Comparative and superlative adjectives with more/most:</b>  <i>I think that it's more useful than a toy. I like these earrings, but they are the most expensive present here!</i>  <b>Asking for and giving opinions:</b> <i>What do you think about the baby giraffe? I think it is beautiful!</i></p>	<p><b>Functions:</b> comparing animals, comparing present, sharing information about animals, sharing information about presents, acquiring awareness of animals, demonstrating appreciation of rhymes in English</p> <p><b>Skills:</b>  <b>Listening:</b> a conversation in a short story, words with the /i:/ sound  <b>Speaking:</b> describing animals and presents, expressing opinions and facts about animals and present, asking and answering about animals, singing a song about a new baby, conversing about animals and presents  <b>Reading:</b> a sequence of sentences forming a conversation, short texts about animals, a text about baby animals  <b>Writing:</b> completing sentences, writing a short paragraph about a new baby cousin</p>	<p>blanket, bracelet, earrings, expensive, heavy, horse, hour, kilo, metres, rattle (n), smell (v), together, trunk, useful, weigh</p>	<p>The sound /i:/: <i>bee, beach, tree</i></p> <p>Song: <i>Sing a song, sing 'thank you'</i></p>
<p><b>Unit 8</b> What were you doing?</p>	<p><b>The past continuous tense - question and affirmative forms:</b> <i>What were you doing on Saturday? I was looking for some new shoes.</i>  <b>Revision of telling the time:</b>  <i>At one o'clock, I was at the shopping centre with my mother. At a quarter past four, I was in the car.</i>  <b>Revision of the past simple - affirmative and question forms:</b>  <i>I went to the shopping centre on Saturday with my family.</i></p>	<p><b>Functions:</b> Sharing information about oneself, showing appreciation of the value of personal experience</p> <p><b>Skills:</b>  <b>Listening:</b> a conversation in a short story, words with /dʒ/ sound  <b>Speaking:</b> asking and answering questions about what one did yesterday, talking about one's special day using a photo  <b>Reading:</b> a conversation in a short story, a letter about a visit to the mall  <b>Writing:</b> completing sentences, writing a paragraph about being in a market</p>	<p>blouse, bowling, bowling alley, clothes shop, food, football boots, jeweller's, shopping centre, sports shop</p>	<p>The sound /dʒ/: <i>juice, orange, bridge</i></p>
<p><b>Unit 9</b> Review</p>	<p><b>Revision of:</b>  <b>The past continuous tense:</b>  <i>At four o'clock yesterday afternoon, I was counting the cars, vans, motorbikes and lorries from our house.</i>  <b>The past simple:</b>  <i>The helicopter was the most interesting. I took a photo of the cars and vans in our city.</i>  <b>Going to for future plans:</b> <i>We're going to visit my uncle again soon. I'm not going to go to visit my grandparents on Tuesday. I'm going to visit my grandparents on Saturday.</i>  <b>Comparative and superlative adjectives:</b> <i>I think that a fruit salad is nicer than ice cream! It's the tallest building in the street.</i>  <b>The past simple tense with time markers:</b>  <i>What did you do on Saturday afternoon? On Saturday afternoon I went to the library with my sister.</i></p>	<p><b>Functions:</b> Sharing information about one is going to do, telling the time, planning and carrying out a survey</p> <p><b>Skills:</b>  <b>Listening:</b> a text about one's project, a conversation about animals  <b>Speaking:</b> telling about what one is going to do, asking and answering questions about pictures with reference to time, saying words with /m/, /f/, /dʒ/ and /i:/ sounds, asking and answering questions about counting things or vehicles on specific days  <b>Reading:</b> a short text, short texts about shopping  <b>Writing:</b> completing sentences with phrases and adding the time, completing sentences with different forms of adjectives, completing sentences with words in the correct order, writing a short dialogue</p>	<p>Revision of vocabulary taught in units 5-8</p>	<p>Revision of the sounds /m/, /f/, /i:/, /dʒ/</p> <p>Project: Do a survey about the weekend</p>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
<b>Unit 10</b> Are there any lentils?	<b>Countable and uncountable nouns:</b> <i>There is some rice. There are some spices. Is there/Are there any...? Yes, there is/are./ No, there isn't/aren't.</i> <b>The infinitive of purpose:</b> <i>Can you go to the market to buy lentils, onions, lettuce and tomatoes please?</i>	<b>Functions:</b> Expressing likes about food, acquiring awareness of kinds of food <b>Skills:</b> <b>Listening:</b> a conversation in a short story, words with /b/ sound <b>Speaking:</b> describing what is in a fridge and a cupboard, asking and answering questions about food items <b>Reading:</b> a series of sentences in a conversation about food, a text about mansaf <b>Writing:</b> completing sentences, writing a paragraph	butter, cupboard, flour, herbs, lettuce, onions, pepper, plate, salt, sauce, shopping list, spices, yoghurt	The sound /b/: <i>butter, rubber, cupboard</i>
<b>Unit 11</b> The meal tastes delicious!	<b>Imperatives with adverbs of order:</b> <i>First, cut the onions. Then, cook some onions in a frying pan. Next, mix the white onions with the lentils and the rice. Finally, serve the meal on a big plate.</i> <b>Sense verbs with adjectives:</b> <i>That smells good! It looks beautiful! It tastes delicious!</i>	<b>Functions:</b> giving instructions for a recipe, expressing opinion about food, demonstrating appreciation of rhymes in English <b>Skills:</b> <b>Listening:</b> a conversation in a short story, a recipe, words with /u:/ sound, a song <b>Speaking:</b> describing pictures, saying instructions for making mujaddara, asking and answering questions about food, singing a song about how to make mujaddara <b>Reading:</b> conversation in a short story, a text about farming <b>Writing:</b> completing sentences, writing a recipe	bowl, cut (v), everyone, farmer, feel (v), finally, first (adv), frying pan, keep, mix (v), next (adv), noisy, potato, saucepan, serve, sound (v), taste (v), then	The sound /u:/: <i>food, blue, June</i>  Song: <i>Mum, can we help you cook?</i>
<b>Unit 12</b> Why is Kareem excited?	<b>Asking and answering questions using Why? and because:</b> <i>Why is Kareem excited? He's excited because we're going to the Shaumari Nature Reserve tomorrow.</i>	<b>Functions:</b> Giving reasons for actions, sharing information about reasons of feelings, showing appreciation for the value of Jordanian symbols <b>Skills:</b> <b>Listening:</b> a conversation in a short story, texts (questions and answers) describing pictures, words with /ɔ:/ sound, a text about the oak tree <b>Speaking:</b> asking and answering questions about why people in pictures are doing things, describing pictures, asking and answering questions to describe how one feels <b>Reading:</b> sentences in a sequence making a conversation, short texts about Jordanian features, a text about a trip <b>Writing:</b> completing dialogues, completing sentences, copying words, writing a paragraph	Arabian oryx, because, cut down, early (adv), hunt (v), iris, national, nature reserve, ostrich, point (n), soil, star, surprise (n), view (n), wild cat (n)	The sound /ɔ:/: <i>Jordan, sauce, walk</i>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 13 Review	<p><b>Revision of:</b>  <b>Imperatives with adverbs of order:</b>  <i>First, draw a rectangle. Then, draw two lines on the rectangle.</i>  <b>The infinitive of purpose:</b>  <i>I'm going to the market to buy some tomatoes.</i>  <b>Countable and uncountable nouns:</b>  <i>There are some eggs. There is some bread. Is there any salt? Yes, there is./No, there isn't.</i>  <b>Giving reasons with because:</b>  <i>Jaber is happy because he's on holiday.</i>  <b>Sense verbs with adjectives:</b>  <i>The food looks and smells good.</i></p>	<p><b>Functions:</b>  Naming objects, giving instructions for drawing the Jordanian flag, planning and presenting recipes, showing appreciation of the value of the Jordanian culture</p> <p><b>Skills:</b>  <b>Listening:</b> a text about the Jordanian flag, words with /b/, /u:/ and /ɔ:/ sounds  <b>Speaking:</b> describing pictures, saying what one is going to do, saying what there is in pictures, asking and answering questions about whether there is a food item, presenting a recipe  <b>Reading:</b> a text about the Jordanian flag, a text of instructions to draw the Jordanian flag, a text about what people are going to do on a day trip  <b>Writing:</b> writing sentences with words in the correct order, writing a paragraph</p>	Revision of vocabulary taught in units 10–12	Revision of sounds: /b/, /u:/, /ɔ:/  Project: Write a recipe card
Unit 14 You should play sports	<p><b>The modal verb <i>should</i> (affirmative and negative) for advice:</b>  <i>You should eat fruit and vegetables. You shouldn't eat a lot of cake or ice cream.</i>  <b>Linking conjunctions <i>so</i> and <i>because</i> to indicate cause and effect:</b>  <i>I play sports, so I have a lot of energy. I'm healthy because I eat fruit and vegetables.</i></p>	<p><b>Functions:</b>  showing appreciation of the value of sports, giving advice for good health, sharing information about oneself, identifying cause and effect</p> <p><b>Skills:</b>  <b>Listening:</b> a conversation about good health, words with /z/ sound  <b>Speaking:</b> describing what people are doing in pictures, saying what one should do, talking about oneself, describing pictures  <b>Reading:</b> a conversation in a short story about health, texts about playing sports  <b>Writing:</b> completing sentences, writing sentences with <i>should</i> and <i>shouldn't</i>, writing a short paragraph</p>	energy, exercise (n, v), fizzy drink, hard (adj), health, heart, late (adv), muscle, Olympic Games	The sound /z/: <i>zoo, fizzy, clothes, exercise</i>
Unit 15 There was a great celebration!	<p><b>The past simple tense of the verb <i>to be</i> with <i>there</i>:</b> <i>There were crowds on the street. There was a lot of noise!</i>  <b>There is/are and There was/were:</b> <i>Last week, there were crowds in the street. There aren't any crowds today.</i>  <b>The past continuous (third person form):</b>  <i>The band was playing our national song. People were talking and laughing.</i>  <b>The present continuous and the past continuous:</b> <i>A man is riding a bike. People were waving flags.</i></p>	<p><b>Functions:</b>  Identifying pictures correctly, showing appreciation of the value of Independence Day, sharing information about one's experiences, showing appreciation of rhymes in English</p> <p><b>Skills:</b>  <b>Listening:</b> a conversation in a short story, words with /n/ sound  <b>Speaking:</b> describing pictures, asking and answering questions about a text, talking about the months of the year, singing a song about Independence Day in Jordan, telling about one's experience on Independence Day  <b>Reading:</b> conversation in a short story, a text about Independence Day in Jordan, a letter about a trip to Aqaba  <b>Writing:</b> completing sentences, completing a letter, writing a postcard</p>	band, become, carefully, celebrate, celebration, crowd (n), display (n), fireworks, Independence Day, king, knock, married, noise, queen	The sound /n/: <i>national flag, tennis, knock, medicine</i>  Song: <i>Oh, what fun! Oh, what fun!</i>

Unit	Structures	Functions and skills	Vocabulary	Pronunciation / Song
Unit 16 Life will be different	The modal verb <i>will</i> to make predictions: <i>I think that life will be different in a hundred years. I think that I will be a doctor when I grow up.</i>	<b>Functions:</b> Sharing information about future career, comparing life in the past and in the future, giving opinion about others' plans, acquiring awareness of the differences of life in the past and the future <b>Skills:</b> <b>Listening:</b> a conversation in a short story, descriptions of pictures, words with /aɪ/ sound <b>Speaking:</b> describing pictures, telling about what one will be in the future <b>Reading:</b> a sequence of sentences in a conversation about the future, a text about the past and the future <b>Writing:</b> writing sentences with words in the correct order, completing a text about oneself	architect, astronaut, design (v), discover, floor, future, grow up, invent, office, road, skyscraper, space (room) (n)	The sound /aɪ/: <i>firefighter, bike, climb, skyscraper</i>
Unit 17 Have you ever climbed a mountain?	The present perfect tense (questions and short answers): <i>Have you ever climbed Jabal Um Addami? Yes, I have./No, I haven't.</i>	<b>Functions:</b> Sharing information about oneself, showing appreciation of the value of Jordanian sites <b>Skills:</b> <b>Listening:</b> a conversation in a short story, words with /ʌ/ sound a song <b>Speaking:</b> asking and answering questions about visiting places, talking about one's visits, singing a song about visiting places <b>Reading:</b> a conversation about visiting places in Jordan, a letter about a visit to the Dead sea <b>Writing:</b> completing conversations, writing questions and answers with words in the correct order, writing a dialogue	lake, land (n), low (adj), north-east, place (n), port, salty, seed (n)	The sound /ʌ/: <i>country, hundred, mother</i>  Song: <i>Have you ever climbed a mountain?</i>
Unit 18 Review	The present perfect tenses (questions and short answers): <i>Have you ever lived in the north-east? Yes, I have./No, I haven't.</i> The modal verb <i>will</i> to make predictions: <i>I think that I will be an architect.</i> The past simple tense of the verb <i>to be</i> with <i>there</i> : <i>There weren't many cars.</i> There is/are and There was/were: <i>There weren't any skyscrapers in the past. There are a lot of skyscrapers now.</i> Linking conjunctions <i>so</i> and <i>because</i> to indicate cause and effect: <i>There weren't many cars, so there wasn't much noise. He wanted to teach because he liked helping children.</i>	<b>Functions:</b> Acquiring respect for others, showing appreciation of the value of good health, expressing opinion about future career <b>Skills:</b> <b>Listening:</b> a text about one's grandfather, identifying /z/, /n/, /aɪ/ and /ʌ/ sounds <b>Speaking:</b> asking and answering questions about what one has/has not done, talking about what will happen in the future <b>Reading:</b> a text about one's grandfather, a text about Mustafa Salameh <b>Writing:</b> completing paragraphs describing pictures in the past and the present, writing a learning log	Revision of vocabulary taught in units 14–17	Revision of the sounds: /z/, /n/, /aɪ/, /ʌ/  Project: When I grow up

## Introduction

*Action Pack 5 (New Edition)* is the fifth 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 5 (New Edition)* builds on the foundation for this process of lifelong learning. Pupils are expected to try out tasks that will become relevant and meaningful in their future lives. Throughout the course, pupils learn about the culture of Jordan and use their English to talk about it.

## Components

The course consists of five components:

### 1 Pupil's Book

The Pupil's Book consists of 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 a group of central characters: brother and sister Kareem and Samira, and their family and friends. New language is presented in the context of themes that will be familiar to the age group: visiting places in Jordan and Jordanian culture, describing people, shapes, transport, animals, nature, shopping, food and health. Pupils revise the present tenses, the future with *going to* and the past simple, and learn the past continuous, the future with *will* and begin to use the present perfect. This is all in a Jordanian context, making the topics in *Action Pack 5 (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.** As to the handwriting practice, it first offers activities for tracing words then copying sentences. At the end of the Activity Book, pupils trace short excerpts from the lessons.

### 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. It is strongly recommended that you follow instructions as closely as possible to ensure an efficient use of the materials. There are also audioscripts for all the recorded material.

Each lesson begins with a list of outcomes, 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 wallcharts that may be made use of during the lesson. The back of the Teacher's Book also includes example sketches that can help you draw pictures to help reinforce vocabulary. (page 161)

Step-by-step teaching notes on how to best 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 are also found at the back of the Teacher's Book. (pages 162–171)

The pupils by this stage are at pre-intermediate level and have mastered some key expressions and structures in English. The aim is to develop a learner-centred approach, relating what the pupils learn to their own situation. 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 freely about their personal situations. The Teacher's Book introduces some teaching strategies (pages 154–155) that guide the instructions to be more successful. There is reference to the Pupil's Book activities that implement these strategies. Take time to familiarise yourself with new techniques that add fun and benefit to the learning process. Parallel to these, the Teacher's Book also provides assessment strategies that suit Grade 5 pupils (pages 156–160).

More features that this Teacher's Book includes are tests for all four skills (listening, speaking, reading and writing), vocabulary activities, extra classroom activities, grammar games and letter formation guidelines. (pages 172–188)

### 4 Audio Material

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

### 5 Flashcards and Wallcharts

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

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

Wallcharts for particular lessons are also listed in the lesson boxes. Each wallchart covers a particular topic, for example,

shopping, food and drink, jobs and work, etc. In conjunction with the flashcards, they can be used to present or reinforce new language, as well as for revision, and for specific games and activities. However, because there is more than one word on the wallcharts, they can best be used to check understanding. Say a word on the wallchart and ask pupils to point to the relevant picture, or point to a picture on the wallchart and ask pupils to name the object.

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

## Preparing for the lessons

Each unit covers six lessons.

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

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

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

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

Pupils also complete corresponding exercises in the Activity Book.

Review units cover four lessons. Each Review unit ends with a project, which takes up lessons 5 and 6. Sometimes pupils can prepare for written work at home before lesson 6. Details on how to exploit the projects are suggested below and in the Teacher's Book lesson notes. There is also some extra material included on project worksheets. These can be found at the end of the Teacher's Book.

## 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, using the flashcards and wall charts wherever possible. Pupils then listen to the story and follow the text in the text boxes.

Play the recording more than once, if necessary, and ask the class simple comprehension questions. Encourage pupils to

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

### Listen and answer/Listen, ask and answer

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

### Listen and match

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

### Listen and say

In this activity, pupils listen to consonant and vowel sounds and repeat them. Each sound is a letter or combination of letters found within a word that pupils have met earlier in the course. Pupils repeat the sounds first and then the complete words. Play the audio more than once if necessary.

### Listen, choose and say/Listen, complete and say

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

### Ask and answer

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

### Look and say

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

### Match and say

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

### Sing

There are various songs throughout the course, each incorporating vocabulary and grammatical structures studied during the lessons. Using 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 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 all the way through and this time pupils should begin to join in with confidence.

## Talk about you

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

## Read and answer/Read, match and answer

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

## Read and match

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

## Read and complete

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

## Read and say

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

## Read, choose and say

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

## Read and say right or wrong

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

## Projects

Each Review unit ends with a project that is designed to take up lessons 5 and 6. The projects relate to the themes of their preceding units. The four projects in Grade 5 are:

- *Our special day* – writing a postcard about a special day;
- *Do a survey about the weekend* – completing a survey and presenting the results;
- *Write a recipe card* – researching and preparing a recipe card for a meal;
- *When I grow up* – preparing and writing a text predicting their own future lives and careers.

In each project, pupils first answer questions to decide which topic area they want to focus on in their project. They are then given a task. Before they complete the task, they look at an example project in the Pupil's Book. They then prepare for their own task, which they can complete in the next lesson. The final element consists of the pupils presenting their projects to their partner and/or asking and answering questions about it. Encourage pupils to display their projects to the class at the end.

## Activities and procedures: Activity Book

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

### Circle and match/ Read and circle

Pupils circle the correct alternative of two words in a sentence

(e.g. a true/false option) and in some exercises may then match it to the correct picture.

### Listen, point and repeat

Pupils look at a list of consonant or vowel sounds and listen to the letters in words that have that sound. They point then repeat to check their answers.

### Listen, repeat and circle

Pupils look at a list of words that share a consonant or vowel sound, repeat what they hear and then circle the letters in words that have the given consonant or vowel sound.

### Read and complete/Look and complete

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

### Complete and say

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

### Complete and answer

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

### Complete and match

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

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

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

### Listen and write

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

### Look, listen and say Yes or No

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

### Look, read and match/Look and write

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

### Look, read and complete

Pupils use information in tables to complete sentences.

### Order and complete/Order and match

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

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

Pupils read a short text and answer comprehensive questions about it. They then select a picture that matches the text or

match questions with answers or sentences with pictures.

### Complete

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

### Write

Pupils write paragraphs using word and picture prompt.

### Read and find the mistakes

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

### Read, look, draw and colour

Pupils read and follow instructions to produce a drawing, coloured correctly.

### Read and order/Read and order the pictures

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

### Read and say/Read and write

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

### Trace and complete

Show pupils how letter combinations are written in semi-cursive handwriting by modelling on the board. Pupils write the letters and then the letters within words that they know.

### Write

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

### Write and answer

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

### Write sentences

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

### Write about you

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

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

The course uses 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, wallcharts and realia, as well as actions, to provide a context that helps to 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 5 (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 5 (New Edition)* include the following: talking about shapes (Pupil's Book, Unit 2 – Mathematics); completing a survey (Pupil's Book, Units 5 and 9 – Geography), talking about animals and nature (Pupil's Book, Units 7 and 9 – Science); talking about health and nutrition (Pupil's Book, Unit 14 – Science); and talking about places in Jordan (Pupil's Book, Unit 17 – Geography).

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

- recognise the different sounds of some consonants
- recognise the different sounds of some vowels
- follow simple oral instructions
- participate in simple classroom exchanges
- respond to questions before, during, and after listening
- begin to make inferences when listening
- show appreciation of rhymes and songs in English
- use clues to understand new or unfamiliar words when listening
- take notes when listening in order to remember the main idea

### Speaking

- speak clearly with a reasonable speed and volume
- speak about events that happened in the past
- ask questions and make statements in an appropriate tone of voice (e.g. rising or falling intonation)
- use short sentences to talk with a partner or a small group about familiar situations
- discuss own ideas and those of others about a simple topic
- sing songs and recite rhymes after listening to an audio
- prepare and read aloud with appropriate expression a short, simple passage
- present a short, simple prepared speech of four or five sentences to the class
- describe processes for doing simple tasks
- with a partner, prepare and present a short, simple dialogue to the class

### Reading

- recognise the use of simple prefixes and suffixes to change the meaning of words
- use context and visual clues to predict or identify the meaning of unfamiliar words
- use print or electronic bilingual dictionaries to help understand unfamiliar words in reading materials
- distinguish fact from opinion in simple reading materials
- distinguish cause and effect in simple reading materials
- explain point of view in simple reading materials
- draw an illustration based on simple reading materials
- express an opinion based on information from a written source
- explain similarities and differences between events in

simple reading materials and personal experiences

### Writing

- locate information using headings and sub-headings in books and magazines
- conduct keyword searches in English electronic learning materials
- locate and select suitable electronic greeting cards for different occasions to exchange with friends
- write an introductory sentence for a short, simple paragraph that clearly identifies the topic of the paragraph
- write a short, simple descriptive paragraph of four or five sentences
- write a simple letter or email to a friend
- write a short entry in a learning log
- with a partner, write a short dialogue to present to the class
- use a model to plan a short, simple descriptive paragraph about a picture or an illustration
- use and spell correctly learnt vocabulary
- check sources for accuracy of information
- seek advice about appropriate words for specific topics
- use correct spelling, punctuation with the assistance of peers and teachers

## More about the Course

### Revision

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

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

### Tests

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

### Assessment

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

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

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

Good assessment has the following qualities:

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

teaching, to adapt the instruction and to plan the next steps

Assessment may be conducted in a number of ways:

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

Refer to pages 156 to 160 to read and learn about assessment strategies.

### Phonics

The sounds of different consonants and vowels are introduced in the Pupil's Book with a *Listen and say* exercise, where pupils listen to and repeat the sound and then the whole corresponding words that have this sound but using different spellings (for example, the /eɪ/ sound in *plane*, *crayon* and *cake*). 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 increases as the course progresses, so that in the latter half of the book pupils are writing full sentences and short paragraphs without prompts.

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

## 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>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>follow simple oral instructions</li> <li>participate in simple classroom exchanges</li> <li>respond to questions before, during and after listening</li> <li>use clues to understand new or unfamiliar words when listening</li> <li>speak clearly with a reasonable speed and volume</li> <li>ask questions and give answers in an appropriate tone of voice</li> <li>prepare and read aloud with appropriate expression a short simple exchange</li> <li>use context and visual clues to predict or identify meaning of unfamiliar words</li> </ul>
<b>Structures</b>	<p>Revision of the present simple with adverbs of frequency:  <i>I <b>sometimes</b> make model planes.</i>  <i>We <b>always</b> help Mum and Dad.</i>  <i>We <b>never</b> use the computer in the holidays.</i>          Questions with <i>How often?</i> and the adverb of frequency <i>usually</i>:  <i><b>How often</b> do you and Kareem go to the park?</i>  <i>We <b>usually</b> go to the park on Tuesdays and Thursdays.</i>          The linking conjunction <i>and</i>:  <i>I sometimes make model planes <b>and</b> Samira sews soft toys for our cousins.</i>          The adverb <i>too</i>:  <i>I like school, too.</i></p>
<b>Functions</b>	<p>Talking about holidays and leisure activities          Expressing frequency          Showing appreciation of the value of activities          Showing awareness of different holiday activities</p>
<b>Vocabulary</b>	<p><i>a lot</i> (n), <i>family</i> (n), <i>model plane</i>, <i>soft toy</i>, <i>slide</i> (n), <i>swing</i> (n), <i>theme park</i>, <i>too</i> (adv), <i>water park</i></p>
<b>Topic</b>	Holiday and leisure activities
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 4, Exercise 1, Listen and read</li> <li>Audio, Pupil's Book, Unit 1, Exercise 1</li> <li>Flashcards: Ali, Kareem, Laila, Samira, model plane, slide, soft toy, swing, theme park, water park</li> </ul>

## Revision

- Welcome the pupils back to school and introduce yourself if necessary, saying *My name is Mr/Mrs/Miss...*
- Ask a few pupils to introduce their neighbour. Ask *Who is this?* and elicit *He's/She's...*

## Presentation

- Remind pupils of the characters from the book. Hold up the flashcard of Ali and ask *Who's this?* Elicit *He's Ali*. Do the same with Kareem, Laila and Samira. Give the flashcards to different pupils in the class and tell them to pretend to be that character. They introduce themselves to pupils in the class: *Hello, my name is Ali*.
- Show the class the flashcard *theme park*. Say the words. Ask pupils to repeat after you. Then show them the words. You read them aloud and pupils repeat again. Ask individual pupils to read the words. Show some pupils the picture and elicit the words. Then show some pupils the words and ask them to read them. Ask pupils for the name of any theme parks they know. Do they like going there?
- Repeat this procedure with the flashcard *water park*.
- Show the class the flashcard *model plane*. Ask them *Do you make model planes?* Say that you can buy a model plane in a toy shop. Now present the flashcard *soft toy* and say you can also buy soft toys in a toy shop. Ask *Do you have any soft toys?*
- Now present the flashcard *swing*. Ask pupils *Where can you see a swing?* And elicit *In the park*. Ask pupils if they like going on swings. Present *slide*. Ask pupils if there are slides in the park.
- Give some information to the pupils about yourself. Present the word *family*. Talk about your family. Now say *I usually (play tennis on Saturdays). I usually come to school on Sunday, Monday, Tuesday, Wednesday and Thursday*. Then elicit similar sentences from the pupils.
- Now ask *Do you always help your mum and dad?* Pupils answer *Yes*. Now put on the board, *Kareem and Samira always help their mum and dad. You help your mum and dad, too*. Get pupils to repeat the sentence.
- Check their understanding with a few more questions and examples, for example: *I like reading. Do you like reading, too?* *You have a blue jacket. He/She has a blue jacket, too*.
- Present the conjunction *and*. Say *I like (tennis) and (football). I like (reading) and (watching television)*. Get pupils to repeat.
- Now ask pupils what they like. Elicit sentences with *and*.
- Revise *always*. Say *I always get up at (7 o'clock). I always teach you on (Mondays). What do you always do?* Get pupils to tell you what they always do.
- Do the same with *sometimes*.
- Now present *usually*. Explain that we use *usually* to talk about something we do most days but not every day. Say *I usually (teach class 4) on Monday. We usually (use an audio player) in the English class. What do you usually do?* Elicit some sentences from the pupils using *usually*.
- Present *a lot*. Say *There is a lot of water in the sea*. Ask *Is there a lot to do in Amman?* Pupils answer *Yes, there is*.
- Present *too*. Say *I like tennis. I like football, too*. Get pupils to repeat.
- Tell the pupils they are going to listen and read about Kareem, Ali, Laila, and Samira and that they will be using the new words from the flashcards.
- Say *Are you ready for your lesson?* Now ask pupils to take out their books.

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

- Say *Open your books at page 4.* You do this at the same time to remind pupils what to do.
- Ask the pupils to look at the pictures. Ask pupils which characters they can see (Laila, Samira, Ali, Kareem and the mother). Ask *What places can you see in the picture?* (a park, a water park). Encourage the pupils to say what else they can see in the pictures (a model plane, a soft toy, a swing, slides, a football).
- 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: *Who sometimes makes model planes in the school holidays?* (Kareem.) *What does Samira sometimes do in the school holidays?* (She sews soft toys for their cousins.) *What do Samira and Kareem always do in the school holidays?* (They always help their mum and dad.) *Do they like the slides?* (Yes, they do.) *Do they usually go to the park?* (Yes, they do.) *How often do they go to the park?* (They usually go on Tuesdays and Thursdays.) *What do they usually do in the park?* (Kareem usually plays football and Samira usually plays on the swings.) *How often do they go to the water park?* (They usually go to the water park once in the holidays.) *What do they never do?* (They never use the computer.) *Are they ready for school tomorrow?* (Yes, they are.)
- Put pupils in groups of four. They will be Kareem, Samira, 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.

### Audioscript

- 1.**  
Ali: What do you and Samira do in the school holidays?  
Kareem: I sometimes make model planes and Samira sews soft toys for our cousins. We always help Mum and Dad. We never use the computer in the holidays. We usually go to the park with our family.
- 2.**  
Laila: How often do you and Kareem go to the park?  
Samira: We usually go to the park on Tuesdays and Thursdays. Kareem usually plays football and I usually play on the swings.
- 3.**  
Kareem: We sometimes go to the theme park or to the water park. We like the slides at the water park.  
Samira: We usually go to the water park once in the holidays.
- 4.**  
Laila: There's a lot to do in the holidays and it's always fun!  
Samira: I like school, too. Are you ready for school tomorrow?  
Laila: Yes, I am. See you tomorrow!

### Further practice

- In pairs, pupils ask each other *How often do you go to the park?* Walk round the class as they are practising. Make a note of any mistakes and go over them as a class when they have finished, without saying who made the mistakes. It is important for pupils to learn from their mistakes, but you do not want to embarrass pupils who may be discouraged from speaking freely next time.
- Ask a few pupils *How often does your partner go to the park?* Elicit suitable answers.

### End the lesson

- Tell the students they have done well and they can practise the language more in the next lessons. Say *Goodbye* and encourage them to reply *Goodbye (name)*.

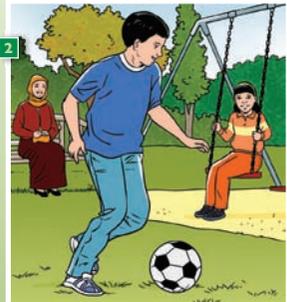
Unit  
**1**

## We usually go to the park

**1** Listen and read



**1**  
**Ali:** What do you and Samira do in the school holidays?  
**Kareem:** I sometimes make model planes and Samira sews soft toys for our cousins. We always help Mum and Dad. We never use the computer in the holidays. We usually go to the park with our family.



**2**  
**Laila:** How often do you and Kareem go to the park?  
**Samira:** We usually go to the park on Tuesdays and Thursdays. Kareem usually plays football and I usually play on the swings.



**3**  
**Kareem:** We sometimes go to the theme park or to the water park. We like the slides at the water park.  
**Samira:** We usually go to the water park once in the holidays.



**4**  
**Laila:** There's a lot to do in the holidays and it's always fun!  
**Samira:** I like school, too. Are you ready for school tomorrow?  
**Laila:** Yes, I am. See you tomorrow!

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- recognise the different sounds of some consonants and vowels
- respond to questions before, during and after listening
- use clues to understand new or unfamiliar words when listening
- pronounce short, simple English words correctly
- read aloud with appropriate expression a short simple exchange
- use context and visual clues to predict or identify meaning of unfamiliar words
- distinguish questions and answers in a dialogue
- use and spell correctly learnt vocabulary

### Structures

Revision of the present simple with adverbs of frequency:

*I **sometimes** make model planes.*

*We **always** help Mum and Dad.*

*We **never** use the computer in the holidays.*

Questions with *How often?* and the adverb of frequency *usually*:

***How often** do you and Kareem go to the park?*

*We **usually** go to the park on Tuesdays and Thursdays.*

The linking conjunction *and*:

*I sometimes make model planes **and** Samira sews soft toys for our cousins.*

The adverb *too*:

*I like school, **too**.*

### Functions

Talking about holidays and leisure activities  
Expressing frequency  
Judging the order of sentences

### Topic

Holiday and leisure activities

### Resources

- Pupil's Book, page 4, Exercise 1, Listen and read
- Activity Book, page 4, Exercise 1, Write and match
- Activity Book, page 4, Exercise 2, Read and order
- Audio, Pupil's Book, Unit 1, Exercise 1
- Flashcards: Ali, Kareem, Laila, Samira, model plane, soft toy, swing, theme park, water park

### Revision

- Show the class the flashcards from lesson 1 and ask if they can name the people and things shown on the cards. Guide pupils to pronounce the words correctly.
- Write *always, sometimes, usually, never* on the board. Then ask further questions, e.g. *How often do you make model planes? How often do you go to a water park?* Encourage them to use *always, sometimes, usually, never* in their answers.

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

- Put pupils into groups of four. Ask them to open their books and to practise the dialogue.
- When they have finished, give pupils incorrect statements about the story for them to correct. For example:
  - *Samira sometimes makes model planes in the holidays. (No, **Kareem** sometimes makes model planes in the holidays.)*
  - *Samira and Kareem sometimes help Mum and Dad. (No, Samira and Kareem **always** help Mum and Dad.)*
  - *Samira and Kareem usually go to the park on Mondays and Fridays. (No, they usually go to the park on **Tuesdays and Thursdays**.)*

- *Kareem usually plays on the swings. (No, **Samira** usually plays on the swings.)*
- *Samira and Kareem always go to the water park once in the holidays. (No, Samira and Kareem **usually** go to the water park once in the holidays.)*
- *Samira and Kareem usually use the computer in the holidays. (No, Samira and Kareem **never** use the computer in the holidays.)*
- *There's a lot to do in the holidays and it's sometimes fun. (No, there's a lot to do in the holidays and it's **always** fun.)*
- Ask *Do they like the holidays? Do they like school, too?* (Yes, they do.)
- Write the new words on the board: *a **lot**, **family**, **model plane**, **soft toy**, **slide**, **swing**, **theme park**, **too**, **water park**.* Point to the different words and ask individuals to read them aloud. Make sure the stress as well as the pronunciation is accurate. Play the recording if needed.

### Activity Book, Page 4, Exercise 1

- Ask pupils to open their Activity Books at page 4 and look at Exercise 1.
- Explain that they have to complete the sentences with the correct words and then match them to the correct pictures. Remind them to write the words correctly.
- Pupils can work in pairs to complete the exercise. Ask them to practise reading each completed sentence aloud.
- Choose pairs to read out the sentences and check the answers as a class.

#### Answers

1. go, picture c
2. always; and, picture a
3. make; help, picture b

### Activity Book, Page 4, Exercise 2

- Ask pupils to look at Exercise 2.
- Explain that there are two dialogues, but they are not in the correct order. Pupils have to number the sentences in the correct order.
- Pupils can work in pairs to complete the exercise. Ask them to practise reading each completed sentence aloud.
- Choose pairs to read out the dialogues and check the answers as a class.

#### Answers

1.
  1. A: What do you usually do in the holidays?
  2. B: I do lots of things. I sometimes play football in the park.
  3. A: Does your sister go to the park too?
  4. B: Yes, she does. She likes the swings.
2.
  1. A: How often do you go to the theme park?
  2. B: We always go to the theme park in the school holidays.
  3. A: Do your mum and dad go too?
  4. B: Yes, they do.

### Classroom Assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
pronounce short, simple English words and phrases correctly			
use reading strategies to understand simple reading material			
use and spell correctly learnt vocabulary			

## End the lesson

- Ask the pupils to look at the story in the Pupil's Book and to think of a question they can ask about.
- Pupils then take turns to ask their questions. Other pupils can put their hands up if they know the answer, and any of the other pupils can then say if the answer is correct or not.
- Ask pupils to read the story again at home and to make sure they understand all the new words.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- ask questions and give answers in an appropriate tone of voice
- use reading strategies to understand simple informational and reading material

### Structures

Revision of the present simple with adverbs of frequency:

*They **sometimes** make model planes and sew soft toys in the holidays.*

Questions with *How often?* and the adverb of frequency *sometimes*:

***How often** do Kareem and Samira make model planes and sew soft toys in the holidays?*

*They **sometimes** make model planes and sew soft toys in the holidays.*

The linking conjunction *and*:

*They **sometimes** make model planes **and** sew soft toys in the holidays.*

### Functions

Talking about leisure activities  
Expressing frequency

### Topic

Holiday and leisure activities

### Resources

- Pupil's Book, page 5, Exercise 2, Look and say
- Activity Book, page 5, Exercise 3, Complete and answer

## Revision

- Write *always, sometimes, usually and never* on the board. Point to each word and make a sentence for each one, e.g. *I always eat bread for breakfast. I sometimes drink milk. I usually come to school by car. I never run in the classroom.*
- Now elicit similar sentences from the pupils. Point to each adverb of frequency and get pupils to make a sentence using it.

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

- Ask pupils to open their books and look at the table. Explain that the table shows information about the children in lesson 1. It shows what they do down the left-hand side of the table, while the ticks show how often they do it.
- Ask two pupils to read the example exchange. Then ask other pupils to do the same for the second item in the table (*go to the park*). When you are sure they understand the task, pupils can continue the task in pairs.
- Monitor as they are working. Choose pupils to say the sentences in front of the class to check the answers.

## Answers

How often do Kareem and Samira make model planes and sew soft toys in the holidays? They sometimes make model planes and sew soft toys in the holidays.

How often do Kareem and Samira go to the park in the holidays? They usually go to the park in the holidays.

How often do Kareem and Samira help Mum and Dad in the holidays? They always help Mum and Dad in the holidays.

How often do Kareem and Samira go to the water park in the holidays? They sometimes go to the water park in the holidays.

How often do Kareem and Samira go to the theme park in the holidays? They sometimes go to the theme park in the holidays.

How often do Kareem and Samira play on the swings in the holidays? They usually play on the swings in the holidays.

How often do Kareem and Samira use a mobile in the classroom? They never use a mobile in the classroom.

**2 Look and say**

### How often?

	sometimes	usually	always	never
make model planes and sew soft toys	✓			
go to the park		✓		
help Mum and Dad			✓	
go to the water park	✓			
go to the theme park	✓			
play on the swings		✓		
use a mobile in the classroom				✓

How often do Kareem and Samira make model planes and sew soft toys in the holidays?

They sometimes make model planes and sew soft toys in the holidays.

**3 Talk about you**

- go to a museum
- go to the market
- help your mum and dad
- paint pictures
- go to the park
- go to a water park
- make model planes
- sew a soft toy
- go swimming
- visit your grandparents
- go to the library
- go to the sports centre
- use a computer
- visit a castle

How often do you go to a museum in the holidays?

I sometimes go to a museum in the holidays.

## Activity Book, Page 5, Exercise 3

- Ask pupils to look at the table in their Activity Books. Explain that they need to complete each question using the word prompts in brackets. Then they need to tick the answer that is correct for them.
- Pupils can work in pairs to complete the questions.
- Then, still in pairs, one pupil can ask the completed question and the other can answer using a tick. For example: *How often does your mum cook a meal? My mum usually cooks a meal.*

## Answers

1. do you have
2. do you help
3. do you and your friends go
4. does your mum cook
5. do you use

## End the lesson

- Ask pupils to look at the table in Exercise 2. Tell pupils you will say an adverb of frequency and they will make a sentence that is correct. For example, you say:  
*usually (They usually go to the park./They usually play on the swings.)*  
*sometimes (They sometimes make model planes and sew soft toys./They sometimes go to the water park./They sometimes go to the theme park.)*  
*always (They always help Mum and Dad.)*  
*never (They never use the mobile in the classroom.)*
- If you wish, ask pupils to continue with the game in the same way in pairs.

## Lesson 4

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>participate in simple classroom exchanges</li> <li>use short sentences to talk with a partner about familiar situations</li> <li>with a partner, prepare and present a short, simple dialogue to the class</li> <li>use reading strategies to understand simple reading material</li> <li>write simple sentences on familiar topics</li> <li>use and spell correctly learnt vocabulary</li> </ul>
<b>Structures</b>	<p>Revision of the present simple with adverbs of frequency:  <i>I sometimes go to a museum in the holidays.</i>            Questions with <i>How often?</i> and the adverb of frequency <i>sometimes</i>:  <i>How often do you go to a museum in the holidays?</i>  <i>I sometimes go to a museum in the holidays.</i></p>
<b>Functions</b>	<p>Talking about leisure activities            Expressing frequency</p>
<b>Topic</b>	Holiday and leisure activities
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 5, Exercise 3, Talk about you</li> <li>Activity Book, page 5, Exercise 4, Write your answers</li> </ul>

## Revision

- Ask pupils what they do in the holidays. Elicit as many activities from them as you can, for example: *go to the beach, visit grandparents*. Write their suggestions on the board as you can refer to these later in the lesson.

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

- Explain that the pupils are now going to talk about themselves. Ask them to look at the list of activities in the book. Get pupils to read each item in the list aloud and check they understand them. Help them with any vocabulary.
- Now explain that you want pupils to find out how often their partners do each activity. Get a pair of pupils to read the example exchange in the book. Make sure they ask the question using the right intonation.
- Now get another pair to ask a question about another activity in the list, e.g. *How often do you go to the market in the holidays?* Make sure the other pupil answers using an adverb of frequency.
- Pupils then work in pairs to ask and answer questions about each activity in the list.
- Monitor as they are working.

- Choose different pairs of pupils to say the sentences in front of the class to check the answers.

## Further practice

- Remind pupils of those activities that they suggested at the beginning of the lesson, which they can see on the board. Pupils can now ask how often they do these activities in their pairs.

## Activity Book, Page 5, Exercise 4

- Remind pupils of the table they completed in Exercise 3 in the last lesson. They will now use the completed table to write sentences based on the ticked answers.
- Pupils can work individually. Go round and monitor their work. Make sure they are spelling the words correctly.

### Answers

Pupils' own answers

## End the lesson

- Play a guessing game. Make a sentence about yourself using an adverb of frequency. Pupils guess if the sentence is true or false. For example: *I always have breakfast in the kitchen. (True.) I usually drink tea in the evening. (False.) I sometimes read a book in bed. (True.)*
- If you have time, get pupils to continue the game in pairs.

## Lesson 5

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>demonstrate understanding of spoken words in simple instructions, exchanges and presentations</li> <li>pronounce short, simple English words and phrases correctly</li> <li>participate in short, simple exchanges</li> <li>use context and visual clues to predict or identify meaning of unfamiliar words</li> <li>demonstrate understanding of simple informational material, a diary</li> </ul>
<b>Structures</b>	<p>The present simple with adverbs of frequency:  <i>We always go on special trips in the holidays. We sometimes go to the theme park. We usually eat in a restaurant.</i>            The adverb <i>too</i>:  <i>We usually go to the water park, too.</i></p>
<b>Functions</b>	<p>Talking about leisure activities            Expressing frequency            Judging the truth of sentences</p>
<b>Vocabulary</b>	<i>along (adv)</i>
<b>Topic</b>	Holiday and leisure activities
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 6, Exercise 4, Read and match</li> <li>Pupil's Book, page 6, Exercise 5, Read, choose and say</li> <li>Activity Book, page 6, Exercise 5, Read and match</li> <li>Activity Book, page 6, Exercise 6, Read and circle</li> </ul>

## Revision

- Ask pupils to look at page 4. Tell pupils you are going to say a sentence. They must name the person. For example, *He usually plays football in the park.* Pupils answer *It's Kareem.*
- Make further sentences, e.g. *She sews soft toys for her cousins. (It's Samira).* *She always has fun in the holidays. (It's Laila.)* *She usually plays on the swings in the park. (It's Samira.)* *She is ready for school tomorrow. (It's Laila.)* *They always help their mum and dad. (It's Kareem and Samira.)*
- Revise *never*. Ask pupils *How often do you go to school on Fridays?* and elicit *We never go to school on Fridays.*
- Ask pupils *What do you never do in the school holidays?* Get pupils to answer, for example: *I never go to bed early in the holidays.*

## Presentation

- Present *along*. Draw a road on the board with an arrow up the middle and ask pupils *What can go along a road?* and elicit *A car/bike* etc. Now do the same with a river: *What can go along a river?* and elicit *A boat.*
- Say *A car goes along a road.* Get pupils to repeat. Then say *A boat goes along a river.* Get pupils to repeat.
- Write the two sentences on the board and ask pupils to read them aloud.

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

- Ask pupils to open their books and to look at the photos. Ask them to describe what they can see. Elicit the words *water park, museum, theme park, restaurant.* Ask pupils how often they go to these places and elicit some answers, e.g. *I usually go to a museum in the holidays.* Guide pupils to pronounce short, simple English words and phrases correctly.
- Now ask pupils to read a diary quietly to themselves. They can ask you to help them if they do not understand any words.
- Read the text to them and then ask a few pupils to read a sentence each. Check their pronunciation of multi-syllabic words (*special, holidays, usually, restaurant, grandparents, museum,* etc) and check they have a stress on the first syllable except for *museum*, which has a stress on the second syllable.
- Now ask pupils to look carefully at the photos and match them to the correct numbered sentences in the text. Check answers as a class.

### Answers

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

**4 Read and match**

We always go on special trips in the holidays. (1) We sometimes go to the theme park. (2) We usually go to the water park, too. You can swim and ride in a small boat along a river. (3) We usually eat in a restaurant. (4) We always visit our grandparents in the holidays. They usually take us to a museum.

Kareem

**5 Read, choose and say**

- 1 The family *never / always* go on special trips in the *holidays / winter*.
- 2 They *sometimes / usually* go to the theme park.
- 3 At the water park, you can ride in a small *boat / car* along a *street / river*.
- 4 Their *friends / grandparents* usually take them to the *water park / museum*.

The family always go on special trips in the holidays.

**6**

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

- Pupils work in pairs to choose the correct words to complete the sentences. Monitor as they are working.
- Ask pupils to read the correct sentences aloud to check their answers.

### Answers

1. always; holidays
2. sometimes
3. boat; river
4. grandparents; museum

## Activity Book, Page 6, Exercise 5

- Ask pupils to look at the pictures in the Activity Book and to describe what they can see.
- Ask pupils to read each sentence aloud.
- Pupils can work in pairs to read the sentences and match them to the correct picture.
- Check answers as a class.

### Answers

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

## Activity Book, Page 6, Exercise 6

- Explain to the pupils that they must now decide if the sentences that refer to the previous exercise are right or wrong. Read the first sentence and the example answer as a class.
- Pupils can work individually or in pairs to complete the task.
- Pupils can read each sentence aloud and the answer to check their answers.

### Answers

1. Yes
2. No (The grandparents take him.)
3. Yes
4. No (He always plays on the swings.)
5. No (They sometimes help to prepare a meal.)

## End the lesson

- Ask pupils questions about their holidays, e.g. *Do you like the school holidays? Do you always visit your grandparents? Do they take you to the park? What do you usually do in the park? Do you eat in a restaurant?* Pupils answer.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sound of some vowels
- respond to questions before, during and after listening
- use clues (pictures) to understand new or unfamiliar words when listening
- pronounce short, simple English words correctly
- use words and short sentences to participate in short, simple exchanges
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary
- trace words and a sentence

### Structures

The present simple with adverbs of frequency *always, sometimes, usually, never*:  
*They **always** write an email on Fridays. They **sometimes** go to the sports centre. They **usually** have a picnic on the beach. They **never** visit me.*  
 Questions with *How often?* and the conjunction *and*:  
***How often** do Tareq **and** Amal write an email?*

### Functions

Talking about leisure activities  
 Expressing frequency

### Topic

Holiday and leisure activities

### 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, Listen and complete
- Activity Book, page 7, Exercise 8, Trace, copy and complete
- Activity Book, page 7, Exercise 9, Complete
- Audio, Pupil's Book, Unit 1, Exercise 6
- Audio, Pupil's Book, Unit 1, Exercise 7
- Audio, Activity Book, Unit 1, Exercise 7

## Revision

- Ask pupils what they usually/sometimes/always/never do at the weekend. Pupils answer using an adverb of frequency.

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

- Ask pupils to look at the pictures in the Pupil's Book. 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 they pronounce the words correctly.
- Ask pupils to repeat the /eɪ/ sound after you.

### Audioscript

/eɪ/, /eɪ/: plane, holiday, cake

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

- Ask pupils to look at the activities listed in the Pupil's Book. Get pupils to read each one aloud and check they understand all the vocabulary.
- Explain that they are going to listen to someone talking about what their cousins do in the holidays. They need to listen and tick the activities they hear mentioned.
- Play the audio through once. Pupils listen only, and do not write. Ask pupils to tell you what they understood.
- Now play the audio again and pupils tick the activities they hear.
- Let them compare their answers with a partner. Check answers as a class.

### Audioscript

Ahmad: Look, Nader. I have an email from my cousins Tareq and Amal. They always write on Fridays. They live in a big city in Australia.

Nader: What do your cousins do in the holidays?

Ahmad: They usually go to the park with their mum and dad in the evening. They sometimes go to the sports centre. They sometimes play basketball or play volleyball.

Nader: Do they have special trips in the holidays?

Ahmad: Yes, they do. They usually go to the beach in the holidays. They usually have a picnic on the beach. They sometimes go to the planetarium in the holidays. They can see the planets and the stars in the planetarium. They like visiting museums. They usually visit the museums in their city in the holidays.

Nader: Is there a theme park or a water park in their city?

Ahmad: Yes, there is. There is a big theme park. They sometimes go to the theme park in the holidays.

Nader: How often do they visit you?

Ahmad: They never visit me. But we visited them last year!

### Answers

- write an email ✓
- go to the theme park ✓
- go to the park ✓
- go to the sports centre ✓
- play basketball ✓
- play volleyball ✓
- have a picnic ✓
- go to the planetarium ✓
- visit the museums ✓

**6 Listen and say**

plane holiday cake

**7 Listen and tick**

go to the theme park  go to the park  write an email  play tennis

go to the sports centre  visit Ahmad  go to the planetarium  play basketball

have a picnic  visit the museums  play volleyball  go to a water park

**8 Ask and answer**

- never
- sometimes
- usually
- always

How often do Tareq and Amal write an email?

They always write an email on Fridays.

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

- Explain that pupils are going to ask and answer questions about the conversation they heard in Exercise 7 using adverbs of frequency and the activities they ticked in the previous task. First, ask a pair of pupils to read the example to the class.
- Pupils work in pairs and complete the task. You can play the audio again if necessary.
- Monitor as they are working and check answers as a class.

#### Answers

How often do Tareq and Amal go to the theme park? They sometimes go to the theme park.

How often do Tareq and Amal go to the park? They usually go to the park (in the evening).

How often do Tareq and Amal go to the sports centre? They sometimes go to the sports centre.

How often do Tareq and Amal play basketball? They sometimes play basketball.

How often do Tareq and Amal play volleyball? They sometimes play volleyball.

How often do Tareq and Amal have a picnic? They usually have a picnic (on the beach).

How often do Tareq and Amal go to the planetarium? They sometimes go to the planetarium.

How often do Tareq and Amal visit the museums? They usually visit the museums.

### Activity Book, Page 7, Exercise 7

- Ask pupils to look at page 7 of the Activity Book. Explain that pupils are going to listen and complete each word, which all have the /ei/ sound.
- Play the audio, stopping after the first word (*plane*), as an example.

- Now do the same for each word, pausing after each one to allow pupils time to write the missing sound.
- Check the answers as a class. Get pupils to say each word aloud and make sure they pronounce the /ei/ sound correctly. Point out the different spelling patterns for the same sound.

#### Audioscript

plane  
holiday  
train  
eight  
grey

#### Answers

plane holia y a train eight grey

### Activity Book, Page 7, Exercise 8

- Pupils now have the opportunity to practise writing two words *plane* and *train* and the sentence with the two words *I make model planes and trains*. Give them time to trace and complete the words.
- Go round and monitor their work and offer help where necessary.

### Activity Book, Page 7, Exercise 9

- Ask pupils to read the gapped sentences silently.
- Explain that they need to complete each sentence with an adverb of frequency which is correct for them.
- Give them time to complete the sentences individually. Go round and monitor their work and offer help as necessary. Make sure they spell the words correctly.
- Ask a few pupils to read their completed sentences to check their work.

#### Answers

Pupils' own answers

### Classroom Assessment

With reference to Unit 1, pupils can:

Scoring criteria	Good	Fair	Poor
use clues to understand new or unfamiliar words when listening			
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
pronounce short, simple English words and phrases correctly			
use short sentences to talk with a partner about familiar situations			
use context and visual clues to predict or identify meaning of unfamiliar words			
demonstrate understanding of simple informational material			
use and spell correctly learnt vocabulary			
write simple sentences on familiar topics			

### End the lesson

- Congratulate the pupils on their hard work in Unit 1 and remind them how much they have learnt already. Tell them that they will have the opportunity to practise the language they have learnt in the next lesson.

## Lesson 1

## Outcomes

## It is expected that pupils will:

- respond to questions before, during and after listening
- use clues (flashcards) to understand new or unfamiliar words when listening
- begin to make inferences when listening
- pronounce short, simple English words correctly
- use context and visual clues to predict or identify meaning of unfamiliar words

## Structures

Revision of the past simple of the verb *to be*:  
*Today, our Maths lesson **was** about shapes.*  
 Comparison of the past simple with the present simple:  
*Last night, the moon **was** the shape of a circle.*  
*Look! The sun **is** the shape of a circle!*  
 The conjunction *and*:  
*Here are my ruler **and** my school books.*

## Functions

Talking about the past  
 Comparing and contrasting the past with the present  
 Listening and matching text with pictures  
 Identifying shapes

## Vocabulary

*circle* (n), *equal*, *hexagon*, *now* (adv), *picture* (n), *rectangle*, *shape* (n), *side* (n), *square* (n), *triangle*

## Topic

Objects and shapes

## Resources

- Pupil's Book, page 8, Exercise 1, Listen and read
- Audio, Pupil's Book, Unit 2, Exercise 1
- Flashcards: circle, hexagon, picture, rectangle, shapes, square, triangle
- Three large squares of paper

- Hold up a large square of paper and ask *What shape is this?* Say *It's a square*. Ask pupils to repeat. Now fold the paper in half and ask *What shape is it now?* Elicit *It's a rectangle*. Say, *It was a square. Now it's a rectangle*. Get pupils to repeat.
- Do the same with another piece of paper but this time, fold it from corner to corner to make two triangles. Elicit or present *It was a square. Now it's a triangle*. Get pupils to repeat.
- Use the piece of paper to present the word *side*. Ask *How many sides does the square have? (It has four.) Does a triangle have four sides? (No, it has three.)*
- Present *equal*. Draw a square on the board and say *The square has four equal sides*. Pupils repeat. Do the same with a rectangle and ask *Does a rectangle have four equal sides?* Pupils answer *No, it doesn't*.

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

- Ask pupils to open their books and to look at the pictures. For each picture, ask *What shapes can you see?* Elicit the answers.
- Now ask the pupils to listen to the recording to check their answers. They read the words as they listen.
- Play the recording again. Pause after each sentence for pupils to repeat as a class. Help them to make inferences as they listen.
- Ask questions to check their understanding: *What was Kareem's Maths lesson about? (It was about shapes.) What was the shape of a circle last night? (The moon.) What is the shape of a circle now? (The sun.) Is the clock a square? (No, it is a circle, too.) What shape is Kareem's ruler? (It's a rectangle.) Does it have equal sides? (No, it has two long sides and two short sides.) Is the cake a rectangle now? (No.) Was it a rectangle? (Yes, it was.) Does the stamp have four equal sides? (Yes.) Is it a square? (Yes, it is.) What shape is Mum's watch? (It's a square.) Is Kareem's tent a circle? (No, it's a triangle.) Where was Kareem yesterday afternoon? (He was in his tent.) What are hexagons? (The shapes on Kareem's football.)*

## Revision

- Write the word *Maths* on the board. Ask pupils if they like maths. Then ask *Do you have Maths on Fridays?* and elicit *No, we never have Maths on Fridays*.
- Ask *How often do you have Maths?* and elicit answers that use adverbs of frequency, e.g. *We always have Maths on (Mondays and Wednesdays)*.

## Presentation

- Use the flashcards to present the words *shape*, *circle*, *hexagon*, *triangle*, *rectangle*. Get pupils to repeat each of the words after you. Guide them to pronounce them correctly.
- Hold up the flashcards for one shape, e.g. a circle, and ask pupils to point to objects in the class that are this shape, e.g. a clock. Do the same for the other shapes (There may not be objects for all of these. If there are none, encourage pupils to say, *I can't see a...*).
- Now hold up an object in the class, for example a book, and say *What shape is it?* Elicit a correct answer, *It's a rectangle*. Revise the word *square*, then do the same with other objects that are a circle, triangle, rectangle or square.
- Use the flashcard to revise the word *picture*. Get pupils to repeat. Then ask, *What shape is the picture?* Pupils answer.



## Listen and read



**Kareem:** Today, our Maths lesson was about shapes. Last night, the moon was the shape of a circle. Look! The sun is the shape of a circle!

**Samira:** Look at the clock. It is a circle, too!



**Kareem:** Here are my ruler and my school books. They are rectangles. They have two long sides and two short sides.

**Samira:** Yes, and look! Dad's newspaper is a rectangle and our cake was a rectangle, too!



**Kareem:** A square has four equal sides. This stamp is a square.

**Samira:** This picture is a square.

**Mum:** My watch is a square, too!



**Kareem:** Look, my tent is a triangle! I was in my tent yesterday afternoon.

**Samira:** Yes, and look at your football! What are the shapes on it?

**Kareem:** They are hexagons! There are lots of shapes all around us every day!

## Audioscript

1.

**Kareem:** Today, our Maths lesson was about shapes. Last night, the moon was the shape of a circle. Look! The sun is the shape of a circle!

**Samira:** Look at the clock. It is a circle, too!

2.

**Kareem:** Here are my ruler and my school books. They are rectangles. They have two long sides and two short sides.

**Samira:** Yes, and look! Dad's newspaper is a rectangle and our cake was a rectangle, too!

3.

**Kareem:** A square has four equal sides. This stamp is a square.

**Samira:** This picture is a square.

**Mum:** My watch is a square, too!

4.

**Kareem:** Look, my tent is a triangle! I was in my tent yesterday afternoon.

**Samira:** Yes, and look at your football! What are the shapes on it?

**Kareem:** They are hexagons! There are lots of shapes all around us every day!

## End the lesson

- Ask pupils to see how many shapes they can find in their homes after school. They can tell you in the next lesson.

## Lesson 2

## Outcomes

## It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- respond to questions before, during and after listening
- pronounce short, simple English words and phrases correctly
- speak clearly with a reasonable speed and volume
- use reading strategies to understand simple reading materials
- use print or electronic bilingual dictionaries to help understand unfamiliar words
- use and spell correctly learnt vocabulary

## Structures

Revision of the past simple of the verb *to be*:  
*Ali was at school yesterday.*

Comparison of the past simple with the present simple:

*Last night, the moon was the shape of a circle!*  
*Look! The sun is the shape of a circle!*

The conjunction *and*:

*Here are my ruler and my school books.*

## Functions

Talking about the past

Comparing and contrasting the past with the present

Identifying shapes

Acquiring awareness of existence of shapes in places

## Topic

Objects and shapes

## Resources

- Pupil's Book, page 8, Exercise 1, Listen and read
- Activity Book, page 8, Exercise 1, Circle and match
- Activity Book, page 8, Exercise 2, Complete
- Audio, Pupil's Book, Unit 2, Exercise 1
- Flashcards: circle, hexagon, picture, rectangle, shape, triangle

## Revision

- Hold up the flashcards and elicit the words for each item.
- Ask students to look round the classroom and ask them *What is a square?* Pupils point to or say things that are a square. Do the same with a circle, triangle and rectangle.

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

- Ask pupils to open their books at page 8 and to tell you what they can remember about the story.
- Play the recording to the class again while they read.
- Ask pupils some comprehension questions, e.g. *Was Kareem's Maths lesson about the moon? (No, it was about shapes.) Is the moon the shape of a circle today? (No, it was the shape of a circle last night.) Are Kareem's school books squares? (No, they are rectangles.) What shape is Dad's newspaper? (It is a rectangle.) Is the picture a hexagon? (No, it is a square.) What are hexagons? (The shapes on Kareem's football.) Does a hexagon have four sides? (No, it has six.)*
- Encourage pupils to use a bilingual dictionary to help understand the new words. Let them share with the whole class.
- Put pupils into groups of three 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

- Ask pupils to open their Activity Books at page 8.
- Explain that they need to look at the pictures and read the sentences to decide if it is about the past or the present. Pupils circle the correct word in each sentence. Do the example as a class.
- Pupils can work in pairs to complete the task.
- Check answers as a class.

### Answers

1. was, picture b
2. was, picture a
3. was, picture c
4. were, picture e
5. are, picture d

## Activity Book, Page 8, Exercise 2

- Ask pupils to look at the pictures and the gapped sentences. Explain that they need to complete the sentences using the words in the box (they do not need to name all the items in the pictures).
- Pupils can do the task individually. They can then compare their answers in pairs.
- Go over the task as a class. Make sure they use the past tenses in sentences 5 and 6.

### Answers

1. was; square
2. is; rectangle
3. are triangles
4. is; hexagon
5. were squares
6. was; circle

## End the lesson

- Ask *Is it hot today? Was it hot yesterday?* Pupils answer.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- demonstrate understanding of spoken words in simple presentations
- use short, simple English words and phrases correctly
- pronounce short, simple English words and phrases correctly
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary

### Structures

Revision of the present simple of *to be* and *to have*:

*It's a square. A square **has** four equal sides.*

### Functions

Identifying shapes

### Topic

Objects and shapes

### Resources

- Pupil's Book, page 9, Exercise 2, Listen, choose and say
- Activity Book, page 9, Exercise 3, Read and write *Yes* or *No*
- Audio, Pupil's Book, Unit 2, Exercise 2
- Flashcards: circle, hexagon, rectangle, triangle

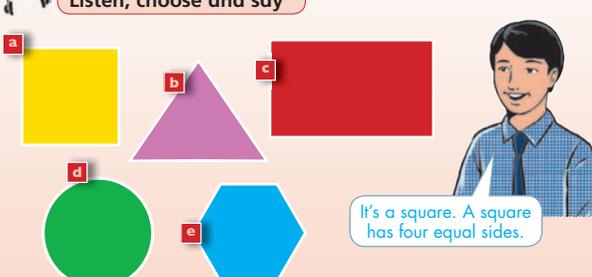
## Revision

- Play a memory game. Show pupils the flashcards of the four shapes: a circle, hexagon, rectangle and triangle. Now place the cards face down on the desk in front of you and move them around. Ask a pupil to come up and point to the card that is a circle. See if the pupil is correct. If he or she is not, ask a different pupil to do the same. Continue with the other two shapes until pupils have found all three.
- Now hold up each flashcard, e.g. the rectangle. Ask *How many sides does it have?* Pupils answer *It has four*. Then ask *Are the sides equal?* Pupils answer *No*. Do the same with the other shapes. (Note that a circle has no sides.)

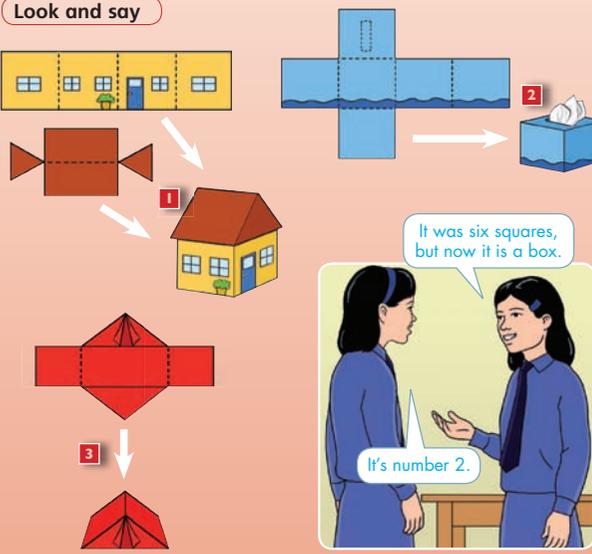
## Pupil's Book, Page 9, Exercise 2

- Ask pupils to open their books and look at the five shapes in the book. Explain that they will hear a description of each shape, but they will not hear the name of the shape. They need to listen and answer the question about each shape. Encourage them to take notes as they listen, as this will help them answer. Offer help to pronounce the words and phrase correctly.
- Play the first description as an example, and get them to read the sample answer in the book.
- Now play the audio right through. Pupils can compare their answers in pairs.
- Play the audio a second time for them to check their answers.
- Check answers as a class.

**2** Listen, choose and say



**3** Look and say



### Audioscript

1. It has four equal sides. Which shape is it?
2. It has six equal sides. Which shape is it?
3. It has three sides. Which shape is it?
4. It has no sides. Which shape is it?
5. It has two equal long sides and two equal short sides. Which shape is it?

### Answers

1. It's a square. (a)
2. It's a hexagon. (e)
3. It's a triangle. (b)
4. It's a circle. (d)
5. It's a rectangle. (c)

### Activity Book, Page 9, Exercise 3

- Ask pupils to open their Activity Books and to look at Exercise 3.
- Read the two examples with the class and check that they understand the task.
- Pupils can work in pairs to complete the task.
- Check answers as a class.

### Answers

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

### Further practice

- In pairs, pupils name the ten shapes. Check their answers as a class.

### End the lesson

- Hold up the flashcards and make true or false sentences about each shape. For example, hold up the flashcard of the square and say *It has three sides*. Pupils answer *No*.
- Do this with each shape.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges presentations
- pronounce short, simple English words and phrases correctly
- use words and short sentences to participate in short, simple exchanges
- with a partner, prepare and present a short, simple dialogue to the class
- ask questions and give answers in an appropriate tone of voice
- use reading strategies to understand simple reading material

### Structures

Comparison of the past simple with the present simple:  
*It **was** six squares, but now it **is** a box.*  
 The conjunction *but*:  
*It was six squares, **but** now it is a box.*

### Functions

Identifying shapes  
 Comparing and contrasting the past with the present

### Topic

Objects and shapes

### Resources

- Pupil's Book, page 9, Exercise 3, Look and say
- Activity Book, page 9, Exercise 4, Look and say
- Photocopiable Extra Practice Worksheet 1, page 166
- A square shaped paper

### Revision

- Draw five shapes on the board: a square, rectangle, circle, hexagon and triangle. Describe one of the shapes to the class without naming it. For example, say *It has no sides*. Pupils guess, *It's a circle*. Do the same for each shape.

### Presentation

- Present *but*. Hold up a square of paper and elicit *It's a square*. Now fold it in half and elicit *It's a rectangle*. Now say *It was a square, but now it's a rectangle*. Pupils repeat. Write the sentence on the board and underline *but*.
- Do the same but fold the square from corner to corner to make two triangles. Elicit the sentence *It was a square, but now it's two triangles*.

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

- Ask pupils to look at the pictures in Exercise 3 in the Pupil's Book. Explain that there are more shapes that are now different to what they were. Read the example as a class.
- Now do the same for number 1. Say, *It was four squares, two rectangles and two triangles, but now it is a house.* Pupils identify the correct answer: *It's number 1.*
- If pupils need more practice, do the same with the final one. Check they remember the word *tent*. Once you are sure they understand the task, they continue in pairs: one describes the shapes, the other says which number it is.
- Get a few pairs to demonstrate their dialogues to the class. Encourage them to pronounce the words and phrases correctly.

#### Answers

1. It was four squares, two rectangles and two triangles, but now it is a house.
2. It was six squares, but now it is a box.
3. It was two squares, a rectangle and two triangles, but now it is a tent.

### Further practice: Photocopiable Extra Practice Worksheet 1

- Make a copy of photocopiable extra practice worksheet 1, page 166, for each pupil. Explain to pupils that they should match the shapes to the objects.
- In pairs, pupils make sentences describing the shape of each object, e.g. *An orange is a circle. They can write the sentences at the bottom of the worksheet.*

### Activity Book, Page 9, Exercise 4

- Ask pupils to open their Activity Books. Remind them of the shapes they named in Exercise 3. Explain that this time, they are going to describe the shapes.
- Read the example of the square.
- In pairs, pupils do the same for a circle, triangle, hexagon and rectangle.
- Go round and monitor their work and help them with any queries.
- Check answers as a class.

#### Answers

- It's a circle. It has no sides.  
 It's a triangle. It has three sides.  
 It's a hexagon. It has six equal sides.  
 It's a rectangle. It has two equal long sides and two equal short sides.

### Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple presentations			
demonstrate understanding of spoken words in simple instructions, exchanges presentations			
pronounce short, simple English words correctly			
use words and short sentences to participate in short, simple exchanges			

### End the lesson

- Describe a shape but without naming it, for example: *It has no sides.* Pupils name the shape: *It's a circle.* Do the same for the other shapes.
- Encourage pupils to cut out shapes from paper and label them. They can also cut out the shapes in Exercise 3 to make a house.

## Lesson 5

#### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- demonstrate understanding of spoken words in simple presentations
- pronounce short, simple English words correctly
- use words and short sentences to participate in short, simple exchanges
- demonstrate understanding of simple informational material, short descriptive texts
- use context and visual clues to predict or identify meaning of unfamiliar words
- write simple sentences on familiar topics
- use and spell correctly learnt vocabulary

#### Structures

The present simple:  
*A lot of small squares **make** this mosaic.*  
 The past simple of *to be*:  
*This plant **was** near a river.*

#### Functions

Describing places and things  
 Talking about the past with the present

#### Vocabulary

*countryside, horse (n), honey (n), something*

#### Topic

Objects and shapes

#### Resources

- Pupil's Book, page 10, Exercise 4, Read, match and answer
- Activity Book, page 10, Exercise 5, Read and find
- Activity Book, page 10, Exercise 6, Read and answer
- Flashcard: horse
- A pot of honey, if available

### Revision

- Ask pupils to name things in the classroom or in their homes that are squares, triangles, circles, hexagons or rectangles. Put their ideas on the board.

### Presentation

- Teach the word *horse* using the flashcard. Show the word and get pupils to repeat.
- Ask pupils questions about horses to check their understanding, for example: *Do you like horses? Where can you see horses? How many legs does a horse have? Can horses run fast?*
- Use the pot of honey to present *honey*. Ask pupils if they like honey.
- Present the word *something*. Put something behind your back, for example a pen. Say *I have something in my hand. What is it?* Pupils guess.
- Hold up your bag and say *I have something in my bag. What is it?* Again, pupils guess.
- Now ask pupils *Do you have something in your bag? What do you have?* Pupils say what they have.
- Write the word *something* on the board. Say the word and get pupils to repeat.

- Present the word *countryside*. Elicit the word *city*. Ask them what is the opposite of a city. Write the word *countryside* on the board and elicit some things that can be found there.

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

- Ask pupils to open their books and to look at the photographs. Ask pupils, *What can you see? What shapes can you see?* Help them with any vocabulary and accept all answers.
- Ask pupils to read the paragraphs quietly to themselves and to match the paragraphs to the correct pictures. Check their answers as a class.
- Choose pupils to read each paragraph aloud. Write any words they mispronounce on the board. Practise them as a class. Make sure they pay attention to punctuation and that their intonation is appropriate.
- Now focus their attention on the questions. Choose two pupils to read the example question and answer. Pupils read the text again and answer the questions.
- Check answers as a class.

#### Answers

text 1. picture d

text 2. picture a

text 3. picture b

text 4. picture c

1. No, it wasn't. It was near a river.

2. They make a mosaic.

3. They show us how old the tree is.

4. They use trees for wood.

5. No, the leaves are tall triangles.

6. The hexagon

7. Pupils' own answers

### Further practice

- Ask pupils more questions, for example:
  - *Can you see this plant in your town?*
  - *What is made of wood in this classroom?*
  - *Where can you see mosaics?*
  - *Do you like the food in these hexagons?*

### Activity Book, Page 10, Exercise 5

- Ask pupils to open their Activity Books and to look at Exercise 5. Explain that Laila is describing the picture, but that some information is missing. They must read the description and complete it by looking at the picture.
- Pupils can work in pairs to complete the task. Go round and monitor as they do this and help them with any vocabulary. Point out the double circle!
- Choose pupils to read a sentence each to check the answers.

#### Answers

14 circles; 4 triangles; 5 rectangles

### Activity Book, Page 10, Exercise 6

- Pupils answer the questions about the text in Exercise 5. They can do this individually, and then check their answers in pairs.
- Check answers as a class.

#### Answers

1. The market is her favourite place.

2. A river is near the market.

3. Yes, she was.

4. Yes, it was a beautiful day.

5. Yes, there is.

### End the lesson

- Ask: *When do you go to a market? What shapes can you see there?* Pupils answer.

**4 Read, match and answer**

1 This plant was near a river, on the side of a hill. You can see that the leaves are tall triangles.

2 A lot of small squares make this mosaic. The picture is of a beautiful horse and it is very old.

3 People use trees for wood. There are circles in this tree. They show us how old the tree is.

4 You can see these in the countryside. There is something sweet and delicious in the hexagons. It is honey!

Was the plant near the sea?

No, it wasn't. It was near a river.

- 1 Was the plant near the sea?
- 2 What do the small squares make?
- 3 What do the circles in a tree show?
- 4 Why do people use trees?
- 5 Are the leaves on the plant long rectangles?
- 6 Which shape has something sweet in it that you can eat?
- 7 What shapes can you see in your classroom?

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sounds of some consonants
- use clues (pictures) to understand new or unfamiliar words when listening
- demonstrate understanding of spoken words in presentations
- pronounce short, simple English words correctly
- use short sentences to talk with a partner about familiar situations
- ask questions and give answers in an appropriate tone of voice
- sing a song after listening to an audio
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary
- trace words and a sentence

### Structures

Comparison of the past simple with the present simple with the conjunction *but*:  
*I was in Grade four, but now I am in Grade five.*

### Functions

Comparing and contrasting the past with the present  
Sharing information about oneself  
Recognising the different spellings of a single consonant  
Showing appreciation of listening to and singing a song

### Vocabulary

*bee* (n), *Grade*, *inside*, *know* (v)

### Topic

Objects and shapes

### Resources

- Pupil's Book, page 11, Exercise 5, Listen and say
- Pupil's Book, page 11, Exercise 6, Talk about you
- Pupil's Book, page 11, Exercise 7, Sing
- Activity Book, page 11, Exercise 7, Listen and point
- Activity Book, page 11, Exercise 8, Listen and write
- Activity Book, page 11, Exercise 9, Trace and complete
- Audio, Pupil's Book, Unit 2, Exercise 5
- Audio, Pupil's Book, Unit 2, Exercise 7
- Audio, Activity Book, Unit 2, Exercise 7
- Audio, Activity Book, Unit 2, Exercise 8

## Revision

- Draw a circle, square, triangle, rectangle and hexagon on the board. Then ask pupils *Where can you see circles?* Pupils answer, for example: *On cars. In trees.* Do the same with the other shapes.

## Presentation

- Present *know*. Ask, *Do you know where honey comes from?* Pupils answer *No*.
- Present *bees*. Draw some bees on the board. Say *Honey comes from bees. Now you know where honey comes from!*
- Point to the picture of the tree rings in the book and present *inside*. Say *The circles are inside the tree.* Pupils repeat.
- Present *Grade*. Ask, *What grade are you in now?* Pupils answer *Grade five*.

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

- Ask pupils to look at the pictures. Play the recording. Pupils repeat the sound and the word as a class. Invite individuals to say the word with correct pronunciation. Then repeat with the other pictures.
- Ask pupils to repeat the /s/ sound after you and then each word in the book. Point out that the same sound can have different spellings.

### Audioscript

/s/, /s/: sun, lesson, circle, castle

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



sun



lesson



circle



castle

**6** **Talk about you**

**1** Grade four, Grade five

**2** my teacher

**3** ten, eleven, twelve



I was in Grade four, but now I am in Grade five.

**7**  **Sing**

All around us, we can see shapes.  
How many shapes can you see?

Rectangles are usually where I look.  
They make a postcard, a ruler or a book.

Look, there are circles inside that tree.  
Inside my orange, there are triangles that I see.

Squares make a box, a scarf and a window.  
Bees make honey in hexagons, I know.

All around us, we can see shapes.  
How many shapes can you see?







11

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

- This activity allows you to find out if the pupils can use the past simple of *to be* with the conjunction *but*. Read the first set of word prompts and the example answer clearly and with the appropriate speed. Get pupils to repeat after your model sample.
- Now read the second word prompt. See if pupils can make a similar sentence. If they find this hard, write more prompts on the board, e.g. *Last year, my teacher was...*
- Do the same with the third word prompts, e.g. *Last year, I was...*
- Now ask pupils to work in pairs to make similar sentences.

### Answers

1. I was in Grade four, but now I am in Grade five.
2. My teacher was (Miss Alia), but now my teacher is (Miss Zeinab).
3. I was ten/eleven, but now I am eleven/twelve.

### Further practice

- Ask pupils what else has changed for them this year. See if they can make similar sentences, e.g. *Last year, my brother was three, now he is four.*

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

- Ask pupils to look at the pictures and to describe what they can see. What shapes are they? Pupils tell you (a rectangle, triangles, hexagons, squares, a circle).
- Now ask pupils to listen and read the words. Play the recording. Check students are following.
- Play the song again and encourage pupils to join in. If you wish, divide the class into five groups. One group practises and sings the first verse, one the second verse, and so on. Give them a few minutes to practise. Then ask each group to sing its verse to the class.

#### Audioscript

All around us, we can see shapes.  
How many shapes can you see?

Rectangles are usually where I look.  
They make a postcard, a ruler or a book.

Look, there are circles inside that tree.  
Inside my orange, there are triangles that I see.

Squares make a box, a scarf and a window.  
Bees make honey in hexagons, I know.

All around us, we can see shapes.  
How many shapes can you see?

### Activity Book, Page 11, Exercise 7

- Ask pupils to look at the pictures in their Activity Book. Explain that all these words contain words with the /s/ sound. Pupils are going to listen and to point to each word as they hear it.
- Play the audio. Go round and monitor to check they are pointing to the correct words.

#### Audioscript

castle  
circle  
sun  
cycling  
lesson  
square

### Further practice

- Pupils say each word pictured. Make sure they pronounce the words correctly.

### Activity Book, Page 11, Exercise 8

- In this exercise, pupils listen to the words and write them correctly. Play the audio. Pupils write the words.
- Correct pupils' answers by eliciting answers and writing the words on the board. Check pupils' spelling.

#### Audioscript and answers

1. shape
2. circle
3. rectangle
4. triangle

### Activity Book, Page 11, Exercise 9

- Pupils say what they can see in the pictures (a moon and a circle). Explain that they are going to practise writing these words and the sentence *The moon is a circle.*
- Go round and check they are writing neatly and correctly.

### Classroom assessment

With reference to Unit 2, pupils can:

Scoring criteria	Good	Fair	Poor
use clues to understand new or unfamiliar words when listening			
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
pronounce short, simple English words and phrases correctly			
use reading strategies to understand simple reading materials			
use context and visual clues to predict or identify meaning of unfamiliar words			
write simple sentences on familiar topics			
use and spell correctly learnt vocabulary			

### End the lesson

- Ask pupils to draw the clock onto the circle.

## Lesson 1

## Outcomes

## It is expected that pupils will:

- respond to questions before, during and after listening
- use clues (flashcards) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- pronounce short, simple English words correctly
- use context and visual clues (flashcards) to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use print or electronic bilingual dictionaries to help understand unfamiliar words

## Structures

The past simple – questions and short answers:

**Did** Miss Zeinab **give** you a new project?

Yes, she **did**.

**Did** you **talk** about the weekend in the lesson?

No, we **didn't**.

Using adjectives to describe personality:

She's very **nice** and she's **friendly**. She was very **helpful**.

## Functions

Describing personality

## Vocabulary

*clever, costume, friendly, helpful, hi, sewing (n), study (v)*

## Topic

School and adjectives

## Resources

- Pupil's Book, page 12, Exercise 1, Listen and read
- Audio, Pupil's Book, Unit 3, Exercise 1
- Flashcards: class, costume, sewing

## Revision

- Ask pupils to tell you the shape of things around the classroom. They name things that are a circle, square, rectangle, hexagon and triangle.

## Presentation

- Revise questions in the present simple. Ask pupils a few simple questions, e.g:  
*Do you have English today?*  
*Do you like school?*  
*Do you live in (name of town)?*  
For each question, pupils answer *Yes, we do*.
- Do the same with negative answers, for example ask: *Do you have (maths) today?* *Do you live in (name of a different town)?*  
Pupils answer *No, we don't*.
- Now ask the same questions but in the past tense. For example, ask *Did you have English yesterday?* Elicit or teach the answer *Yes, we did./No, we didn't*.
- Elicit similar answers from individuals with more questions until they can answer with confidence, for example: *Did you watch television yesterday?* *Did you do your homework yesterday?*  
Pupils answer *No, I didn't./Yes, I did*.

- Use the flashcards to present *class, costume, sewing*. Model the correct pronunciation of the words for pupils to repeat.
- Now ask pupils to think of all the words they can to describe people's character. Write their ideas on the board, e.g. *excited, gentle, good, happy*. Now present *clever*: used to describe someone who knows a lot about things. Present *helpful*: used to describe someone who is always willing to help people. Finally, present *friendly*: used to describe someone who is always nice and kind. Pupils can understand the other new words from context.
- Ask pupils to use a bilingual dictionary to help understand new words. Ask some volunteers to give the words in Arabic.

Unit  
**3** Did you enjoy school today?

1 Listen and read

1 

**Mum:** Hi, dear!  
**Samira:** Hello, Mum!  
**Mum:** Did you enjoy school today, Samira?  
**Samira:** Yes, thank you Mum. I was happy.  
**Mum:** Did you see Laila today?  
**Samira:** Yes, I did. We studied together.

2 

**Mum:** Do you like Miss Zeinab?  
**Samira:** Yes, I do. She's very nice and she's friendly.  
**Mum:** Does Miss Zeinab know all of your names now?  
**Samira:** Yes, she does. She's clever!

3 

**Mum:** Did you talk about the weekend in the lesson?  
**Samira:** No, we didn't.  
**Mum:** Did Miss Zeinab give you a new project?  
**Samira:** Yes, she did. Our new project is about the traditional costumes of Jordan. Miss Zeinab showed us pictures of costumes in a museum.

4 

**Mum:** Did you see the special sewing on the costumes?  
**Samira:** Yes, we did. Miss Zeinab showed us dolls in different costumes from around Jordan. She was very helpful.

12

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

- Ask pupils to open their books at page 12. Then ask them to describe the pictures. Ask *Who can you see?* (*Samira, her mother, her teacher, her friends*) *Where are they?* (*At home and in the class*) *What are they looking at in school?* (*costumes*)
- Now ask them to listen and read. Before they start, ask pupils to find the answer to this question: *Who is Samira's teacher?*
- Ask pupils to listen to the recording and read the text. Elicit the answer to your question (*Samira's teacher is Miss Zeinab*). Now ask *Does Samira like Miss Zeinab?* (*Yes, she does.*) *Why does she like her?* Elicit the answer *She's very nice and she's friendly (and she's clever and helpful)*.

- Play the recording for the pupils again. Pause after each of the four frames and ask questions as follows:
  - Who enjoyed school today? (Samira)  
*Did Samira and Laila study together? (Yes, they did.)*
  - Did Miss Zeinab learn the names of some girls, or did she learn all the girls' names? (She learnt all the girls' names.)
  - What is the new project this week? (It is about the traditional costumes of Jordan.)  
*What did Miss Zeinab show them? (She showed them pictures of costumes in a museum.)*
  - What was special on the costumes? (The sewing was special.)  
*What dolls did Miss Zeinab show them? (She showed them dolls in different costumes from around Jordan.)*  
*Was Miss Zeinab helpful? (Yes, she was.)*
- Pupils then work in pairs to practise reading the story. Make sure that they understand that *Hi* is an informal way to say *Hello*. Monitor as they are reading, checking for any pronunciation issues. Make a note of mistakes and practise any difficult words as a class. If pupils finish quickly, they can swap roles and read the story again.

### Audioscript

- Mum: Hi, dear!  
Samira: Hello, Mum!  
Mum: Did you enjoy school today, Samira?  
Samira: Yes, thank you Mum. I was happy.  
Mum: Did you see Laila today?  
Samira: Yes, I did. We studied together.
- Mum: Do you like Miss Zeinab?  
Samira: Yes, I do. She's very nice and she's friendly.  
Mum: Does Miss Zeinab know all of your names now?  
Samira: Yes, she does. She's clever!
- Mum: Did you talk about the weekend in the lesson?  
Samira: No, we didn't.  
Mum: Did Miss Zeinab give you a new project?  
Samira: Yes, she did. Our new project is about the traditional costumes of Jordan. Miss Zeinab showed us pictures of costumes in a museum.
- Mum: Did you see the special sewing on the costumes?  
Samira: Yes, we did. Miss Zeinab showed us dolls in different costumes from around Jordan. She was very helpful.

### Further practice

- Make sure pupils are clear about the meaning of *all*. Ask, for example, *Do you know all the girls'/boys' names in your class? Or do you know some of the names?* Ask similar questions to check their understanding.

### End the lesson

- Ask pupils, *Did you enjoy the lesson today? (Yes, we did.) Did you study English? (Yes, we did.) Did we talk about the weekend in the lesson? (No, we didn't.)*

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- respond to questions before, during and after listening
- pronounce short, simple English words and phrases correctly
- speak clearly with a reasonable speed and volume
- use reading strategies to understand simple reading material

### Structures

The past simple – questions and short answers:

*Did you talk about the weekend in the lesson?*  
*No, we didn't.*

*Did you see the special sewing on the costumes?*  
*Yes, we did.*

Using adjectives to describe personality:  
*She's clever! She was very helpful.*

### Functions

Describing personality

### Topic

School and adjectives

### Resources

- Pupil's Book, page 12, Exercise 1, Listen and read
- Activity Book, page 12, Exercise 1, Read and match
- Activity Book, page 12, Exercise 2, Read and circle
- Audio, Pupil's Book, Unit 3, Exercise 1
- Flashcards: class, costume, sewing

### Revision

- Ask pupils about yesterday (or a day last week). Pupils answer with the correct short answer, for example: *Did you study English yesterday? (Yes, we did./No, we didn't.) Did you play tennis yesterday? (Yes, I did./No, I didn't.) Did you read a book yesterday? (Yes, I did./No, I didn't.)*
- Show them the flashcards of the new words and check they can say the words correctly.

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

- Ask pupils to look again at the story on page 12. Ask them to tell you what they can remember about Samira's day at school.
- Play the recording again right the way through. Then ask more comprehension questions: *Who was happy today? (Samira) Why was she happy? (She enjoyed school today.) Who is Miss Zeinab? (She's the teacher.) Is she clever? (Yes, she is.) Is she helpful or friendly? (She is helpful and friendly.) Is their new project about traditional food in Jordan? (No, it is about the traditional costumes of Jordan.) Where are the pictures from? (They are from a museum.) Where were the costumes from? (They were from around Jordan.)*

### Activity Book, Page 12, Exercise 1

- Ask students to open their Activity Books. Explain that in Exercise 1, they need to match the questions with the answers a–e. Do the example as a class.
- Pupils can complete the task in pairs.
- Check the answers as a class by getting pairs to ask and answer each question. Encourage good pronunciation of words and phrases.

### Answers

Hi, Ibrahim. Did you enjoy school today? – d  
 Are there any new boys in the class? – a  
 Is he nice? – e  
 Do you like your new teacher? – b  
 Did the teacher give you a new project? – c

### Activity Book, Page 12, Exercise 2

- Pupils now read the questions about the text in Exercise 1 and circle the correct answer.
- They can do this individually and then compare answers in pairs.
- Check the answers as a class. Again, pairs can read the question and the correct answer.

### Answers

1. Yes, he did. 2. No, he isn't. 3. Yes, he did.  
 4. Yes, they do. 5. Yes, he is. 6. No, they didn't.

### End the lesson

- Ask *Did you enjoy school today? (Yes, we did.) Did we talk about the new project in this lesson? (No, we didn't.)*

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- demonstrate understanding of spoken words in presentations
- use words and short sentences to participate in short, simple exchanges
- pronounce short, simple English words correctly
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

The past simple – questions and short answers:

*Did Amer and Fatima set the table?  
 Yes, they did.*

Using adjectives to describe personality:  
*They were helpful. Nadia and Mariam are friendly.*

### Functions

Describing personality  
 Participating in a conversation about oneself

### Topic

School and adjectives

### Vocabulary

*kind* (adj)

### Resources

- Pupil's Book, page 13, Exercise 2, Listen and match
- Activity Book, page 13, Exercise 3, Look and complete
- Audio, Pupil's Book, Unit 3, Exercise 2

### Revision and Presentation

- On the board, write:  
*clever, excited, friendly, gentle, good, happy, helpful*
- Ask pupils to look at page 12 of the Pupil's Book and ask which of the words on the board can describe Miss Zeinab (*clever, friendly, helpful*). Ask if they can add any words (*nice*).
- Present *kind*. Say that friendly and helpful people are usually kind. Ask pupils who they know who is kind, for example their mothers and fathers.

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

- Ask pupils to open their books at page 13 and to look at the words under the rubric. Revise *tidy*. Ask pupils, *Is your desk tidy?* Pupils answer *Yes, it is*.
- Now explain that they will hear four questions about the pictures in the book. For each one, they need to match one of the words to one of the pictures.
- Before they listen, ask pupils to describe the pictures in as much detail as they can. See if they can match the words to the pictures before they listen. They can then listen and check.
- Play the audio. Pause after the first question and answer and get pupils to tell you the correct picture (picture b).
- Now play the rest of the recording. Pupils listen and answer. They can compare answers with a partner.
- Play the audio again. Then check as a class.

**2 Listen and match**  
 • friendly • kind • helpful • tidy

**a**



**b**



**c**



**d**



**3 Talk about you**  
 • put your books on the shelf  
 • carry bags  
 • set the table  
 • talk to a new pupil



Did you put your books on the shelf yesterday?



Yes, I did. I was tidy.

13

### Audioscript

- A: Did Amer and Fatima set the table?  
 B: Yes, they did. They were helpful.
- A: Did Saleem and Sameer carry the bags?  
 B: Yes, they did. They were kind.
- A: Did Huda talk to the new pupil?  
 B: Yes, she did. She was friendly.
- A: Did Alia put her books on the shelf?  
 B: Yes, she did. She was tidy.

### Answers

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

## Further practice

- Repeat the questions from the recording, e.g. *Did Amer and Fatima set the table?* Pupils answer, e.g. *Yes, they did. They were helpful.*

## Activity Book, Page 13, Exercise 3

- Ask pupils to open their Activity Books at page 13. Ask pupils to look at the words in the box. Explain that they need to read each sentence and complete it with the correct word.
- Ask a pupil to read the example sentence.
- Pupils work in pairs to complete the task.
- Get pupils to read the completed sentences to check their answers. Encourage good pronunciation.

### Answers

1. friendly 2. clever 3. happy 4. kind 5. helpful 6. tidy

## End the lesson

- Ask a few pupils to describe their partners using the words from the lesson, e.g. *He's/She's clever and kind.*

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- respond to questions before, during and after listening
- ask questions and give answers in an appropriate tone of voice
- with a partner, prepare and present a short, simple dialogue to the class
- talk about events that happened in the past
- use reading strategies to understand simple reading material
- recognise the use of simple prefixes and suffixes to change the meaning of words, *-ful*
- use and spell correctly learnt vocabulary

### Structures

The past simple – questions and short answers:  
*Did you put your books on the shelf yesterday?*  
*Yes, I did.*  
*Were you on holiday yesterday?*  
*No, I wasn't.*  
 Using adjectives to describe personality:  
*I was tidy.*

### Functions

Describing personality

### Topic

School and adjectives

### Resources

- Pupil's Book, page 13, Exercise 3, Talk about you
- Activity Book, page 13, Exercise 4, Listen and answer
- Activity Book, page 13, Exercise 5, Listen and complete
- Audio, Activity Book, Unit 3, Exercise 4
- Audio, Activity Book, Unit 3, Exercise 5

## Revision

- Ask pupils to look at the pictures in Exercise 2 on page 13 again. Say a sentence. Pupils say the letter of the picture. For example, *She put her books on the shelf.* Pupils say *picture a.* Do the same for the other pictures, e.g. *They carried his bags.* (Picture d.) *They set the table.* (Picture b.) *She talked to a new pupil.* (Picture c.)

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

- Ask pupils to look at Exercise 3. Explain that they are now going to ask each other questions using the words in the book. For each answer, they must also use a word to describe themselves. First, ask a pair of pupils to read the example. Encourage them to ask and answer in an appropriate tone of voice. Model asking the question with a rising intonation and saying the answer with a falling intonation.
- Now ask pupils what they can ask for the second question and elicit *Did you carry bags yesterday?* Now elicit a suitable answer, e.g. *Yes, I did. I was kind.*
- Pupils now carry out the task in pairs. Go round and monitor and check they are answering correctly. Make a note of any problems and deal with these on the board at the end.
- Get a few pairs of pupils to demonstrate their dialogues to the class. Accept alternative answers if they are grammatically correct.

### Answers

Did you put your books on the shelf yesterday?  
 Yes, I did. I was tidy.  
 Did you carry bags yesterday?  
 Yes, I did. I was kind.  
 Did you set the table yesterday?  
 Yes, I did. I was helpful.  
 Did you talk to a new pupil yesterday?  
 Yes, I did. I was friendly.

## Activity Book, Page 13, Exercise 4

- In this exercise, pupils listen to the sentences and answer the questions.
- Play the audio. Pupils answer the questions using the word prompts in the word box.

### Audioscript

- Were you helpful yesterday?
- Did you carry bags for your mother yesterday?
- Did you tidy your bedroom yesterday?
- Did you talk to a new pupil yesterday?
- Were you on holiday yesterday?

### Answers

- Yes, I was. / No, I wasn't.
- Yes, I did. / No, I didn't.
- Yes, I did. / No, I didn't.
- Yes, I did. / No, I didn't.
- Yes, I was. / No, I wasn't.

## Activity Book, Page 13, Exercise 5

- In this exercise, students hear four sentences. They must listen carefully and complete the missing endings to each word.
- Play the example sentence. Pause, then ask pupil what has been added to the word (ful). Explain that they will now do the same for the remaining sentences.

- Play the recording. Pause after each sentence and allow them time to write the suffixes.
- Play the recording again. Ask pupils to read the correct words.
- Check answers as a class. Make sure they spell the words correctly. Write the answers on the board or take in their work to mark.

**Audioscript and answers**

1. I was helpful yesterday.
2. Laila is helping her mother.
3. Tareq helped his father to wash the car yesterday.
4. Please be careful on your bike.

1. helpful 2. helping 3. helped 4. careful

**End the lesson**

- Ask pupils what other things they can do at home to be helpful and elicit suitable answers, e.g. clean the bathroom, wash the plates, tidy their bedroom, etc.

**Lesson 5**

**Outcomes**

**It is expected that pupils will:**

- follow simple oral instructions
- pronounce short, simple English words and phrases correctly
- use short sentences to talk with a partner
- use reading strategies to understand simple reading material, a letter
- draw an illustration based on simple reading materials
- express an opinion based on information from a written source
- use and spell correctly learnt vocabulary

**Structures**

The past simple:  
*In the past, women sewed traditional costumes.*  
 The past simple – questions and short answers:  
**Did the children sew traditional costumes in the past? No, they didn't.**  
**Were all of the costumes very colourful? No, they weren't.**

**Functions**

Showing appreciation of the value of the Jordanian culture  
 Judging the truth of sentences

**Vocabulary**

*Dear, sleeve, women*

**Topic**

School and adjectives

**Resources**

- Pupil's Book, page 14, Exercise 4, Read and answer
- Activity Book, page 14, Exercise 6, Read and circle
- Activity Book, page 14, Exercise 7, Read and complete
- Flashcards: costume, rectangle, sleeve, triangle

**Revision**

- Revise shapes. Hold up the flashcards of a rectangle and triangle and get pupils to say the words. Ask pupils to find things in the class that are these shapes.

**Presentation**

- Use the flashcard to revise *costume*, then use the flashcard to present *sleeve*. Ask pupils to say the word with correct pronunciation. Now ask pupils to point, firstly to the right sleeve and then to the left sleeve on their shirts, blouses or jackets. Point out that only garments worn on the upper body have sleeves; trousers, for example, do not have sleeves, but legs.
- Present *women*. Draw a woman on the board and say *woman*. Explain that the plural is *women*. Ask pupils to repeat.

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

- Ask pupils to open their books at page 14. Ask them to describe the photo. What can they see? (*costumes*) Where are the costumes? (*In a museum*) Are the costumes colourful? (*Yes, they are*)
- Ask pupils to look at the text. Explain that this is a letter. Explain that it is usual to start a letter with *Dear* (*name*).
- Before pupils read Samira's letter, ask them to find out what it says about sleeves.
- Give pupils time to read the letter by themselves. When they have finished, ask them to say what they can about the sleeves.
- Now ask them to read the questions below the letter. They can read the text again, then they can answer the questions in pairs.
- As you check answers as a class, get pupils to read the questions and the correct answers.

**Answers**

1. No, they didn't. The women sewed them.
2. Some of them were very colourful.
3. Yes, they did.
4. Yes, they did.
5. Yes, they did.
6. Pupils' own answers

**4 Read and answer**



Dear Aunt Muna,  
 I am learning about the traditional costumes of Jordan for a school project. In the past, women sewed traditional costumes. Some costumes were very colourful.  
 The dresses had a rectangle with special sewing around the bottom, the neck and the sides of the costumes. The dresses had long sleeves. The costumes were different in the north and in the south of Jordan.  
 We can go to the museum with Mum when you visit.  
 Best wishes,  
 Samira

- 1 Did the children sew traditional costumes in the past?
- 2 Were all of the costumes very colourful?
- 3 Did the dresses have a rectangle with special sewing around the bottom, the neck and the sides of the costumes?
- 4 Did the dresses have long sleeves?
- 5 Did women in the north and in the south wear different costumes?
- 6 Are traditional costumes important?

## Activity Book, Page 14, Exercise 6

- Ask pupils to open their Activity Books and to look at the letter on page 14.
- Give pupils time to read the letter and the four sentences below it.
- Pupils circle *yes* or *no* for each sentence. They can compare answers with their partners.
- Check answers as a class.

### Answers

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

## Activity Book, Page 14, Exercise 7

- Ask pupils to do Exercise 7 in pairs. Encourage them to read the gapped sentences aloud, then to complete them with the correct words. They can refer to Exercise 6 to do this.
- Get pupils to read the completed sentences aloud to check their answers.

### Answers

1. pictures; costumes
2. special sewing; colours
3. sleeves; triangles
4. museum

## End the lesson

- Ask pupils if they have seen traditional costumes. Ask *Did you like them? Did they have big sleeves? Were they colourful? Were they in a museum?* Pupils answer.
- You can ask the pupils to draw their favourite costume. Encourage them to express their opinion of the costumes.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- use clues (pictures) to understand new or unfamiliar words when listening
- pronounce short, simple English words with /k/ sound
- speak clearly with a reasonable speed and volume
- with a partner, prepare and present a short, simple dialogue to the class
- speak about the past
- ask questions and give answers in an appropriate tone of voice
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary
- trace words and a sentence

### Structures

The past simple:

*My sister **was** friendly yesterday. She **talked** to a new pupil at school.*

The past simple – questions and short answers:

***Did** you **eat** fruit yesterday? Yes, I **did**.*

### Functions

Describing personality

### Topic

School and adjectives

### Resources

- Pupil's Book, page 15, Exercise 5, Listen and say
- Pupil's Book, page 15, Exercise 6, Talk about you
- Pupil's Book, page 15, Exercise 7, Ask and answer
- Activity Book, page 15, Exercise 8, Listen and complete
- Activity Book, page 15, Exercise 9, Complete and say
- Activity Book, page 15, Exercise 10, Trace, copy and complete
- Audio, Pupil's Book, Unit 3, Exercise 5
- Audio, Activity Book, Unit 3, Exercise 8
- Flashcards: class, costume, sewing (n), sleeve

## Revision

- Use the flashcard to revise *costume*. Get pupils to say the word. Now ask pupils if they know other words which start with the /k/ sound. As they say them, write them on the board.

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

- Ask pupils to open their books at page 15 and to look at the pictures. Explain that they are going to hear more words with the /k/ sound. Do the pictures show any of the words they suggested at the start of the lesson?
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.

### Audioscript

/k/, /k/: costume, kind, jacket

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

- Ask pupils to read the list of adjectives and check they understand each one.
- Ask a pupil to read the example sentences, and explain that you would like the pupils to make similar sentences. They

talk about someone they know using one of the adjectives and verbs in the past tense.

- Give pupils time to prepare what they are going to say.
- Pupils then work in pairs to describe people. Encourage them to use all of the adjectives in the list. Go round and monitor their work and make a note of any problems, which you can go over at the end.
- Get a few pupils to demonstrate their work to the class.

### Pupil's Book, Page 15, Exercise 7

- Ask pupils to read the list of activities and check they understand them all.
- Now ask a pair of pupils to read the example. Make sure they use an appropriate tone of voice and check they are clear about the task. They will ask about each of the activities in the list, and answer truthfully.
- Pupils work in pairs to ask and answer questions. Again, monitor their work and make a note of any problems, which you can go over at the end.
- Get a few pupils to demonstrate their dialogues to the class.

**5 Listen and say**



costume



kind



jacket

**6 Talk about you**

- friendly
- kind
- helpful
- happy
- tidy

My sister was friendly yesterday. She talked to a new pupil at school.



**7 Ask and answer**

- eat fruit yesterday
- play tennis last week
- help your grandparents last week
- talk on the phone yesterday
- write an email this morning
- go to the park last week
- play football yesterday
- go to a water park last summer
- go to school yesterday

Did you eat fruit yesterday?

Yes, I did.



15

### Activity Book, Page 15, Exercise 8

- Ask pupils to open their Activity Books at page 15. Explain that the gapped words each contain the /k/ sound. Pupils need to complete the words with the correct spelling of this sound.
- Play the audio. Pupils listen and write the correct letters from the box.
- Play the audio again if necessary,
- You can write the gapped words on the board and get pupils to complete the words to check their answers.

#### Audioscript

costume  
kind  
jacket  
picture  
book  
chicken

#### Answers

Costume kind jacket picture book chicken

### Activity Book, Page 15, Exercise 9

- Pupils complete the task individually, then compare their answers in pairs. Go round and make sure they have spelled the words correctly.
- Check answers as a class by asking pupils to read the sentences aloud.

#### Answers

1. kind; helped
2. happy; enjoyed
3. tidy; put

### Activity Book, Page 15, Exercise 10

- Pupils say what they can see in the pictures (a Jordanian flag, Samira). Explain that they are going to practise writing the words *Jordan* and *Samira* and the sentence *Samira is learning about Jordan*.
- Go round and check they are writing neatly and correctly.
- Ask pupils to read the sentence aloud.

### Classroom assessment

With reference to Lessons 5 and 6, pupils can:

Scoring criteria	Good	Fair	Poor
follow simple oral instructions			
pronounce short, simple English words correctly			
use reading strategies to understand simple reading material			
use words and short sentences to participate in short, simple exchanges			
use and spell correctly learnt vocabulary			

### Classroom assessment

With reference to Unit 3, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate recognition of mismatches between spelling and pronunciation			
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
pronounce short, simple English words and phrases correctly			
speak about events that happened in the past			
use reading strategies to understand simple reading material			
write simple sentences on familiar topics			
use and spell correctly learnt vocabulary			

### End the lesson

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

## Lesson 1

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- use short sentences to talk with a partner about familiar situations
- speak clearly with a reasonable speed and volume
- demonstrate understanding of simple informational material, short descriptive text
- use context and visual clues to predict or identify meaning of unfamiliar words

### Structures

Revision of:  
The present simple with adverbs of frequency:  
*Aunt Muna and Uncle Hassan **sometimes** visit us. They **usually** visit us once in the holidays.*  
The past simple of the verb *to be* and comparison with the present simple, using the conjunction *but*:  
*Last year, they **were** here for two days, **but** this year they **are** here for a week.*  
Revision of the past simple:  
*Aunt Muna, Mum and I **visited** a museum here in Amman on Saturday. We **saw** the traditional costumes of Jordan.*

### Functions

Talking about leisure activities  
Expressing frequency  
Talking about the past  
Comparing the past with the present

### Vocabulary

Revision of:  
*costume, kind*

### Topic

Revision

### Resources

- Pupil's Book, page 16, Exercise 1, Listen and read
- Audio, Pupil's Book, Unit 4, Exercise 1
- Flashcard: costume

### Revision

- On the board, write *always, sometimes, usually, never*. Ask pupils *How often do you go to a museum/a football match/the park?* Pupils answer using an adverb of frequency.
- Ask pupils to look at Pupil's Book page 16 and to say what they can see. Revise *costume* using the flashcard. Ask pupils *Is it a traditional costume? (Yes, it is.) Is it colourful? (Yes, it is.)*

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

- Explain that Samira is talking about a visit. Ask the class to listen and read to find out who is visiting. Play the audio. Pupils answer your question (Aunt Muna and Uncle Hassan are visiting).
- Play the recording for the pupils again. Pause after each sentence and get pupils to repeat. Encourage good pronunciation.
- Then ask pupils to read the text, a sentence at a time.

- Ask pupils some questions:  
*How often do Aunt Muna and Uncle Hassan visit them? (They sometimes visit them.)*  
*How often do they visit in the holidays? (They usually visit once in the holidays.)*  
*Last year, were they there for two weeks? (No, they were there for two days.)*  
*This year, are they there for two days? (No, this year they are there for a week.)*  
*What did they visit on Saturday? (They visited a museum.)*  
*What did they see in the museum? (They saw the traditional costumes of Jordan.)*  
*Who is always kind? (Aunt Muna.)*  
*What did she buy Samira? (She bought a present/a doll in a traditional costume.)*  
*What is the present? (It's a doll in a traditional costume.)*
- Guide pupils to speak clearly with a reasonable speed and volume.

### Audioscript

Miss Zeinab: Good morning, children. Samira is going to talk to the class today.

Samira: Aunt Muna and Uncle Hassan sometimes visit us. They usually visit us once in the holidays. Last year, they were here for two days, but this year they are here for a week. Aunt Muna, Mum and I visited a museum here in Amman on Saturday. We saw the traditional costumes of Jordan. Aunt Muna is always kind. She bought this present for me. Look! It's a doll in a traditional costume.

Unit  
**4**

**Review**

**1** Listen and read



Aunt Muna and Uncle Hassan sometimes visit us. They usually visit us once in the holidays. Last year, they were here for two days, but this year they are here for a week.

Aunt Muna, Mum and I visited a museum here in Amman on Saturday. We saw the traditional costumes of Jordan. Aunt Muna is always kind. She bought this present for me. Look! It's a doll in a traditional costume.



Good morning, children. Samira is going to talk to the class today.



**2** Ask and answer

- see your aunt and uncle
- help your mum and dad
- water the flowers
- go to a museum
- buy a present
- visit your grandparents

How often do you see your aunt and uncle?



I usually see my aunt and uncle once in the holidays.

16

## Further practice

- Pupils work in pairs. One pupil says a true or false sentence about the text. The other says *Yes* or *No*, for example: *Aunt Muna is always kind.* (*Yes.*) *They visited a museum on Sunday.* (*No.*) Go round and monitor as they work, and make a note of any problems. You can go over these at the end.

## End the lesson

- Ask the pupils what they always/usually/sometimes/never do at the weekend.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- use clues to understand new or unfamiliar words when listening
- use short sentences to talk with a partner about familiar situations with a partner
- prepare and present a short, simple dialogue to the class
- discuss own ideas about a simple topic
- demonstrate understanding of simple informational material, a postcard
- check sources for accuracy of information, a given text – a postcard
- use and spell correctly learnt vocabulary

### Structures

Revision of:  
The present simple with adverbs of frequency:  
**How often** do you see your aunt and uncle?  
*I usually see my aunt and uncle once in the holidays.*  
The past simple of the verb *to be* and comparison with the present simple, using the conjunctions *and* and *but*:  
*Last year, they were here for two days, but this year they are here for a week.*  
*It was fun, and I liked the shop too.*  
The past simple:  
*Last Sunday, we visited a theme park.*

### Functions

Talking about leisure activities  
Expressing frequency  
Talking about the past  
Comparing the past with the present

### Vocabulary

Revision of:  
*costume, slide, soft toy, theme park*

### Topic

Revision

### Resources

- Pupil's Book, page 16, Exercise 1, Listen and read
- Pupil's Book, page 16, Exercise 2, Ask and answer
- Activity Book, page 16, Exercise 1, Read and find the mistakes
- Activity Book, page 16, Exercise 2, Correct the mistakes
- Audio, Pupil's Book, Unit 4, Exercise 1
- Flashcards: *costume, slide, soft toy, theme park*

## Revision

- Ask pupils what they usually/always/sometimes/never do after school.
- Use the flashcards to revise *costume, slide, soft toy, theme park*. Ask pupils how often they go to a theme park.

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

- Ask pupils to open their books at page 16. Play the recording again while they read.
- Ask pupils to practise reading the passage to each other in pairs. Monitor as they are reading, checking their pronunciation.

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

- Pupils read the list of activities in red. Check they understand all of the vocabulary.
- Now ask a pair of pupils to read the example question and answer. Then elicit the next question (*How often do you help your mum and dad?*) Pupils answer truthfully.
- Pupils then complete the task in pairs.
- Get a few pupils to demonstrate their dialogues to the class to check their answers.

### Answers

#### Questions:

How often do you see your aunt and uncle?  
How often do you help your mum and dad?  
How often do you water the flowers?  
How often do you go to a museum?  
How often do you buy a present?  
How often do you visit your grandparents?

#### Responses:

Pupils' own answers

## Activity Book, Page 16, Exercise 1

- Ask pupils to open their Activity Books at page 16 and look at the postcard.
- Explain that pupils are going to read the postcard and then find the mistakes in the sentences 1–5 beneath it.
- Give them time to read the postcard. Help them with any problems. They can work in pairs to find the mistakes.
- Check answers as a class.

### Answers

1. grandparents
2. two weeks
3. Monday
4. grandmother
5. doll

## Activity Book, Page 16, Exercise 2

- Ask the pupils to correct the mistakes that they circled in Exercise 1. They can do this individually and compare answers in pairs.
- Check answers as a class.

### Answers

1. aunt and uncle
2. a week
3. Sunday
4. aunt
5. soft toy

## End the lesson

- Ask a few pupils where their uncle and aunts live. How often do they visit them?

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- ask questions and give answers in an appropriate tone of voice
- speak about the past
- use words and short sentences to participate in short, simple exchanges
- demonstrate recognition of word formation
- distinguish fact from opinion in simple reading materials
- write simple sentences
- use and spell correctly learnt vocabulary

### Structures

#### Revision of:

The present simple with adjectives to describe personality and adverbs of frequency:

*He **always** puts his computer games on a shelf.*

Using adjectives to describe personality:

*He's **tidy**.*

The past simple:

***Did** Kareem **talk** to Grandma? No, he **didn't**.*

*Samira **talked** to Grandma.*

### Functions

Talking about leisure activities

Expressing frequency

Describing people

Talking about the past

Talking about traditional costumes

### Vocabulary

#### Revision of:

*clever, costume, friendly, kind, helpful, sewing (n), sleeve, soft toy*

### Topic

Revision

### Resources

- Pupil's Book, page 17, Exercise 3, Listen and answer
- Pupil's Book, page 17, Exercise 4, Look and say
- Activity Book, page 17, Exercise 3, Read and match
- Activity Book, page 17, Exercise 4, Write about you and your friend
- Audio, Pupil's Book, Unit 4, Exercise 3
- Flashcards: costume, sewing, sleeve, soft toy

## Revision

- Play a word game. Show a flashcard of a soft toy and say *It's a costume*. Pupils correct you: *No, it's a soft toy*. Do the same with the flashcards for *costume, sewing, sleeve*.

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

- Ask pupils to open their Pupil's Books at page 17. Explain that they are going to hear Samira talking to her grandma on the telephone. Before they listen, read through the questions 1–8 as a class. Encourage pupils to think about the answers as they listen. They can take notes if they wish.
- Play the recording. Pupils listen.
- Play the recording again. Pupils work in pairs to ask and answer the questions. Go round and monitor their conversations and make a note of any problems. You can deal with these at the end.
- Ask pupils to read the question and the correct answer to check their answers.

- Draw pupils' attention to the difference between the facts in the text (*We visited a museum.; Aunt Muna bought a present.*) and the opinion (*Aunt Muna is very kind.*)

### Audioscript

- Samira: Hello Grandma. It's Samira. How are you?  
 Grandma: Fine, thank you. Did you enjoy your aunt and uncle's visit?  
 Samira: Yes, I did. I helped Aunt Muna to water the flowers and she helped me to sew a soft toy.  
 Grandma: Did you go on any special trips?  
 Samira: Yes, I did. I learned about the traditional costumes of Jordan at school. But we didn't go on a school trip. We visited a museum with Mum and Aunt Muna to look at the costumes. I liked the special sewing. Aunt Muna bought a present for me. It's a doll in a traditional costume. It's got big sleeves. They touch the bottom of the dress!  
 Grandma: Aunt Muna is very kind. Did Kareem go to the museum?  
 Samira: No, he didn't, but he had fun, too. He watched a football match at the stadium with Uncle Hassan and Dad.  
 Grandma: Did their team win?  
 Samira: Yes, it did, and they were very happy!

### Answers

1. No, he didn't. Samira talked to Grandma.
2. No, he didn't. Samira helped to water the flowers.
3. No, she didn't. She visited a museum with Mum and Aunt Muna to look at the costumes.
4. No, she didn't. Aunt Muna gave her a present/a doll.
5. Yes, she is.
6. No, he didn't. He watched a football match at the stadium.
7. No, he didn't. He watched a football match at the stadium.
8. Yes, he was.

3

### Listen and answer

Did Kareem talk to Grandma?

- 1 Did Kareem talk to Grandma?
- 2 Did Kareem help to water the flowers?
- 3 Did Samira go on a school trip to look at the costumes?
- 4 Did Aunt Muna give Samira a soft toy?
- 5 Is Aunt Muna kind?
- 6 Did Kareem go to the museum?
- 7 Did Kareem play football in the park?
- 8 Was Kareem happy after the football match?



4

### Look and say

• friendly • tidy • kind • helpful

a



b



d



c



17

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

- Ask pupils to look at the pictures. Then ask a pair of pupils to read the example. Explain that they will now make similar sentences about the people in the other pictures, using the word prompts at the top.
- Pupils work in pairs. Go round and monitor their work and help where necessary.
- Get a few pairs to demonstrate their work to check their answers.

#### Answers

- He always puts his computer games on a shelf. He's tidy.
- He always sets the table. He's helpful.
- She always carries bags (for people). She's kind.
- She always talks to new pupils. She's friendly.

### Activity Book, Page 17, Exercise 3

- Ask pupils to open their Activity Books and to say what they can see in the pictures.
- Explain that parts of the text are missing. They must read the texts and match with the missing parts a – d.
- Pupils can work individually or in pairs.
- Pupils can read the completed texts so you can check their answers.

#### Answers

- Nadia is helpful and kind. (d)
- Jaber is always happy. (a)
- Salma is very clever. (c)
- Faisal is very friendly. (b)

### Activity Book, Page 17, Exercise 4

- Explain to pupils that they are now going to write about themselves and a friend. They can use the text in Exercise 3 and the gapped sentences to help them.
- Give them time to plan what they are going to write. They can discuss this with their partner.
- Go round and monitor as they work and help as necessary.
- You can take in their work to mark.

#### Answers

Pupils' own answers

### End the lesson

- Tell the pupils that in the next lesson, they are going to read about Salt. Ask pupils to find out as much as they can about the town for homework.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- recognise sounds of some consonants and vowels
- ask questions and give answers in an appropriate tone of voice
- speak about the past
- use words and short sentences to participate in short, simple exchanges
- pronounce short, simple English words
- use reading strategies to understand simple reading material, a letter
- distinguish fact from opinion in simple reading materials
- express an opinion based on information from a written source
- use and spell correctly learnt vocabulary
- use a model to write a simple letter to a friend
- conduct keyword searches in English electronic learning materials

### Structures

Revision of:

The past simple:

*Did Aunt Muna and Uncle Hassan visit Jerash? No, they **didn't**. They **visited** Salt.*

The past simple of the verb *to be* and comparison with the present simple, using the conjunction *but*:

*I **was** ten last year, **but** this year I'm eleven.*

### Functions

Talking about leisure activities

Talking about the past

Recognising the different sounds of consonants

Appreciating one's culture

### Vocabulary

Revision of:

*costume, helpful, rectangle, sewing (n), sleeve, triangle*

### Topic

Revision

### Resources

- Pupil's Book, page 18, Exercise 5, Read and answer
- Pupil's Book, page 18, Exercise 6, Talk about you
- Activity Book, page 18, Exercise 5, Listen, point and repeat
- Activity Book, page 18, Exercise 6, Read and match
- Activity Book, page 18, Exercise 7, Complete
- Audio, Activity Book, Unit 4, Exercise 5
- Flashcards: costume, rectangle, sewing, sleeve, triangle

### Revision

- Show the flashcards and elicit the word for each one.

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

- Ask pupils what they learnt about Salt for homework. Put their ideas on the board.
- Now ask them to open their books at page 18. Before they read the letter, ask them to look at the questions 1–7. Pupils then read the letter.
- Ask a pair of pupils to read the example question and answer. In pairs, pupils then ask and answer the remaining questions.
- Explain that pupils should discuss the last question and work out the answer for themselves. Encourage them to express their opinion in this question.
- Check answers as a class. Encourage them to use an appropriate tone of voice.
- Ask pupils to give you a sentence in the text that expresses an opinion *Aunt Muna is always helpful*.

#### Answers

1. No, they didn't. They visited Salt.
2. Yes, they did.
3. No, they aren't. They are in black.
4. No, they aren't. They are in the shape of triangles.
5. Yes, she is.
6. No, she didn't. She bought a postcard of the costumes.
7. Pupils' own answers

#### 5 Read and answer

Aunt Muna and Uncle Hassan visited Salt before they arrived in Amman. Uncle Hassan and Aunt Muna went to a museum in Salt. They looked at some traditional costumes from Salt. The costumes are black with a rectangle of special sewing around the neck. The sleeves of the dresses are in the shape of triangles. Aunt Muna is always helpful. She bought a postcard of the costumes for my project!

Samira



- 1 Did Aunt Muna and Uncle Hassan visit Jerash?
- 2 Did they visit a museum?
- 3 Are the costumes in the museum colourful?
- 4 Are the sleeves of the dresses in the shape of squares?
- 5 Is Aunt Muna helpful?
- 6 Did Aunt Muna buy a doll for Samira?
- 7 Are traditional costumes easy to make?

Did Aunt Muna and Uncle Hassan visit Jerash?



No, they didn't. They visited Salt.

#### 6 Talk about you

What is different for you this year? What isn't different?

- you
- your family
- your friends
- school
- at the weekend



I was ten last year but, this year I'm eleven.

Alia was my friend last year and she's my friend this year, too.

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

- Ask a pupil to read the questions in the speech bubble at the top. First, answer the question for yourself, e.g. *I taught (class 2) last year, but this year I teach (class 3). I was in (room 4) last year and this year I am in (room 4), too.*
- Now ask pupils to answer the questions about themselves, using the word prompts in red. They can do this in pairs.
- Go round and monitor their work and offer help where needed. Make a note of any problems and go over these at the end.
- Ask a few pupils to demonstrate their sentences to the class.

#### Answers

Pupils' own answers

### Activity Book, Page 18, Exercise 5

- Ask pupils to open their Activity Books at page 18. Explain that the words revise the sounds they have looked at in the first three units.
- In pairs, pupils say the words and point to the parts of the word that have the /eɪ/, /s/ or /k/ sound.
- When they have finished, play the recording for them to check their answers and repeat the words.
- Now ask pupils to say each word aloud. Check their pronunciation.

#### Audioscript

1. /eɪ/ holiday they again table today rain
2. /s/ sister circle Saturday pencil glass postcard
3. /k/ clever picnic jacket kind music black

#### Answers

1. holiday they again table today rain
2. sister circle Saturday pencil glass postcard
3. clever picnic jacket kind music black

### Activity Book, Page 18, Exercise 6

- Explain the task. Pupils say each word aloud and decide if it contains the /s/ sound or the /k/ sound. They then write the word in the correct column.
- Read the example, then read the next two words (*glass, ice*) and check that pupils know they must write these in the column under /s/.
- Pupils continue in pairs.
- Check answers as a class. They can say the words in each column aloud.

#### Answers

- /s/ sign glass ice juice sun swing  
/k/ camera kite make mosaic neck uncle

### Activity Book, Page 18, Exercise 7

- Ask pupils to look at the text and say what it is (it is part of a letter to a friend).
- Pupils can use the letter in the Pupil's Book to help if necessary.
- Give them plenty of time to plan what to write. Go round and monitor as they are working and help if necessary.
- They could complete the task for homework.
- When they have finished, ask a few pupils to read their letters to the class. Praise all good efforts.

### End the lesson

- Tell the pupils that in the next lesson, they will do a project about a special day in their holidays. Ask them to think about what day they can talk about.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- use reading strategies to understand simple reading material
- read clearly with a reasonable speed and volume
- locate and select suitable electronic greeting cards for different occasions
- write simple sentences to answer questions

### Structures

Revision of:  
The past simple:  
*My favourite day in the holidays was our visit to Jerash. We **travelled** by car to Jerash.*

### Functions

Talking about leisure activities  
Talking about the past  
Planning a project about writing a postcard

### Topic

Revision

### Resources

- Pupil's Book, page 19, Exercise 7, Project: Our special day

### Revision

- Ask pupils what they usually/sometimes/always/never do in the holidays. Pupils answer using an adverb of frequency.

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

- Ask pupils to open their Pupil's Book at page 19. Choose pupils to read a sentence each of Issa's postcard.
- Next, choose six pupils to read a question each from section 1.
- Put pupils in pairs. They take it in turns to ask the questions and answer them as if they were Issa. Go round and monitor their work and make a note of any errors. You can go over these at the end.

### Answers

1. My favourite day was our visit to Jerash.
2. I was with my dad and grandpa./My dad and grandpa were with me.
3. We went to see the old Roman buildings.
4. Yes, we did.
5. We saw some men in traditional Roman costumes.
6. It was very interesting.

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

- Ask pupils to look at section 2. Explain that in the next lesson, they will use the answers they have written today to write a postcard like the one in the book. Encourage them to search the Internet to locate and select greeting cards to take ideas.
- Ask pupils to describe what they can see in the picture. Then read it aloud with appropriate expression. Ask some pupils to read the postcard aloud clearly with a reasonable speed and volume. Help them with any language.
- Get a pair of pupils to read the example question and answer in section 3.
- Explain that they are now going to work in pairs to ask and answer the questions from part 1 about their own holidays.
- Go round and monitor their work and check they are doing this well.
- Check answers as a class by getting some pairs to ask and answer in front of the class.

### Answers

Pupils' own answers

### 7 Project: Our special day

#### 1 Read and answer

- 1 What was your favourite day in the holidays?
- 2 Who was with you?
- 3 Where did you go?
- 4 Did you travel by car?
- 5 What did you see?
- 6 Why did you enjoy the day?

#### 2 Make a postcard

Draw a picture or choose a photo. Write to a friend about your favourite day in the holidays.

Dear Raed,  
My favourite day in the holidays was our visit to Jerash. I was with my dad and grandpa.  
We travelled by car to Jerash. We went to see the old Roman buildings. Some men were in traditional Roman costumes.  
I saw how the Roman people lived. It was very interesting. I was very happy!  
Best wishes,  
Issa



#### 3 Ask and answer

What was your favourite day in the holidays?



My favourite day was our visit to Jerash.

19

### End the lesson

- Ask pupils to bring in photos or pictures that they can use to make their postcard in the next lesson.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- use reading strategies to understand simple reading material
- write a postcard to a friend
- use and spell correctly learnt vocabulary
- correct spelling and punctuation with the assistance of peers

### Structures

Revision of:  
The past simple:  
*My favourite day in the holidays **was** our visit to Jerash. We **travelled** by car to Jerash.*

### Functions

Talking about leisure activities  
Talking about the past  
Presenting a project about writing a postcard

### Topic

Revision

### Resources

- Pupil's Book, page 19, Exercise 7, Project: Our special day
- Activity Book, page 79, Assessment
- Activity Book, pages 72 and 73, Handwriting Practice
- Project Worksheet 1, page 162
- Blank postcards or pieces of paper

## Classroom assessment

With reference to Unit 4, pupils can:

Scoring criteria	Good	Fair	Poor
recognise sounds of some consonants and vowels			
participate in simple classroom exchanges			
respond to questions before, during and after listening			
use short sentences to talk with a partner or a small group about familiar situations with a partner, prepare and present a short simple dialogue			
demonstrate understanding of simple informational material			
express an opinion based on information from a written source			
write sentences to complete a letter			
use and spell correctly learnt vocabulary			

## End the lesson

- Go to Handwriting Practice pages 72-73 at the end of the Activity Book. Refer to Teacher's Book pages 187-188 to teach the formation of individual letters. Pupils then copy the sentences on these pages in order to practise semi-cursive handwriting.
- Make sure that the letters in the words are attached with appropriate observation of the given examples.
- Ask pupils to complete the assessment found in the Activity Books on page 79.
- Congratulate pupils on all their hard work in the first four units.

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

- Ask pupils if they have brought in pictures of their special day in the holidays or ask them to draw their own pictures.
- Now ask them to look again at the photograph on Pupil's Book page 19. Ask pupils what they can remember about Issa's postcard.
- Then ask pupils to read the postcard again.
- Explain that pupils are now going to write their own postcards. Hand out Project worksheet 1 (page 162) for them to do this.
- Pupils use their own answers to the questions in section 1 and the model postcard in part 2 to write their postcards. They can stick on their pictures below their text.
- Go round and help them. Make sure they lay out the card like the model, with *Dear...* at the top and *Best wishes, (name)* at the bottom.
- When they have finished, ask pupils to show each other their cards. Encourage pupils to offer suggestions as to how the cards could be improved, or to correct spelling or punctuation.
- Now ask pupils to work in different pairs. Get them to ask and answer the questions from part 1 about their postcards. Pupils take it in turns to answer. Go round and monitor their work and make a note of any errors. You can go over these at the end.
- Pupils can display their postcards on a board for other pupils to look at.

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>follow simple oral instructions</li> <li>demonstrate understanding of spoken words in simple instructions, exchanges and presentations</li> <li>participate in simple classroom exchanges</li> <li>respond to questions before, during and after listening</li> <li>pronounce short, simple English words correctly</li> <li>demonstrate recognition of word formation</li> </ul>
<b>Structures</b>	<p>Revision of the verb <i>going to</i> for future plans and introduction of the negative form:  <i>We're going to do a project about transport at school.</i>  <i>Are you going to visit the Royal Automobile Museum in Amman? Yes, we are.</i>  <i>We aren't going to see lorries.</i>  Revision of telling the time with <i>o'clock</i>:  <i>The museum opens at ten o'clock.</i>  Introduction of telling the time with <i>past/to</i>:  <i>My class is going to travel to the museum at twenty-five past nine.</i></p>
<b>Functions</b>	<p>Talking about the future  Talking about types of transport  Telling the time</p>
<b>Vocabulary</b>	<p><i>answer</i> (v), <i>class</i> (n), <i>collection</i>, <i>excited</i>, <i>helicopter</i>, <i>lorry</i>, <i>motorbike</i>, <i>question</i> (n), <i>transport</i> (n)</p>
<b>Topic</b>	<p>Transport</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 20, Exercise 1, Listen and read</li> <li>Audio, Pupil's Book, Unit 5, Exercise 1</li> <li>Flashcards: helicopter, lorry, motorbike</li> <li>A clock</li> </ul>

## Revision

- Ask a few pupils to present their postcards from the project in the previous lesson. 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.

## Presentation

- Show pupils a clock and revise telling the time with *o'clock*. Point to different hours and elicit the time (*It's four o'clock*, etc).
- Now draw a circle on the board and draw a line from the top to the bottom of the circle. On the right side of the line, write *past*. On the left side of the line, write *to*.
- Now move the hands of the clock to five past one and say *It's five past one*. Pupils repeat.
- Do the same with *ten past*, *twenty past* and *twenty-five past*.

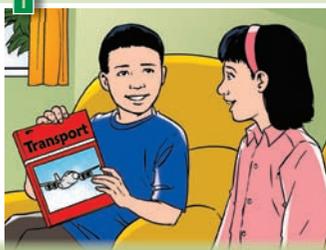
- Now do the same with *five to*, *ten to*, *twenty to* and *twenty-five to*.
- Then revise *half past*, *quarter past* and *quarter to*.
- Move the clock to different positions and ask pupils for the time. Do this until they are confident at saying *to* and *past* the hour.
- Revise *going to*. Say, *Today, we are going to listen to a recording. Are we going to do unit 5?* Elicit the answer *Yes, we are*.
- Present the negative form: *Are we going to do unit 6? No, we aren't. We aren't going to do unit 6.* Pupils repeat.
- Ask pupils *Are we going to do unit 4?* Elicit the answer: *No, we aren't. We aren't going to do unit 4.* Do the same with other units until they can answer confidently.
- Present the word *transport*. Ask pupils to tell you as many forms of transport as they can. Write their ideas on the board.
- Use the flashcards to present *helicopter*, *lorry*, *motorbike*. Get them to say the words several times and make sure they correctly stress the first syllables: **helicopter**, **lorry**, **motorbike**.
- Now present *collection*. Ask pupils if they have any collections at home. Ask them what you can have collections of, e.g. stamps, toy cars, stones, fossils etc.
- Present the word *class*. Ask pupils if their class has a name or number.
- The other new words are *answer* and *question*. The pupils may know these words from rubrics in the book. See if they can understand the words from context.

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

- Ask pupils to open their books at page 20 and to look at the pictures. Ask pupils to tell you who they can see (*Kareem and Samira*). Ask *What transport can you see?* (*a plane, a car, a motorbike, a helicopter, a lorry*).
- Ask pupils to listen to the recording to find out what Kareem is going to visit.
- Ask pupils to listen to the story and read as they listen.
- Ask *Where is Kareem going to go?* Elicit *He is going to visit the Royal Automobile Museum in Amman*.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and then as individuals.
- Ask a few comprehension questions, for example:
  - for picture 1: *What project is Kareem going to do? (He's going to do a project about transport.) When is he going to the Royal Automobile Museum in Amman? (He's going to go to the museum on Tuesday.)*
  - for picture 2: *What transport is he going to see? (He's going to see cars and motorbikes.) Is he going to see planes, helicopters or lorries? (No, he isn't. He isn't going to see planes, helicopters or lorries.)*
  - for picture 3: *Is he going to answer questions about the collection in the museum? (Yes, he is.) What are they going to talk about at school next week? (They are going to talk about King Hussein's collection.)*
  - for picture 4: *Is Kareem going to be at home for lunch on Tuesday? (Yes, he is.) Is he going to travel to the museum at ten o'clock? (No, he isn't. He's going to travel to the museum at twenty-five past nine.) Does the museum open at twenty-five past nine? (No, it doesn't. It opens at ten o'clock.)*

## Are you going to see planes?

**1** Listen and read



**Kareem:** We're going to do a project about transport at school.

**Samira:** Are you going to visit the Royal Automobile Museum in Amman?

**Kareem:** Yes, we are. We're going to go to the museum on Tuesday.



**Samira:** Are you going to see planes and helicopters?

**Kareem:** No, we aren't, and we aren't going to see lorries.

**Samira:** What are you going to see?

**Kareem:** We're going to see King Hussein's collection of cars and motorbikes.



**Samira:** What are you going to do at the museum?

**Kareem:** We're going to answer questions about the cars and the motorbikes in the museum. We're going to talk about King Hussein's collection at school next week.



**Samira:** Is Kareem going to be here for lunch on Tuesday, Mum?

**Mum:** Yes, he is. What time are you going to go to the museum, Kareem?

**Kareem:** My class is going to travel to the museum at twenty-five past nine. The museum opens at ten o'clock. I'm very excited!

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### Audioscript

- Kareem:** We're going to do a project about transport at school.

**Samira:** Are you going to visit the Royal Automobile Museum in Amman?

**Kareem:** Yes, we are. We're going to go to the museum on Tuesday.
- Samira:** Are you going to see planes and helicopters?

**Kareem:** No, we aren't, and we aren't going to see lorries.

**Samira:** What are you going to see?

**Kareem:** We're going to see King Hussein's collection of cars and motorbikes.
- Samira:** What are you going to do at the museum?

**Kareem:** We're going to answer questions about the cars and the motorbikes in the museum. We're going to talk about King Hussein's collection at school next week.
- Samira:** Is Kareem going to be here for lunch on Tuesday, Mum?

**Mum:** Yes, he is. What time are you going to go to the museum, Kareem?

**Kareem:** My class is going to travel to the museum at twenty-five past nine. The museum opens at ten o'clock. I'm very excited!

### Further practice

- Choose pupils to read each part out loud. Check their pronunciation and practise as a class if necessary.

### End the lesson

- Ask pupils if they have been to the Royal Automobile Museum in Amman. If they say no, ask them what museums they have visited.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- use clues (pictures) to understand new or unfamiliar words when listening
- ask questions and give answers in an appropriate tone of voice
- pronounce short, simple English words correctly
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

Revision of the verb *going to* for future plans and practice of the negative form:

*We're going to do a project about transport at school.*

*Are you going to visit the Royal Automobile Museum in Amman? Yes, we are.*

*We aren't going to see lorries.*

Revision of telling the time with *o'clock*:  
*The museum opens at ten o'clock.*

Introduction of telling the time with *past/to*:

*My class is going to travel to the museum at twenty-five past nine.*

### Functions

Talking about the future  
Talking about types of transport  
Telling the time

### Topic

Transport

### Resources

- Pupil's Book, page 20, Exercise 1, Listen and read
- Activity Book, page 19, Exercise 1, Match. Then listen and check
- Activity Book, page 19, Exercise 2, Look, read and write
- Audio, Pupil's Book, Unit 5, Exercise 1
- Audio, Activity Book, Unit 5, Exercise 1
- Flashcards: helicopter, lorry, motorbike
- A clock

### Revision

- Use the clock to revise the time. Move the hands to various positions and ask *What time is it?* Pupils answer using *o'clock*, *past* and *to*.
- Hold up the flashcards and revise the words. Make sure they pronounce them correctly.

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

- Ask pupils to open their books at page 20. Ask them to tell you as much as they can about the story.
- Play the recording while pupils follow in their books.
- In groups of three, pupils practise reading the dialogue, taking the parts of Samira, Kareem and Mum. Monitor as they are working and make notes of any pronunciation mistakes. Go over the mistakes as a class. Encourage the use of an appropriate tone of voice.

## Further practice

- Ask pupils to work in pairs. Tell them to make right or wrong sentences about the story. Their partner says *Yes* or *No*. For example: *Kareem is going to see lorries in the museum. (No, he isn't.) They are going to see King Hussein's collection of cars and motorbikes. (Yes, they are.)*

## Activity Book, Page 19, Exercise 1

- Ask pupils to open their books at page 19 of their Activity Books. Read the example so that pupils are clear that they match the answers A–E with the questions 1–5.
- Pupils can work in pairs to complete the task.
- Pupils then listen to the recording to check their answers.
- Choose pairs to read out each question and answer.

### Audioscript

- Mum: Are you going to go on a school trip tomorrow, Huda?  
 Huda: Yes, we are. We're going to go at half past nine tomorrow morning.  
 Mum: Where are you going to go?  
 Huda: We're going to visit the Children's Museum. I'm very excited.  
 Mum: What are you going to do at the museum?  
 Huda: We're going to learn about the sun, the moon and the stars.  
 Mum: That's good. Are you going to have lunch at the museum?  
 Huda: No, we aren't going to eat there.  
 Mum: What time are you going to come home?  
 Huda: We're going to come home at a quarter past one.

### Answers

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

## Activity Book, Page 19, Exercise 2

- Ask pupils to look at Exercise 2. Read the question at the top. Pupils answer in pairs.
- Check answers as a class. Make sure they spell the plural of *lorry* correctly (*lorries*).

### Answers

- helicopters
- planes
- lorries
- motorbikes
- cars

## Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
use and spell correctly learnt vocabulary			

## End the lesson

- Ask pupils if they can name any other forms of transport, e.g. train, bike.
- Ask how they usually travel to school.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- with a partner, prepare and present a short, simple dialogue to the class
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

Revision of the verb *going to* for future plans and practice of the negative form:  
*Is Samira going to have lunch with Grandma on Thursday? No, she isn't. Samira isn't going to have lunch with Grandma on Thursday.*

### Functions

Talking about the future

### Topic

Transport

### Resources

- Pupil's Book, page 21, Exercise 2, Look and say
- Activity Book, page 20, Exercise 3, Look, read and complete

## Revision

- Ask pupils to look at page 20 of the Pupil's Book and ask a few questions about the story, e.g. *Is Kareem going to do a project about transport? (Yes, he is.) Is he going to visit the Royal Automobile Museum? (Yes, he is.) Are they going to see planes and helicopters? (No, they aren't.)*

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

- Ask pupils to look at the pictures on page 21 of the Pupil's Book. Ask them to describe what they can see. Help them with any vocabulary.
- Point to the ticks and crosses above each picture, then ask a pair of pupils to read the example (concerning Thursday). Make sure they use the appropriate tone of voice.

- Pupils work in pairs to ask and answer questions about the other pictures. Go round and monitor their work and make a note of any problems. You can go over these at the end.
- Get a few pairs of pupils to demonstrate their dialogues to the class.

### Answers

Is Samira going to have lunch with Grandma on Thursday?  
No, she isn't. Samira isn't going to have lunch with Grandma on Thursday.

Is Kareem going to go to the mosque on Friday?  
Yes, he is. He is going to go to the mosque on Friday.

Is Samira going to play tennis on Saturday?  
No, she isn't. Samira isn't going to play tennis on Saturday.

Is Kareem going to make a model plane on Sunday?  
No, he isn't. Kareem isn't going to make a model plane on Sunday.

Is Kareem going to help his father on Monday? Yes, he is.  
Kareem is going to help his father on Monday.

Is Samira going to use her laptop on Tuesday?  
No, she isn't. Samira isn't going to use her laptop on Tuesday.

### Answers

1. Yes, he is. He's going to write a story.
2. No, he isn't. He's going to play with his friends on Saturday.
3. No, they aren't. On Friday, they're going to play in the park.
4. Yes, they are. They're going to have lunch with them.
5. No, she isn't. She is going to go to the sports centre on Friday.
6. Yes, she is. She is going to help Mum make cakes.

### End the lesson

- Ask pupils questions about themselves, e.g. *Are you going to do your homework on Friday afternoon? Are you going to play with your friends on Friday? Are you going to go to the sports centre on Friday afternoon?* etc. Pupils answer *Yes, I am* or *No, I'm not. I'm going to...*

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- participate in simple classroom exchanges
- ask questions and give answers in an appropriate tone of voice
- with a partner, prepare and present a short, simple dialogue to the class
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

Revision of the verb *going to* for future plans and practice of the negative form:  
***Are you going to play with your friends on Friday? No, I'm not. I'm going to go to the mosque.***

### Functions

Talking about the future

### Topic

Transport

### Resources

- Pupil's Book, page 21, Exercise 3, Ask and answer
- Activity Book, page 20, Exercise 4, Complete and circle

### Revision

- Revise buildings. Ask pupils to name as many buildings as they can in their town and write these on the board, e.g. *sports centre, water park, mosque, park, school, museum*.

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

- Ask pupils to open their books at page 21. Ask a pupil to read the list of activities.
- Now ask a pair of pupils to read the example question and answer. Explain that they can ask about any day of the week.
- Pupils work in pairs to complete the task. Go round and monitor their work and make sure they use the appropriate tone of voice. Make a note of any errors. Go over these at the end.
- Ask a few pairs to demonstrate their dialogues to the class.

### Answers

Pupils' own answers

### 2 Look and say



Thursday



Friday

Is Samira going to have lunch with Grandma on Thursday?



Saturday

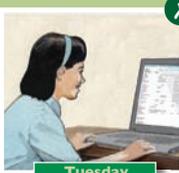


Sunday

No, she isn't.



Monday



Tuesday

Samira isn't going to have lunch with Grandma on Thursday.

### 3 Ask and answer

- Sunday • Monday • Tuesday • Wednesday
- Thursday • Friday • Saturday

- play with your friends
- help Mum in the garden
- paint pictures
- visit your grandparents
- go to the mosque
- go to the park
- write an email
- do your homework

Are you going to play with your friends on Friday?



No, I'm not. I'm going to go to the mosque.

21

### Activity Book, Page 20, Exercise 3

- Ask pupils to open their Activity Books at page 20. Explain the task. Pupils use the information in the table to complete the sentences. Ask a pupil to read the first two sentences as examples.
- Pupils complete the task individually, then compare answers in pairs.
- Check answers as a class. Choose pairs to read the questions and completed answers.

### Activity Book, Page 20, Exercise 4

- Ask pupils to open their Activity Books at page 20. Get a pair of pupils to read the example question and answer. Explain that pupils can answer truthfully for themselves.
- Pupils complete the task in pairs.
- Get pupils to read the completed questions and answers to check their answers.

#### Answers

Questions:

1. Are you going to go to the mosque on Friday?
2. Are you going to see your friends on Saturday?
3. Are you going to help Mum tomorrow?
4. Are you and your friends going to go to the park on Saturday?
5. Is your teacher going to give you lots of homework today?

Answers: Pupils' own answers

### End the lesson

- Tell the pupils you are going to learn about a museum in the next lesson. Ask them to guess which one it is (the Royal Automobile Museum).

## Lesson 5

#### Outcomes

It is expected that pupils will:

- follow simple oral instructions
- use words and short sentences to participate in short, simple exchanges
- use reading strategies to understand simple reading material, a postcard
- demonstrate understanding of simple informational material, a postcard
- use and spell correctly learnt vocabulary
- write simple sentences on familiar topics

#### Structures

Revision of the verb *going to* for future plans: *We're going to learn about the oldest car and the oldest motorbike in the collection.*  
The past simple: *What time did they arrive at the museum? They arrived at the museum at five to ten.*

#### Functions

Talking about the future  
Talking about the past  
Talking about types of transport  
Showing appreciation of museums  
Showing appreciation of the value of old means of transport

#### Vocabulary

*powerful*

#### Topic

Transport

#### Resources

- Pupil's Book, page 22, Exercise 4, Read and complete
- Activity Book, page 21, Exercise 5, Read and circle
- Activity Book, page 21, Exercise 6, Write sentences

### Revision

- Ask pupils what they can tell you about the Royal Automobile Museum in Amman. What can they see there? Elicit *King Hussein's collection of cars and motorbikes.*

- Revise superlatives. Ask pupils *Who is the oldest in your family?* Pupils answer, e.g. *My grandfather is the oldest.* Now ask *Who is the fastest in your family?* Pupils answer, e.g. *My brother is the fastest.* Write *oldest* and *fastest* on the board.

### Presentation

- Ask pupils what cars they think are in the museum and elicit, e.g. *old cars, fast cars.*
- Present *powerful*. Explain that fast cars and motorbikes are very powerful. Pupils repeat the word.

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

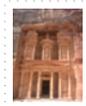
- Ask pupils to open their books at page 22. Explain that Kareem is writing a postcard about his visit to the Royal Automobile Museum in Amman. Ask pupils to read the first two sentences and ask, *Where is Kareem?* Pupils answer *He is in the museum.* Then ask *What time is it at the museum now?* Elicit *It's ten o'clock.*
- Now ask them to read the rest of the text to find out *Is the fastest motorbike in the collection faster than the fastest car?*
- Give pupils time to read the text. When you have finished, ask your question again and elicit the answer *No, it isn't. The fastest car in the collection is faster than the fastest motorbike.*
- Choose pupils to read the postcard aloud. Then, in pairs, pupils complete the gapped sentences in their notebooks, as in the example. Monitor as they work, helping if necessary.
- Check answers as a class.

#### Answers

1. five to ten
2. ten o'clock
3. oldest
4. car
5. motorbike
6. powerful

#### 4 Read and complete

We arrived at the Royal Automobile Museum at five to ten. It's ten o'clock now and the museum is open. We're going to see all the cars and motorbikes. We're going to learn about the oldest car and the oldest motorbike in the collection.



The oldest car is more than one hundred and twenty years old. The oldest motorbike is more than one hundred years old. We're going to look for the fastest car and for the fastest motorbike in the collection. The fastest motorbike is very powerful.

The fastest car in the collection is faster than the fastest motorbike.



They arrived at the museum at five to ten.

- powerful • ten o'clock • oldest
- motorbike • car • five to ten

- 1 Kareem arrived at the museum at \_\_\_\_\_.
- 2 The museum opens at \_\_\_\_\_.
- 3 They're going to learn about the \_\_\_\_\_ cars and motorbikes.
- 4 The oldest \_\_\_\_\_ is more than one hundred and twenty years old.
- 5 The oldest \_\_\_\_\_ is more than one hundred years old.
- 6 The fastest motorbike is very \_\_\_\_\_.



### Activity Book, Page 21, Exercise 5

- Ask pupils to open their Activity Books at page 21.
- Explain that they are going to read about another trip to a museum by Huda. Ask pupils to read quickly to find out what is inside the museum. (You can see a planetarium and there is a shop). Help them with any vocabulary.
- Ask pupils to read the diary again, then to read the sentences 1–5. Ask them to circle the correct words.
- They can compare answers in pairs.
- Check answers as a class.

#### Answers

1. morning
2. parents
3. planetarium
4. the Earth
5. school

### Activity Book, Page 21, Exercise 6

- Pupils read the questions and the example answer.
- Ask pupils to answer the questions individually. They can read the text in Exercise 5 again if necessary.
- Pupils compare their answers in pairs.
- Check answers as a class.

#### Answers

1. They arrived at the museum at nine o'clock.
2. She is going to visit the museum again in the holidays.
3. She bought a book about the planets.
4. Jupiter has got more than 50 moons.
5. They are going to learn about space/the planets.

### End the lesson

- Tell students they are going to do more exercises about time in the next lesson. Ask pupils *What time is it now?* Pupils answer.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sound of some consonants
- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- prepare and present a short, simple dialogue to the class with a partner
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary
- trace words and simple sentences

### Structures

Revision of the verb *going to* for future plans: *Alia is going to drive to the airport at twenty to seven.*  
Revision of telling the time: *What time is it, please? It's twenty-five past nine.*

### Functions

Recognising and pronouncing words with the sound /m/  
Talking about the future  
Telling the time

### Topic

Transport

### Resources

- Pupil's Book, page 23, Exercise 5, Listen and say
- Pupil's Book, page 23, Exercise 6, Listen and match
- Pupil's Book, page 23, Exercise 7, Look and say
- Activity Book, page 22, Exercise 7, Listen and repeat. Then point and say
- Activity Book, page 22, Exercise 8, Look and write
- Activity Book, page 22, Exercise 9, Trace and complete
- Audio, Pupil's Book, Unit 5, Exercise 5
- Audio, Pupil's Book, Unit 5, Exercise 6
- Audio, Activity Book, Unit 5, Exercise 7
- Photocopiable Extra Practice Worksheet 2, page 167
- A clock

### Revision

- Ask pupils to come to the front. Say a time, e.g. *It's ten to four.* Pupils move the hands on the clock to show that time. Do the same with several times. Then get pupils to say the time. Other pupils move the hands on the clock.

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

- Ask pupils to open their books at page 23 and to look at the pictures. Explain that they are going to hear words with the /m/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.

#### Audioscript

/m/, /m/: motorbike, summer, lamb

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

- Ask pupils to look at the six clocks. Pupils say what time is shown on each one.
- Explain that pupils are going to hear a conversation between a girl and a boy. They need to match each part of the conversation 1 – 6 with one of the clocks a – f.
- Play the recording all the way through and ask pupils to find out where the father is going (Aqaba).
- Now play the first part of the recording again, then pause. Read the example answer in the book and ask pupils which clock this matches with (clock e).
- Do the same with the remaining five parts of the recording. Encourage pupils to take notes as they are listening.
- Play the recording all the way through again.
- Check answers as a class.

#### Audioscript

- Boy: Is Dad going to be here on Saturday?  
 Girl: No, Dad's going to work in Aqaba on Saturday. He's going to go by plane. We're going to drive to the airport at twenty to seven.
- Boy: Are we going to have breakfast at the airport?  
 Girl: Yes. We're going to wave goodbye to Dad at nine o'clock.
- Boy: Are we going to talk to Dad when he is in Aqaba?  
 Girl: Yes. Dad's going to phone us from Aqaba at five past ten.
- Girl: We're going to see Dad on Thursday. He's going to fly home at five to seven.
- Boy: Are we going to go to the airport again?  
 Girl: Yes. We're going to drive to the airport at twenty past seven.
- Girl: We're going to see Dad at quarter to eight.  
 Boy: He's going to enjoy Aqaba!

#### Answers

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

**5 Listen and say**





motorbike                      summer                      lamb

**6 Listen and match**



We're going to drive to the airport at twenty to seven.






**7 Look and say**











What time is it, please?



It's twenty-five past nine.

23

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

- Ask pupils to look at the clocks. In pairs, pupils ask and answer for each one using the appropriate tone of voice, as in the example.
- Go round and monitor their work and make a note of any errors. Go over these at the end.
- Ask pairs of pupils to demonstrate their dialogues to the class to check their answers. Make sure they are speaking clearly with a reasonable speed and volume.

#### Answers

1. What time is it, please? It's twenty-five past nine.
2. What time is it, please? It's five past nine.
3. What time is it, please? It's twenty past twelve.
4. What time is it, please? It's five to eleven.
5. What time is it, please? It's twenty-five to two.
6. What time is it, please? It's twenty to eight.
7. What time is it, please? It's ten past eight.
8. What time is it, please? It's ten to five.

### Activity Book, Page 22, Exercise 7

- Ask pupils to open their Activity Books at page 22. Ask them to look at the pictures. Play the recording. Pupils listen and repeat.
- Play the recording again.
- Now ask pupils to point to each picture and say the word. They can do this first in pairs, then as a class.
- Ask a few individuals to say the words to check their pronunciation.

### Audioscript and answers

1. museum
2. man
3. camera
4. numbers
5. Mum
6. comb

### Activity Book, Page 22, Exercise 8

- Ask pupils to look at the clocks. In pairs, they say the time on each clock.
- Now ask them to write the times, as in the example.
- Go round and monitor their work as they do this. Offer help where necessary, for example with the spelling of *quarter*, *half*.
- Check answers as a class.

### Answers

1. It's ten to four.
2. It's quarter past six.
3. It's twenty-five to eleven.
4. It's half past one.
5. It's five past seven.
6. It's twenty to three.

### Activity Book, Page 22, Exercise 9

- Pupils say what they can see in the pictures (the number four and lorries). Explain that they are going to practise writing the words *four* and *lorries* and the sentence *We're going to see four lorries*.
- Go round and check they are writing neatly and correctly.
- Ask pupils to read the completed sentence aloud.

### Further practice

- Make a copy of Extra practice worksheet 2, page 167, for each pupil. Explain that they should match the times on the clocks with the words.
- Pupils can work in pairs.

### End the lesson

- Ask pupils *What time is it, please?* and pupils answer. Now say *What time do you do your homework/eat in the evening/go to bed?* Pupils answer.

## Classroom assessment

With reference to Unit 5, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
respond to questions before, during and after listening			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
with a partner, prepare and present a short, simple dialogue to the class			
use reading strategies to understand simple reading material			
write simple sentences on familiar topics			

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• follow simple oral instructions</li> <li>• use clues (flashcards) to understand new or unfamiliar words when listening</li> <li>• use print or electronic bilingual dictionaries to help understand unfamiliar words</li> <li>• use words and short sentences to participate in short, simple exchanges</li> <li>• demonstrate understanding of simple informational material</li> <li>• use context and visual clues to predict or identify meaning of unfamiliar words</li> </ul>
<b>Structures</b>	<p>The past simple tense – affirmative, negative and question forms:  <i>Dad <b>went</b> to visit his friend Jaber this morning.</i>  <i><b>Did</b> you <b>live</b> in this house? No, we <b>didn't</b>.</i></p> <p>The past simple with time markers:  <i>Grandpa <b>took</b> this photo <b>thirty years ago</b>.</i>  <i>Dad and I <b>saw</b> Faisal <b>last Tuesday!</b></i>  <i>It <b>was</b> in <b>2009</b>.</i></p>
<b>Functions</b>	<p>Talking about events in the past          Placing events in the past          Talking about jobs and workplaces</p>
<b>Vocabulary</b>	<p><i>ago, dentist, dentist's surgery, firefighter, fire station, policeman, scientist, want (v)</i></p>
<b>Topic</b>	The past
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 24, Exercise 1, Listen and read</li> <li>■ Audio, Pupil's Book, Unit 6, Exercise 1</li> <li>■ Flashcards: dentist, dentist's surgery, firefighter, fire station, policeman, scientist</li> <li>■ Wallchart: <i>Jobs and work</i></li> </ul>

## Revision

- Revise jobs. Ask pupils to name as many jobs as they can, e.g. *baker, teacher, doctor, butcher, nurse*. Write these on the board.
- Revise the past tense. Say *Last year, I went to (England)*. *Where did you go last year?* Pupils answer *I went to...*
- Now say *When I was a baby, I lived in (Jerash)*. *Where did you live when you were a baby?* Pupils answer *I lived in...*
- Revise *show around*. Say *Please show a new pupil around the school. Where will you go?* Elicit from pupils that they will go to all the rooms in the school.

## Presentation

- Present jobs and places of work using the flashcards and the pictures on the wallchart. Present each job and get pupils to repeat: *dentist, firefighter, policeman, scientist*.
- Now present the places of work. Get pupils to repeat. Then ask *Who works in a fire station?* (*A firefighter.*) *Who works in a dentist's surgery?* (*A dentist.*) You can also ask *Who works in a police station?* (*A policeman.*) *Who works in a laboratory?* (*A scientist.*)
- Ask pupils to use electronic bilingual dictionaries to help understand the new words.

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

- Ask pupils to open their books at page 24. Ask them who they can see in the pictures (Kareem, Samira, Grandma, Grandpa). Ask *What are they looking at?* and elicit *They are looking at some photos/pictures*.
- Tell pupils they are going to listen to a conversation and while they listen, they need to find out who is in the photos.
- Play the recording. Pupils listen and read.
- Play the recording again and ask pupils some questions to see if they can work out the meaning of *want* from context:

for picture 1: *Who took this photo? (Grandpa.)*

*When did he take the photo? (He took the photo thirty years ago.)*

*Where did they live thirty years ago? (They lived next to a dentist's surgery.)*

*What was Grandpa's job? (He was a dentist.)*

for picture 2: *Who took this photo? (Grandpa.)*

*Who is Faisal? (He is a friend of Dad's.)*

*Why were they at a fire station? (Faisal's dad was a firefighter.)*

*Is Faisal a firefighter too? (No, he's a policeman.)*

for picture 3: *Where was Dad in this photo? (He was in a science laboratory.)*

*Where did Jaber work? (He worked in a laboratory.)*

*Did Jaber want to be a firefighter? (No, he wanted to be a scientist.)*

*Who sometimes helped him? (Dad sometimes helped him.)*

for picture 4: *Where did Dad go this morning? (He went to visit his friend Jaber.)*

*Why did he go to the museum? (Jaber works at the museum.)*

*What is Jaber going to do? (He is going to show Dad around.)*

## Grandpa took this photo

## 1 Listen and read



**Grandma:** Look at these photos of your dad! Grandpa took this photo thirty years ago. Your dad was a child. He was in Grade 1.  
**Samira:** Did you live in this house?  
**Grandma:** No, we didn't. We lived next to a dentist's surgery. Grandpa was a dentist.



**Grandpa:** I took this photo twenty years ago. This is Dad and his friend, Faisal.  
**Kareem:** Where were they?  
**Grandma:** They were at the fire station. Faisal's dad was a firefighter.  
**Kareem:** Dad and I saw Faisal last Tuesday! He's a policeman.



**Samira:** Dad was in a science laboratory in this photo. When was this?  
**Grandma:** It was in 2009. Your dad's friend, Jaber, worked in the laboratory. Jaber liked science. He wanted to be a scientist. Dad sometimes helped him.



**Kareem:** Dad went to visit his friend Jaber this morning.  
**Grandpa:** Where did he go?  
**Kareem:** He went to the Jordan Museum. Jaber works at the museum. He's going to show Dad around now!

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## Audioscript

- Grandma:** Look at these photos of your dad! Grandpa took this photo thirty years ago. Your dad was a child. He was in Grade 1.  
**Samira:** Did you live in this house?  
**Grandma:** No, we didn't. We lived next to a dentist's surgery. Grandpa was a dentist.
- Grandpa:** I took this photo twenty years ago. This is Dad and his friend, Faisal.  
**Kareem:** Where were they?  
**Grandma:** They were at the fire station. Faisal's dad was a firefighter.  
**Kareem:** Dad and I saw Faisal last Tuesday! He's a policeman.
- Samira:** Dad was in a science laboratory in this photo. When was this?  
**Grandma:** It was in 2009. Your dad's friend, Jaber, worked in the laboratory. Jaber liked science. He wanted to be a scientist. Dad sometimes helped him.
- Kareem:** Dad went to visit his friend Jaber this morning.  
**Grandpa:** Where did he go?  
**Kareem:** He went to the Jordan Museum. Jaber works at the museum. He's going to show Dad around now!

## End the lesson

- Ask pupils, *Do you take photos? What do you take photos of?*  
Pupils answer.

## Lesson 2

## Outcomes

## It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- use words and short sentences to participate in short, simple exchanges
- pronounce short, simple English words and phrases correctly
- ask questions and give answers in an appropriate tone of voice
- use context and visual clues to predict or identify meaning of unfamiliar words
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary

## Structures

The past simple tense – affirmative, negative and question forms:

*Dad **went** to visit his friend Jaber this morning.*

***Did you live** in this house? No, we **didn't**.*

The past simple with time markers:

*Grandpa **took** this photo **thirty years ago**.*

*Dad and I **saw** Faisal **last Tuesday**.*

*It **was** in **2009**.*

## Functions

Talking about events in the past  
 Placing events in the past  
 Talking about jobs and workplaces

## Topic

The past

## Resources

- Pupil's Book, page 24, Exercise 1, Listen and read
- Activity Book, page 23, Exercise 1, Read and order
- Activity Book, page 23, Exercise 2, Complete
- Audio, Pupil's Book, Unit 6, Exercise 1
- Flashcards: dentist, dentist's surgery, firefighter, fire station, policeman, scientist
- Wallchart: *Jobs and work*

## Revision

- Use the flashcards to revise *dentist, dentist's surgery, firefighter, fire station, policeman, scientist*.
- Now ask pupils to look at the wallchart *Jobs and work*. Say a word from the flashcards, e.g. *firefighter*. Ask a pupil to come up and point to it on the wallchart. Ask him or her to say the word. Then repeat with the other words.
- Say *When I was five, I wanted to be a (doctor)*. *What did you want to be when you were five?* Pupils answer *I wanted to be a...*
- Revise saying years. Write 2009 on the board. Say *Two thousand and nine*, and ask pupils to repeat. Ask what year it is now. Put some more years on the board and ask pupils to say the year.

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

- Ask pupils to open their books at page 24. Ask them to tell you what they can remember about the story.
- Play the recording while pupils read.
- Pupils practise reading the story in groups of four.
- Ask more questions for them to practise using time markers, for example:
  - for picture 1: *When did Grandpa take the photo? (He took the photo thirty years ago.)*
  - for picture 2: *When did Grandpa take the photo? (He took it twenty years ago.)*
  - for picture 3: *When was Dad in the science laboratory? (He was in the science laboratory in 2009.)*
  - for picture 4: *When did Dad visit Jaber? (He visited Jaber this morning.)*
- Encourage them to use correct pronunciation and tone of voice.

## Activity Book, Page 23, Exercise 1

- Ask pupils to open their Activity Books at page 23. Ask them to describe what they can see in the pictures.
- Explain that the boy in the first picture is talking to his father. However, their conversation is not in the right order. Ask pupils to look at the four sentences below the picture. Ask them to put the conversation in the correct order 1 to 4.
- Read the first sentence as an example. Pupils work in pairs to complete the task.
- Get pairs of pupils to read the dialogue in the correct order to check their answers.
- Follow the same procedure for the second dialogue.

### Answers

#### Conversation 1:

1. Did you take this photo, Dad?
2. Yes, I did. I was on holiday with my friend, Sameer.
3. Was it many years ago?
4. Yes, it was. It was in 2006. We were in Egypt.

#### Conversation 2:

1. Where did you go this morning, Nawal?
2. I went to the dentist's surgery.
3. Did you have toothache?
4. Yes, I did. I went to see my aunt. She works at the surgery.

## Activity Book, Page 23, Exercise 2

- Ask pupils to look at Exercise 2. Get pupils to read the words in the two boxes.
- Now ask them to complete the sentences with a job from one box, and a place of work from the other box. They can do this individually or in pairs.
- Check answers as a class.

### Answers

1. dentist; dentist's surgery
2. teacher; school
3. firefighter; fire station
4. scientist; laboratory

## End the lesson

- Ask a few pupils what job they want. Elicit answers, e.g. *I want to be a doctor.*

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- use words and short sentences to describe a familiar situation
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

The past simple tense – affirmative and question forms:  
*How old **were** you last year? I **was** eleven last year.*  
 The past simple with time markers:  
*He **took** this photo in **2010**.*

### Functions

Talking about events in the past  
 Placing events in the past  
 Sharing information about oneself

### Topic

The past

### Resources

- Pupil's Book, page 25, Exercise 2, Look and say
- Activity Book, page 24, Exercise 3, Read and complete

## Revision

- Revise jobs and places of work. Play a game. Say an incorrect sentence which pupils must correct. For example, *A firefighter works in a laboratory.* Pupils say *No, a firefighter works in a fire station.* Continue with the other jobs and places of work (teacher, school; dentist, dentist's surgery; scientist, laboratory).
- Ask pupils to look at the story on Pupil's Book page 24. In pairs, pupils scan the text quickly and note down all the words that say when things happened. Give them a few minutes to do this, then go over their answers as a class. Write the words on the board: *thirty years ago, twenty years ago, in 2009, this morning.*
- Revise years. Write some years on the board and get pupils to say them, for example: *2013, 2003, 2001, 2008, 2012.*
- Now point to each year and elicit how long ago each year was. For example, point to 2003 and elicit *It was (eleven/twelve) years ago.* Do the same with several years.

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

- Ask pupils to look at their Pupil's Book, page 25. Ask them to describe what they can see in the pictures. Then ask them to read the words at the top and check they understand all the vocabulary.
- Read the example with the pupils, *He took this photo in 2010.* Then elicit the answer for the second picture: *He phoned the fire station yesterday.*
- Ask pupils to complete the task in pairs. Remind them to take care with the irregular verb *go (went)*.
- Check answers as a class.

## Answers

1. He took this photo in 2010.
2. He phoned the fire station yesterday.
3. She lived next to a school five years ago.
4. He visited the museum last week.
5. She went to the dentist's surgery last Tuesday.
6. She watered the plants this morning.

### 2 Look and say

- water the plants • phone the fire station
- go to the dentist • take this photo
- live next to a school • visit the museum

He took this photo in 2010.



### 3 Ask and answer

- five years ago • yesterday
- last week • this morning • in 2013

- 1 Who did you phone?
- 2 Who did you help?
- 3 Where did you play?
- 4 Where did you go on holiday?
- 5 What did your teacher show you?

Who did you phone last week?



I phoned my cousin last week.

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## Activity Book, Page 24, Exercise 3

- Ask pupils to look at their Activity Books on page 24. Read the first sentence and elicit a suitable answer from the pupils.
- Now ask pupils to complete the task individually. They can compare answers in pairs.
- Check answers as a class.

### Suggested answers

1. I was (ten) last year.
2. I was six in (2009).
3. I went to bed at (nine o'clock).
4. I came to school with (my brother/my sister).
5. I lived in (Amman).
6. (Miss X) was my teacher.

## End the lesson

- Ask pupils *How old were you in 2013? How old were you in 2012?* Continue and get pupils to answer for different years.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- participate in simple classroom exchanges
- ask questions and give answers in an appropriate tone of voice
- speak about events that happened in the past
- with a partner, prepare and present a short, simple dialogue to the class
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary

### Structures

The past simple tense – affirmative and question forms:

*I **phoned** my cousin last week.*

*When **did** Jaber **phone** his friend?*

The past simple with time markers:

*He **phoned** his friend **ten minutes ago**.*

### Functions

Talking about events in the past

Placing events in the past

Asking and answering questions about the past

### Topic

The past

### Resources

- Pupil's Book, page 25, Exercise 3, Ask and answer
- Activity Book, page 24, Exercise 4, Look and complete

## Revision

- Write some years on the board and ask pupils to say the year, e.g. *Two thousand and six*. Now ask *How long ago was 2006?* Pupils answer.
- Ask pupils, *What did we do in class* (time of last lesson, e.g. *yesterday/last Monday*)? Pupils answer.
- Ask further questions about the past, for example: *What lessons did you have yesterday? Where did you go last Saturday? What did you do for homework last night?* Pupils answer.

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

- Ask pupils to open their books at page 25. Ask pupils to read the questions, then ask a pair of pupils to read the example question and answer. Don't forget to guide them to use appropriate tone of voice throughout.
- Pupils work in pairs to ask and answer the remaining questions. One pupil can ask and the other answer, then they can swap roles.
- Choose pairs of pupils to demonstrate their dialogues to check their answers.

## Answers

Pupils' own answers

### Activity Book, Page 24, Exercise 4

- Ask pupils to open their Activity Books at page 24. First, pupils can study the table, which revises the past tense of some familiar verbs.
- Pupils complete the sentences using the correct words.
- Ask pupils to read the completed sentences in pairs to check their answers. Make sure they use the correct form of the verbs from the table.

## Answers

1. A: When *did* Jaber *phone* his friend?  
B: He *phoned* his friend ten minutes *ago*.
2. A: When *did* Siham *go* to the market?  
B: She *went* to the market *on* Saturday.
3. A: When *did* Tareq and Laila *visit* their grandparents?  
B: They *visited* their grandparents *last* week.
4. A: When *did* you *take* the photo?  
B: I *took* the photo a year *ago*.
5. A: When *did* you *play* tennis?  
B: We *played* tennis *this* morning.
6. A: When *did* your uncle *write* that book?  
B: He *wrote* the book *in* 2010.

### Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
participate in simple classroom exchanges			
use words and short sentences to describe a familiar situation			
use words and short sentences to participate in short, simple exchanges			
ask questions and give answers in an appropriate tone of voice			
with a partner, prepare and present a short, simple dialogue to the class			
use reading strategies to understand simple reading material			
demonstrate understanding of simple informational material			
use and spell correctly learnt vocabulary			

### End the lesson

- Ask pupils to tell you what they did last week. Get a few pupils to answer.

## Lesson 5

### Outcomes

It is expected that pupils will:

- follow simple oral instructions
- use words and short sentences to participate in short, simple exchanges
- with a partner, prepare and present a short, simple dialogue to the class
- use context and visual clues to predict or identify meaning of unfamiliar words
- demonstrate understanding of simple informational material – a letter
- distinguish fact from opinion in simple reading materials
- use and spell correctly learnt vocabulary

### Structures

The past simple tense–affirmative and question forms:

He **showed** my father a lot of things.

My father **learnt** about the history of the people of Jordan.

The past simple with time markers:

My father **visited** the museum **last** week.

It **opened** to visitors **in** 2013.

### Functions

Talking about events in the past

Placing events in the past

Showing appreciation of the past

### Vocabulary

writing (n), history, interesting (adj), soon, thing

### Topic

The past

### Resources

- Pupil's Book, page 26, Exercise 4, Read and say *right* or *wrong*
- Activity Book, page 25, Exercise 5, Read and complete
- Activity Book, page 25, Exercise 6, Circle *Yes* or *No*
- Flashcard: writing

### Revision

- Ask pupils to name a museum they know. Ask *What can you see at the museum? What can you do there?* Pupils answer. Now ask *When did you go there?* Pupils answer using a time marker, e.g. *I went there last month/in 2012.*

### Presentation

- Use the flashcard to present *writing*. Say the word and get pupils to repeat. Present *history* with reference to the school subject.
- Present *things*. This can be used to describe collections of objects. For example, ask pupils *What things do you have in your bag?* Pupils answer.
- Present *interesting*. Ask pupils what school subjects they like. If they like a subject, *it is interesting*. Ask what programmes they find interesting on TV.
- Finally, present *soon* and explain that it means in a short time.

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

- Ask pupils to open their books at page 26. Ask them to describe what they can see in the picture and elicit *a museum/things from the past*.
- Now ask pupils to read the letter. Ask them to find what Kareem and Samira's Dad saw in the museum.
- Pupils read the text. Ask the question again and get pupils to answer (*He saw a lot of things from the past.*)
- Guide pupils to note that the first sentence, *The Jordanian museum is very interesting.*, is an opinion. Draw their attention to sentences that are facts. *It opened to visitors in 2013. He read about the history of writing.*

- Now ask pupils to read the text again and to say if sentences 1 to 6 are right or wrong. They must correct the wrong sentences. Read the example so they are clear about the task.
- Pupils work in pairs. Pupils take it in turns to read a sentence and to say if it is right or wrong.
- Check answers as a class.

**Answers**

1. Wrong. He visited the museum last week.
2. Wrong. It opened to visitors in 2013.
3. Right
4. Right
5. Wrong. He read about the history of writing.
6. Wrong. Kareem and his sister are going to visit the museum with him.

**4 Read and say right or wrong**

The Jordan Museum is very interesting. My father visited the museum last week. The building is new. It opened to visitors in 2013.

My father's friend works at the museum. He showed my father a lot of things from the past in the museum. My father learnt about the history of the people of Jordan. He read about the history of writing. There was a lot to see at the museum. My father enjoyed his visit very much.

My father is going to visit the museum again soon. My sister and I are going to visit the museum with him. We are very excited!

Kareem

Kareem wrote about his father's visit to the museum for his school project.

Wrong. Kareem's father visited the museum last week.

- 1 Kareem's father visited the museum last month.
- 2 The museum opened to visitors in 2012.
- 3 Kareem's father saw a lot of things from the past in the museum.
- 4 Kareem's father learnt a lot about how people lived in Jordan in the past.
- 5 Kareem's father read about the history of books.
- 6 Kareem isn't going to visit the museum next time with his father.

**Activity Book, Page 25, Exercise 5**

- Ask pupils to open their Activity Books at page 25. Pupils describe the picture.
- Explain that they are going to read about Yousuf's favourite holiday and answer some questions on it.
- First, ask pupils to read the five questions. Then give them time to read the text.
- Pupils complete the answers to the questions individually. They can compare answers in pairs.
- Check answers as a class.

**Answers**

1. He went to Petra last year.
2. You can see lots of beautiful old buildings, a museum and lots of other things.
3. The buildings are red.
4. It opened in 1994.
5. He learnt about the history of the city and its people.

**Activity Book, Page 25, Exercise 6**

- Explain that pupils are going to read each sentence and circle *Yes* if it is correct or *No* if it is incorrect. Read the example with the class.
- Pupils complete the answers individually. They can compare answers in pairs.
- Check answers as a class.

**Answers**

1. Yes
2. Yes
3. No (the buildings are made from red rock)
4. No (the book has pictures in it)
5. Yes

**Further practice**

- Pupils make more *Yes/No* sentences about the text and say them to their partners for their partners to answer *Yes* or *No*, for example: *He went to Petra last week. (No.) Petra is very big. (Yes.)*

**End the lesson**

- Ask pupils, *Do you want to go to Petra?* Pupils answer. If pupils have been to Petra, they can tell you when, e.g. *I went to Petra two years ago.*

**Lesson 6**

**Outcomes**

**It is expected that pupils will:**

- recognise the sound of some consonants
- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- with a partner, prepare and present a short, simple dialogue to the class
- demonstrate understanding of simple informational material – a short descriptive text
- use and spell correctly learnt vocabulary
- trace words and simple sentences on familiar topics

**Structures**

The past simple tense:  
*My uncle **took** this photo yesterday.*  
*They **were** at the dentist's surgery.*  
 The past simple with time markers:  
*I **started** school **five years ago**.*

**Functions**

Talking about events in the past  
 Placing events in the past  
 Identifying places of different professions

**Topic**

The past

**Resources**

- Pupil's Book, page 27, Exercise 5, Listen and say
- Pupil's Book, page 27, Exercise 6, Listen, choose and say
- Pupil's Book, page 27, Exercise 7, Read and say
- Activity Book, page 26, Exercise 7, Circle the *f* sounds
- Activity Book, page 26, Exercise 8, Complete
- Activity Book, page 26, Exercise 9, Trace and copy
- Audio, Pupil's Book, Unit 6, Exercise 5
- Audio, Pupil's Book, Unit 6, Exercise 6
- Flashcards: dentist, firefighter, scientist
- Wallchart: *Jobs and work*
- A calendar

## Revision

- Revise jobs *dentist, firefighter, scientist* using the flashcards and the wallchart *Jobs and work*. Say a job. Pupils point to it on the wallchart. Point to a job on the wallchart. Pupils say the job.
- Ask pupils to name other jobs. Put their ideas on the board.
- Now ask pupils to look at the calendar. Point to a day last week, e.g. Tuesday and say *Last Tuesday was (six) days ago*. Now point to another day and elicit a similar sentence from the pupils, e.g. *Last Monday was (seven) days ago*. Do this with several days until pupils can answer with confidence.

## Pupil's Book, Page 27, Exercise 5

- Ask pupils to open their books at page 27 and to look at the pictures. Explain that they are going to hear words with the /f/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /f/ sound in these words.

### Audioscript

/f/, /f/: firefighter, photo, giraffe, laugh

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

- Ask pupils to look at the pictures on page 27. Ask pupils to say what jobs they can see and where the people who have those jobs work. Elicit answers for each picture (a firefighter and a fire station, a scientist and a laboratory, a teacher and a school, a dentist and a dentist's surgery).
- Before you play the recording, tell the pupils that they are going to hear about the four photos. When they hear each speaker, pupils need to say which picture is being talked about and where the person in the photo and the person who took the photo were, as in the example speech bubble.
- Play the recording of the first sentence. Pupils now read the example answer.
- Play the rest of the recording, pausing after each sentence for pupils to answer.
- Play the recording all the way through for pupils to check their answers.

### Audioscript

Girl 1: My uncle took this photo yesterday. My aunt is a dentist.  
 Boy 1: My dad is a firefighter. I took this photo last year.  
 Girl 2: My dad took this photo in 2001. Grandpa was a scientist.  
 Boy 2: My aunt is a teacher. My uncle took this photo yesterday.

## Answers

1. It's picture 4. They were at the dentist's surgery.
2. It's picture 1. They were at the fire station.
3. It's picture 2. They were at the laboratory.
4. It's picture 3. They were at the school.

**5**  Listen and say



firefighter



photo



giraffe



laugh

**6**  Listen, choose and say

**1**



**2**



**3**



**4**



It's picture 4.  
They were at the dentist's surgery.

**7** Read and say

- 1 I was in Grade three...
- 2 I had a Science lesson...
- 3 I started school...
- 4 I went to a museum...
- 5 We prayed at the mosque...



I was in Grade three two years ago.

27

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

- Ask pupils to look at page 27 of their Pupil's Book. Read the incomplete sentences to the pupils. Explain that you would like them to complete the sentences with a time phrase. Ask a pupil to read the example.
- Pupils complete the activity in pairs. Go round and monitor their work and make a note of any errors. Go over these at the end.
- Get pupils to say the completed sentences again to check their answers.

### Suggested answers

1. I was in Grade three two years ago.
2. I had a Science lesson yesterday.
3. I started school five years ago.
4. I went to a museum last year.
5. We prayed at the mosque this morning.

### Activity Book, Page 26, Exercise 7

- Ask pupils to look at page 26 of their Activity Book. Explain that pupils need to circle the /f/ sound in each word. Ask a pupil to say the example *afternoon*.
- Now ask different pupils to say each word aloud. Pupils circle the /f/ sound each time.
- Write the words on the board and ask pupils to come up and circle the /f/ sound to check their answers.

#### Answers

af)ternoon    f)riend    colourf)ul  
 f)iref)ighter    al)phabet    giraff)e  
 hal)f    laugh)    p)hoto  
 lea)f    p)hone    helpfu)l

### Further practice

- Ask pupils if they know any other words with the /f/ sound. Ask them to say the words and write them on the board, e.g. *dolphin, elephant, fish, flower, football, forest, farm, post office*.

### Activity Book, Page 26, Exercise 8

- Ask pupils to complete the sentences using words from the box. They can do this individually or in pairs. Point out that there are no right or wrong answers (although they need to use *ago* with sentence 4).
- Go round and monitor their work.

#### Answers

Pupils' own answers

### Activity Book, Page 26, Exercise 9

- Pupils say what they can see in the pictures (a mosque, a museum). Explain that they are going to practise writing the words *mosque* and *year*, the question *When do you go to the mosque?* and the sentence *I visit the museum every year*.
- Go round and check they are writing neatly and correctly.
- Ask pupils to read the completed sentences aloud.

### Classroom assessment

With reference to Unit 6, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
with a partner, prepare and present a short, simple dialogue to the class			
use reading strategies to understand simple reading material			
demonstrate understanding of simple informational material – a letter and a short descriptive text			
use and spell correctly learnt vocabulary			

### End the lesson

- Congratulate the pupils on their work. Tell them that in the next unit, they are going to learn about animals. Ask them to name as many animals as they can.

**Lesson 1**

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>develop strategies to understand spoken words and simple sentences</li> <li>participate in simple classroom exchanges</li> <li>recognise the use of simple suffixes to change the meaning of words (-er, -est)</li> <li>use context and visual clues to identify the meaning of unfamiliar words</li> <li>use print or electronic bilingual dictionaries to help understand unfamiliar words in reading materials</li> </ul>
<b>Structures</b>	<p>Revision of comparative and superlative adjectives:  <i>I think that this rattle is <b>better</b>. You are <b>the kindest</b> children I know!</i>            Comparative and superlative adjectives with more/most:  <i>I think that it's <b>more useful</b> than a toy.</i>  <i>I like these earrings, but they are <b>the most expensive</b> present here!</i>            Giving opinion:  <i>I <b>think</b> that it's more useful than a toy.</i></p>
<b>Functions</b>	<p>Describing presents            Making comparisons            Expressing opinion</p>
<b>Vocabulary</b>	<p><i>blanket, bracelet, earrings, expensive, rattle (n), useful</i></p>
<b>Topic</b>	<p>Toys and presents</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 28, Exercise 1, Listen and read</li> <li>■ Audio, Pupil's Book, Unit 7, Exercise 1</li> <li>■ Flashcards: blanket, earrings, rattle, bracelet</li> </ul>

**Revision**

- Revise the comparative. Ask pupils to hold up their bags. Choose a large bag and a small bag and bring them to the front. Ask pupils *Which bag is bigger, the (blue) bag or the (white) bag?* Elicit *The (blue) bag is bigger than the (white) bag.*
- If the pupils need more practice, do the same with other pupils' bags or other classroom objects of different sizes.
- Now do the same for superlatives. This time bring to the front three pupils' bags of different sizes. Ask *Which bag is the smallest?* Elicit the answer *The (red) bag is the smallest.*
- Repeat with other classroom objects of different sizes.

**Presentation**

- Use the flashcards to present *blanket, earrings, rattle* and *bracelet*. Say the words and ask pupils to repeat.
- Present *useful*. Tell pupils that to learn English, it is useful to have a book and a dictionary.
- Present *expensive*. Draw some cars on the board and make up some prices to put next to them. Put a very high price next to one of the cars and say, *This car is expensive*. Get pupils to repeat. Ask pupils to tell you what other things are expensive, for example houses.
- Ask pupils, *Is it expensive to go on a bus? (No.) Is it expensive to go on a helicopter? (Yes.)*
- Now present the comparative and superlative forms. Say *A car is very expensive. It is more expensive than a bike*. Get pupils to repeat. Now ask *Is a house more expensive than a car?* Pupils answer *Yes, it is*. Ask *Which is the most expensive, a car, a house or a bike?* Elicit the answer *A house is the most expensive*. Ask pupils to repeat the sentence.
- Revise *good/better/best*. Ask pupils to name some popular football teams. Ask *Which is better, (Spain) or (Egypt)? Which is the best?* Pupils answer. Write *good/better/best* on the board.

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

- Ask pupils to open their books at page 28. Then ask them to describe the pictures. Ask *What presents can you see?* Pupils answer (*earrings, a blanket, a rattle*).
- Say *Listen and read the story. Do they buy two or three presents?*
- Play the recording. Pupils listen and read. Then ask the question again and elicit the answer (*They buy three presents*).
- Play the recording again. Pause after each sentence for the pupils to repeat as a class, and then ask individuals to repeat.
- Ask comprehension questions, for example:
  - for picture 1: *Is Samira the youngest in the family? (No.) Who is the youngest person in the family? (The new baby cousin.) What do they want to buy? (They want to buy a present.)*
  - for picture 2: *Are the earrings expensive? (Yes, they are.) Which is the most colourful toy? (The rattle.) Tell me about the blanket. (It's nice. It's more useful than a toy.)*
  - for picture 3: *Does Samira like the toy? (Yes.) Why? (It is interesting.) Which presents do they buy? (The bracelet, the rattle and the blanket.)*
  - for picture 4: *Is the baby beautiful? (Yes, she is.) Does the baby like the presents? (Yes, she does.) Are Samira and Kareem kind? (Yes, they are.) What does Aunt Muna think? (They are the kindest children she knows.)*
- Ask pupils to use a bilingual electronic dictionary to look up the meaning of the new words in Arabic.

## She is the youngest in the family

## 1 Listen and read



Mum: You have a new baby cousin! It's a girl!

Samira: She is the youngest in the family.

Kareem: Can we buy a present for our cousin, Mum?

Mum: Yes, you can.



Mum: Let's choose something useful, children.

Samira: I like these earrings, but they are the most expensive present here!

Kareem: I think that this rattle is better. It's the most colourful toy.

Mum: That blanket is nice, too. I think that it's more useful than a toy.



Samira: This rattle is interesting. I think that it's the best present.

Kareem: Yes, you're right. Let's buy the rattle and this bracelet.

Mum: I'll buy this blanket, too.



Samira: Our baby cousin is beautiful!

Kareem: Look, she likes our presents!

Aunt Muna: Thank you, Samira and Kareem. You are the kindest children I know!

28

## Audioscript

- Mum: You have a new baby cousin! It's a girl!

Samira: She is the youngest in the family.

Kareem: Can we buy a present for our cousin, Mum?

Samira: Yes, you can.
- Mum: Let's choose something useful, children.

Samira: I like these earrings, but they are the most expensive present here!

Kareem: I think that this rattle is better. It's the most colourful toy.

Mum: That blanket is nice, too. I think that it's more useful than a toy.
- Samira: This rattle is interesting. I think that it's the best present.

Kareem: Yes, you're right. Let's buy the rattle and this bracelet.

Mum: I'll buy this blanket, too.
- Samira: Our baby cousin is beautiful!

Kareem: Look, she likes our presents!

Aunt Muna: Thank you, Samira and Kareem. You are the kindest children I know!

## End the lesson

- Ask pupils which presents they like best from the story. Encourage them to say why.

## Lesson 2

## Outcomes

## It is expected that pupils will:

- discuss own ideas and those of others about a simple topic
- use words and short sentences to participate in short, simple exchanges
- recognise the use of simple suffixes to change the meaning of words (-er, -est)
- distinguish fact from opinion in simple reading materials
- apply knowledge of the conventions of language (spelling comparatives and superlatives)

## Structures

Revision of comparative and superlative adjectives:

*I think that this rattle is **better**.*

Comparative and superlative adjectives with more/most:

*I think that it's **more useful** than a toy.*

Giving opinion:

***I think** it's the best present.*

## Functions

Describing presents  
Making comparisons  
Expressing opinion

## Topic

Toys and presents

## Resources

- Pupil's Book, page 28, Exercise 1, Listen and read
- Activity Book, page 27, Exercise 1, Look and complete
- Activity Book page 27, Exercise 2, Read and write *Yes* or *No*
- Audio, Pupil's Book, Unit 7, Exercise 1
- Flashcards: blanket, earrings, rattle, bracelet

## Revision

- Use the flashcards to revise *blanket, earrings, rattle, bracelet*.
- Write the following adjectives on the board: *expensive, useful, colourful*. Hold up the flashcards. Elicit sentences using the adjectives on the board, for example: *The blanket is more useful than the earrings. The earrings are more expensive than the blanket.*

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

- Ask pupils to open their 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.
- Divide the class into groups of four. Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Ask questions:
  - Can Samira and Kareem buy a present? (Yes, they can.)*
  - Does Samira like the earrings? (Yes, she does.)*
  - Is the rattle the most colourful toy? (Yes, it is.)*
  - Is the blanket more useful than a toy? (Yes, it is.)*
- Guide pupils to distinguish fact from opinion.

## Further practice

- Ask pupils which present they think is best for a new baby. Pupils answer with their own ideas.

### Activity Book, Page 27, Exercise 1

- Ask pupils to open their books at Page 27. Ask pupils to read the words in the box and check their pronunciation. Also check they understand all the words.
- Ask a pupil to read the example sentence.
- Pupils then work in pairs to complete the task, using the picture clues to write sentences. Go round and monitor as they are working and help where necessary. Check answers as a class.

#### Answers

1. It's useful.
2. They're interesting.
3. It's expensive.
4. It's beautiful.

### Activity Book, Page 27, Exercise 2

- Ask pupils to read the first sentence and the example answer.
- Pupils then complete the task in pairs.
- Check answers as a class. Encourage them to correct any sentences that are answered *No*.

#### Answers

1. No (Samira is older than her baby cousin.)
2. Yes
3. Yes
4. No (They like the rattle and the bracelet.)

## End the lesson

- Ask pupils to name things that are colourful, expensive, interesting or useful, for example: flowers are colourful, helicopters are expensive, books are interesting, computers are useful. Write their ideas on the board.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple exchanges
- use short, simple English words and phrases correctly
- recognise the use of simple suffixes to change the meaning of words (-er, -est)
- speak clearly with a reasonable speed and volume
- complete simple sentences
- use correct spelling and punctuation with the assistance of peers and teachers

### Structures

Revision of comparative adjectives:

*The baby is **younger** than the boy.*

Comparative and superlative adjectives with *more/most*:

*The bracelet is **more colourful** than the blanket.*

*The rattle is **the most colourful**.*

### Functions

Describing presents  
Making comparisons  
Expressing opinion

### Topic

Toys and presents

### Resources

- Pupil's Book, page 29 Exercise 2, Look and say
- Activity Book, page 28, Exercise 3, Read and circle
- Flashcards: blanket, earrings, rattle, bracelet

## Revision

- Revise presents using the flashcards *blanket, earrings, rattle, bracelet*.
- Ask pupils what other presents they know, for example: *soft toy, model plane*.

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

- Ask pupils to open their books at Pupil's Book page 29. Get pupils to say what they can see in the pictures.
- Ask a pupil to read the example. Explain that you would like them to make similar sentences comparing the people and the presents using the adjectives *young* and *colourful*. Elicit a second sentence using *young*: *The boy is younger than the man.*
- Pupils now work in pairs to do the same with the second set of pictures and the adjective *colourful*.
- Go round and monitor their work and make a note of any errors. You can go over these at the end.
- Choose pairs of pupils to demonstrate their answers to the class.

#### Answers

1. The baby is younger than the boy. The boy is younger than the man. The baby is the youngest.
2. The bracelet is more colourful than the blanket. The rattle is more colourful than the bracelet. The rattle is the most colourful.

## Further practice

- Ask pupils to compare things in the classroom using *colourful*, for example: *This book is more colourful than that book. This picture is the most colourful thing in the classroom.*

**2 Look and say**

**1 young**



**2 colourful**



The baby is younger than the boy.

I think that a bracelet is a better present than a blanket.

I think that a book is the best present.

**3 Talk about you**

- rattle
- blanket
- bracelet
- earrings
- book
- better
- the best

### Activity Book, Page 28, Exercise 3

- Ask pupils to open their books at Activity Book page 28.
- Explain the task. Pupils read the sentences and circle the correct word. Ask a pupil to read the example sentence.
- Pupils work in pairs to complete the task. Go round and monitor and help where necessary.
- Check answers as a class.

#### Answers

- A baby is younger than a child.
- A flower is more colourful than a seed.
- Ziad is good at tennis, but Faisal is better.
- In my class, Abla is the best at English. Her mother is from Canada.
- Issa thinks that chicken and rice is the most delicious meal.

### End the lesson

- Ask pupils to name their most delicious meal.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple exchanges
- use short, simple English words and phrases correctly
- recognise the use of simple suffixes to change the meaning of words (-er, -est)
- use and spell correctly learnt vocabulary
- complete simple sentences with words on familiar topics

### Structures

Revision of comparative and superlative adjectives:

*I think that a bracelet is a **better** present than a blanket.*

*Fatima is **the youngest** girl.*

Superlative adjectives with *most*:

*The car is **the most expensive** toy.*

### Functions

Describing presents  
Making comparisons  
Expressing opinion

### Topic

Toys and presents

### Resources

- Pupil's Book, page 29 Exercise 3, Talk about you
- Activity Book, page 28, Exercise 4, Look and write
- Flashcards: blanket, earrings, rattle, bracelet

### Revision

- Revise presents using the flashcards.
- Now tell pupils that you want to find a present for three cousins. Give them names and ages, for example, Fahed is three, Tareq is four and Samira is five. Write their names with the ages on the board.
- Say *I think the rattle is the best present for Tareq*. Pupils repeat. Now say *I think the blanket is the best present for Fahed*. Pupils repeat. Finally say, *I think the bracelet is the best present for Samira*. Pupils repeat. Make sure that pupils understand that we use *I think* when it is our opinion.
- Ask pupils which presents they think are best for your cousins. They make sentences using *I think...* and their own ideas.

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

- Ask pupils to open their Pupil's Books at page 29.
- Ask pupils to read the list of presents and the comparative and superlative forms of *good*: *better*, *the best*.
- Explain that they are going to give their opinions about the presents, using *better* and *best*. This can be for someone they know if they wish.
- Ask pupils to read the examples.
- Now elicit a sentence or two from the pupils using the word prompts, for example: *I think that the book is the best present.*
- Pupils complete the task in pairs, giving their opinion about the presents. Go round and monitor their work. Make a note of any errors and go over these at the end.
- Choose pairs of pupils to demonstrate their opinions to the class. If they wish, they can add who the person is, for example: *I think that the blanket is the best present for my cousin Sultan.*

#### Answers

Pupils' own answers

## Activity Book, Page 28, Exercise 4

- Ask pupils to open their Activity Books at page 28 and to describe the pictures.
- Ask a pupil to read the example and explain that they are going to complete the remaining sentences using the correct words from the box.
- Pupils can work individually and check answers in pairs.
- Check answers as a class.

### Answers

1. Fatima is the youngest girl.
2. The car is the most expensive toy.
3. The blanket is the most useful present.
4. I think that the computer is the best present for you!

## End the lesson

- Ask pupils to say which is the best toy they have. Then ask them who is the youngest in their family.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- discuss own ideas and those of others about a simple topic
- demonstrate understanding of simple informational materials – short descriptive texts
- recognise the use of simple suffixes to change the meaning of words (-er, -est)
- ask questions and give answers in an appropriate tone of voice
- use and spell correctly learnt vocabulary
- use words and short sentences to participate in short, simple exchanges.
- pronounce short, simple English words correctly

### Structures

Revision of comparative and superlative adjectives:  
*That is **taller** than a horse!*  
*It is one of **the heaviest** baby animals.*  
 Superlative adjectives with *more/most*:  
*Some tigers are **more powerful** than lions!*  
 Asking for and giving opinion:  
*What do you think about the baby giraffe? I think that it is beautiful!*

### Functions

Describing animals  
 Making comparisons  
 Expressing and asking for opinion

### Vocabulary

*heavy, horse, hour, kilo, metre, smell, trunk, weigh*

### Topic

Animals

### Resources

- Pupil's Book, page 30, Exercise 4, Read and match
- Pupil's Book, page 30, Exercise 5, Look and say
- Activity Book, page 29, Exercise 5, Read and find the mistakes
- Activity Book, page 29, Exercise 6, Correct the mistakes
- A metre ruler and some scales, if available
- Wallcharts: Animals and nature
- Photocopiable Extra Practice Worksheet 3, page 168

## Revision

- Revise animals. Ask pupils to name as many animals as they can and write these on the board.
- Write some adjectives on the board, for example: *big, small, fast, slow*. Elicit comparative or superlative sentences about the animals they have mentioned, for example: *A camel is more useful than a bee. A horse is the most useful animal.*

## Presentation

- Use the ruler to present *metre*. Ask one or two pupils to measure their table or desk. How many metres is it?
- Now use the scales to *weigh* objects in the class. Present the word *weigh*. Say to pupils, for example, *Weigh your book*. If you do not have scales, draw some on the board and present the word. Present *kilos* and explain that you can measure what something weighs in kilos.
- Put objects that are heavy on the scales, or write a large weight on the board and present the word *heavy*. Ask pupils to name things that are *heavy*.
- Present *trunk*. Then present *smell* and say *An elephant can smell with its trunk*.
- Present *hour*. Draw a clock on the board and explain that an hour is 60 minutes.

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

- Ask pupils to open their books at page 30 of the Pupil's Book. Ask pupils to read the title (*Young animals*) and to name the animals in the photographs. Ask pupils to read the speech bubbles at the top.
- Explain that the texts are about each animal, but they are in the wrong order. Now ask them to read the texts carefully and to match them with the correct photos.
- Give them time to read the texts. Go round and offer help with vocabulary if necessary. You can explain that *heavier/heaviest* are the comparative and superlative forms of *heavy*.
- Pupils can compare answers in pairs.
- Check answers as a class.

### Answers

- a. Picture 2
- b. Picture 3
- c. Picture 1

## Pupil's Book, Page 30, Exercise 5

- Explain that you would like pupils to say a sentence to their partner about one of the animals without naming it. Their partner guesses the animal. Then the first pupil asks for their partner's opinion about that animal.
- Choose a pair of pupils to read the example. Then ask the question *What do you think about the baby giraffe?* Get pupils to repeat. Make sure they use the correct pronunciation and intonation.
- Elicit a sentence about another animal, e.g. *It can smell better than most animals*. Pupils identify the animal (*the baby bear*). Now elicit the question *What do you think about the baby bear?* Pupils give their opinion.
- Now ask pupils to continue in pairs.
- Go round and monitor their work. Make a note of any errors and go over these at the end.
- Choose a few pairs of pupils to demonstrate their dialogues to the class.

### Answers

Pupils' own answers

**4 Read and match**

Look at these baby animals!

They are beautiful!

**Young animals**

1  A baby giraffe

2  A baby elephant

3  A baby brown bear

a This animal is one of the heaviest baby animals. It weighs more than a hundred kilos! It doesn't know how to use its trunk. It sometimes plays with it!

b This baby animal can climb trees. Its mother can't climb because it is heavier! It is brown. It usually has one brother or sister. It can smell better than most animals.

c This beautiful baby animal is two metres tall. That is taller than a horse! It can walk when it is about one hour old. When it is bigger, it eats leaves from tall trees.

**5 Look and say**

What do you think about the baby giraffe?

It is one of the heaviest baby animals.

It's a baby elephant.

I think that it is beautiful!

### Activity Book, Page 29, Exercise 5

- Ask pupils to look at page 29 of their Activity Books. First, ask them to name the animal in the picture (a tiger).
- Now ask them to read the text. Go round and help them with any vocabulary.
- Tell the pupils they are going to read the sentences below the text and find the mistakes in each sentence. First, ask a pupil to read the example. They do not need to correct the mistakes yet.
- Pupils complete the task individually. They can compare answers with their partner.
- Check their answers as a class, but do not encourage them to correct the mistakes at this stage. They will do this in Exercise 6.

#### Answers

1. Tigers are the fastest and tallest cats on Earth.
2. All tigers are more powerful than lions.
3. Tigers usually live in the mountains.
4. Cats can swim better than tigers.
5. Tigers sleep in the night when it is hottest.

### Activity Book, Page 29, Exercise 6

- Explain that pupils are now going to correct the mistakes they identified in Exercise 5. Ask a pupil to read the first sentence from Exercise 5 and the example answer.
- Pupils complete the task in pairs. Help them with any vocabulary if necessary.
- Check answers as a class.

#### Answers

1. biggest and heaviest
2. Some
3. forests
4. Tigers, cats
5. day

### Further practice: Photocopiable extra practice worksheet 3

- Make a copy of extra practice worksheet 3, page 168, for each pupil. Explain that they should make a comparative and superlative sentence for each group. For example: *A bear is more dangerous than a giraffe. A tiger is the most dangerous.*
- Pupils can compare their answers.

### End the lesson

- Ask the pupils which of the animals from this lesson they like the best.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the different sounds of some vowels
- ask questions and make statements in an appropriate tone of voice
- discuss own ideas and those of others about a simple topic
- sing songs and recite rhymes after listening to a recording
- use and spell correctly learnt vocabulary
- write simple sentences on familiar topics using semi cursive handwriting

### Structures

Revision of comparative and superlative adjectives:

*The deer is **faster** than the lamb.*

*I think that the camel is **the most useful** animal.*

Giving opinion:

*I **think** that lions are the most dangerous animals.*

### Functions

Describing animals

Making comparisons

Expressing opinion

Showing appreciation of rhymes in English

### Vocabulary

*together*

### Topic

Animals

### Resources

- Pupil's Book, page 31, Exercise 6, Listen and say
- Pupil's Book, page 31, Exercise 7, Look and say
- Pupil's Book, page 31, Exercise 8, Sing
- Activity Book, page 30, Exercise 7, Listen, point and repeat
- Activity Book, page 30, Exercise 8, Complete
- Activity Book, page 30, Exercise 9, Trace and complete
- Audio, Pupil's Book, Unit 7, Exercise 6
- Audio, Pupil's Book, Unit 7, Exercise 8
- Audio, Activity Book, Unit 7, Exercise 7

## Revision

- Elicit words to describe animals from the pupils and write these on the board, e.g. *beautiful, fast, big, interesting, powerful, dangerous, useful*. Ask pupils to say which animal they think is the most beautiful, fastest, biggest etc.

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

- Ask pupils to open their books at page 31 and to look at the pictures. Explain that they are going to hear words with the /i:/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /i:/ sound in these words.

### Audioscript

/i:/, /i:/: bee, beach, tree

## Further practice

- Ask pupils if they know any other words with the /i:/ sound, e.g. *me, tree, street, eat, between*. Write their ideas on the board and get pupils to repeat the words.

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

- Ask pupils to read the words in blue and check they know each animal and adjective.
- Choose a pair of pupils to read the example sentences.
- Explain that they are going to make similar sentences about the other animals, using the adjectives given. Point out that they can use *I think* if it is their own opinion rather than a fact.
- Pupils complete the task in pairs. Go round and monitor their work and make a note of any errors. You can correct these at the end.
- Choose pairs of pupils to demonstrate their dialogues to the class.

### Suggested answers

- The deer is faster than the lamb. I think that the tiger is the fastest animal.
- The goat is more useful than the chicken. I think that the camel is the most useful animal.
- The wolf is more dangerous than the fox. I think that the shark is the most dangerous animal.

**6**  **Listen and say**



bee



beach



tree

**7**  **Look and say**

- fast: tiger, deer, lamb
- useful: camel, goat, chicken
- dangerous: fox, wolf, shark



The deer is faster than the lamb.

I think that the camel is the most useful animal.

**8**  **Sing**

Sing a song, sing 'thank you'.  
For today we can all enjoy  
The most special of presents.  
It's much better than any toy!

Clap your hands together.  
We're the happiest family.  
Today, we're singing 'thank you'  
For the most beautiful baby!



31

## Pupil's Book, Page 31, Exercise 8

- Ask pupils to look at the picture and to tell you what they can see. Elicit that this is a new baby.
- Now ask pupils to listen and read the words. Play the recording. Check students are following. Present the word *together*. Encourage pupils to clap their hands *together* when they hear the word *Clap*.
- Play the song again and encourage pupils to join in. If you wish, divide the class into two groups. One group practises and sings the first verse; the other group practises and sings the second verse. Give them a few minutes to practise. Then ask each group to sing their verse to the class as you play the recording.

### Audioscript

Sing a song, sing 'thank you'.  
For today we can all enjoy  
The most special of presents.  
It's much better than any toy!

Clap your hands together.  
We're the happiest family.  
Today, we're singing 'thank you'  
For the most beautiful baby!

### Activity Book, Page 30, Exercise 7

- Ask pupils to open their books at Activity Book page 30 and to look at the pictures. Ask them to say what they can see in each.
- Explain that they are going to hear each word. As they listen, they must point to and repeat the word with the /i:/ sound.
- Play the first word and show them the first word.
- Play the rest of the recording.
- Pupils can compare their answers in pairs.
- Check answers as a class.
- Then ask pupils to say the word. Check they can pronounce each word correctly.

#### Audioscript and answers

1. leaves 2. beach 3. bee 4. three 5. seed  
6. sea 7. tree

### Activity Book, Page 30, Exercise 8

- Ask pupils to look at the gapped sentences. Explain that they can complete each sentence with their own ideas.
- First, read through each gapped sentence to check they understand all the vocabulary.
- Pupils then complete the sentences individually.
- Pupils can read the completed sentences to each other.
- Ask a few pairs of pupils to read their sentences to the class. Encourage pupils to put up their hands if they have written the same answers.

#### Answers

Pupils' own answers

### Activity Book, Page 30, Exercise 9

- Pupils say what they can see in the pictures (a family, a baby). Explain that they are going to write the sentence *We have a new baby cousin. It's a girl!* Then they complete the question with words of their own.
- Go round and check they are writing neatly and correctly.
- Encourage pupils to write sentences that are similar to those in frame 1 of the unit story, e.g. *Can we buy a bracelet or a rattle?*

### Classroom assessment

With reference to lessons 5 and 6, pupils can:

Scoring criteria	Good	Fair	Poor
discuss own ideas and those of others about a simple topic			
use words and short sentences to participate in short, simple exchanges			
pronounce short, simple English words correctly			
ask questions and give answers in an appropriate tone of voice			
sing songs after listening to a recording			
use and spell correctly learnt vocabulary			

### Classroom assessment

With reference to Unit 7, pupils can:

Scoring criteria	Good	Fair	Poor
Develop strategies to understand spoken words and simple sentences			
participate in simple classroom exchanges			
recognise the use of simple suffixes to change the meaning of words			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading materials			
use print or electronic bilingual dictionaries to help understand unfamiliar words in reading materials			
use and spell correctly learnt vocabulary			

### End the lesson

- Congratulate the pupils for their work on unit 7 and tell them they have learnt a lot about presents and animals. Ask pupils to list all the animals they have talked about in unit 7. Put their suggestions on the board.

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• use clues (pictures) to understand new or unfamiliar words when listening</li> <li>• pronounce short, simple English words correctly</li> <li>• respond to questions before, during and after listening</li> <li>• participate in simple classroom exchanges</li> <li>• demonstrate recognition of word formation</li> </ul>
<b>Structures</b>	<p>Introduction of the past continuous tense – question and affirmative forms:  <i>What <b>were</b> you <b>doing</b> on Saturday? I <b>was looking</b> for some new shoes.</i>  Revision of telling the time:  <i><b>At one o'clock</b>, I was at the shopping centre with my mother.</i></p>
<b>Functions</b>	<p>Talking about the past  Talking about shops and shopping  Describing pictures</p>
<b>Vocabulary</b>	<p><i>blouse, clothes shop, football boots, quarter past, shopping centre, sports shop</i></p>
<b>Topic</b>	<p>Past actions</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 32, Exercise 1, Listen and read</li> <li>■ Audio, Pupil's Book, Unit 8, Exercise 1</li> <li>■ Flashcards: blouse, clothes shop, football boots, shopping centre, sports shop</li> <li>■ Wallchart: <i>Shopping</i></li> <li>■ A clock</li> </ul>

## Revision

- Ask pupils *What is the biggest/tallest/most interesting animal?* Pupils answer.
- Ask pupils *What do you think is more interesting, shopping or watching television?* Pupils answer. Explain that in today's lesson, they will be looking at shopping.

## Presentation

- Use the flashcards and the wallchart *Shopping* to present the new vocabulary *blouse, clothes shop, football boots, shopping centre, sports shop*. Ask pupils *Do you go to a shopping centre? What shops are there in the shopping centre?* Elicit answers. Write the names of any shops they mention on the board.
- Use the clock to revise the time. Set the clock at quarter past an hour and present *quarter past*. Pupils repeat. Do the same with *quarter to*.
- Present the past continuous. Write the time on the board, or move the clock to, for example: *ten past nine*. Now mime an action, e.g. eating. Tell the pupils *It's ten past nine. What am I doing?* Pupils answer *You're eating*. When they answer correctly, write *eating* on the board next to the time.
- Do the same with other actions, writing the precise time on the board for each action. For example, write *twelve past nine* on the board and mime drinking. Say to pupils *It's*

*twelve past nine. What am I doing?* Pupils answer *You're drinking*. Write *drinking* on the board next to the time. Do the same with other actions, e.g. reading, playing tennis. Elicit from the pupils *You're reading/playing tennis*.

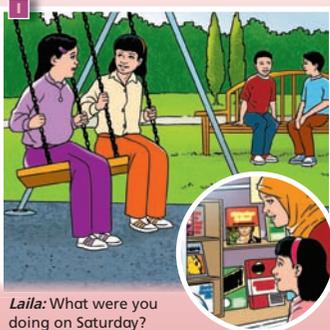
- Now point to the first time on the board: *ten past nine*. Say *At ten past nine, I was eating*. Get the class to repeat, then ask individuals to repeat. Do the same with *drinking*.
- Then point to the next action, *drinking*, and ask *What was I doing?* Elicit or teach the answer *You were drinking*. Pupils repeat as a class, then individually. Do the same with *reading* and *playing tennis*.

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

- Ask pupils to open their books at page 32. Then ask them to describe the pictures. Ask *What shops can you see?* Pupils answer (*a bookshop, a shoe shop, a sports shop*).
- Say *Listen and read the story. Then, tell me where Kareem was at half past three*.
- Guide pupils to use bilingual dictionaries to look up the meaning of the words.
- Play the recording. Pupils listen and read. Then ask the question again and elicit the answer (*He was in the sports shop*).
- Play the recording again. Pause after each sentence for the pupils to repeat as a class, and then ask individuals to repeat.
- Ask *Yes/No* questions. Pupils correct the wrong sentences, for example:
  - for picture 1: *At one o'clock, Samira was at the shopping centre. (Yes.) She was looking at blouses in the clothes shop. (No. She was looking at books in the bookshop.)*
  - for picture 2: *At two o'clock, Samira was looking at blouses. (No. She was looking for shoes.) At half past two, she was looking at blouses in the clothes shop. (Yes.)*
  - for picture 3: *At three o'clock, Kareem was choosing a computer game. (Yes.) At half past three, Kareem was choosing football boots in the clothes shop. (No. He was choosing football boots in the sports shop.)*
  - for picture 4: *At a quarter past four, Ali was in the car. (No. Kareem was in the car.) Kareem was going to the shops. (No. He was going home.) He was drinking juice and eating cake at five o'clock. (Yes.)*

## What were you doing?

**1** Listen and read



**Laila:** What were you doing on Saturday?

**Samira:** At one o'clock, I was at the shopping centre with my mother. I was looking at the books in the bookshop.

**Laila:** I was shopping on Saturday, too!



**Laila:** What were you doing at two o'clock?

**Samira:** I was looking for some new shoes. At half past two, we were in the clothes shop. I was looking at blouses.



**Kareem:** At three o'clock, I was choosing a computer game. At half past three, I was in the sports shop. I was choosing football boots.

**Ali:** At half past three, I was reading a book.

**Kareem:** At a quarter past four, I was in the car. I was going home.

**Ali:** What were you doing at five o'clock?

**Kareem:** I was drinking orange juice and eating cake. It was good to be at home!

### Audioscript

- 1.**  
Laila: What were you doing on Saturday?  
Samira: At one o'clock, I was at the shopping centre with my mother. I was looking at the books in the bookshop.  
  
Laila: I was shopping on Saturday, too!
- 2.**  
Laila: What were you doing at two o'clock?  
Samira: I was looking for some new shoes. At half past two, we were in the clothes shop. I was looking at blouses.
- 3.**  
Kareem: At three o'clock, I was choosing a computer game. At half past three, I was in the sports shop. I was choosing football boots.  
Ali: At half past three, I was reading a book.
- 4.**  
Kareem: At a quarter past four, I was in the car. I was going home.  
Ali: What were you doing at five o'clock?  
Kareem: I was drinking orange juice and eating cake. It was good to be at home!

### End the lesson

- Ask pupils when they go shopping. Pupils answer, e.g. *I go shopping on (Saturdays).* Then ask *Were you shopping last (Saturday)?* Pupils answer.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- ask questions and give answers in an appropriate tone of voice
- use words and short sentences to participate in short, simple exchanges
- use print or electronic bilingual dictionaries to help understand unfamiliar words in reading material
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

The past continuous tense – question and affirmative forms:

*What **were** you **doing** on Saturday afternoon at three o'clock?*

*I **was playing** a computer game.*

Revision of telling the time:

***At a quarter past four,** I was in the car.*

### Functions

Talking about shops and shopping  
Showing appreciation of the value of personal experience

### Topic

Past actions

### Resources

- Pupil's Book, page 32, Exercise 1, Listen and read
- Activity Book, page 31, Exercise 1, Listen and write
- Activity Book, page 31, Exercise 2, Look and complete
- Audio, Pupil's Book, Unit 8, Exercise 1
- Audio, Activity Book, Unit 8, Exercise 1
- Flashcards: blouse, clothes shop, football boots, shopping centre, sports shop
- Wallchart: *Shopping*

### Revision

- Revise the new vocabulary using the flashcards and wallchart.
- Make false sentences. Pupils correct them, for example: *You buy football boots in a jeweller's. (No, you buy football boots in a sports shop.) You buy books in a sports shop. (No, you buy books in a bookshop.)*

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

- Ask pupils to open their books at page 32.
- Ask a pupil to read the first sentence. Play the first sentence to the class, pause the recording and ask the whole class to repeat. Continue in this way with the rest of the story.
- Divide the class into groups of four to act the parts of Laila, Samira, Kareem and Ali. Pupils practise reading the story. Monitor as they are reading, checking their pronunciation. Go over any errors at the end.
- Say sentences about the story and ask pupils to name the character(s), for example:
  - *We were at the shopping centre on Saturday. (Laila and Samira.)*
  - *I was looking at books. (Samira.)*
  - *I was looking at shoes and blouses. (Samira.)*
  - *I was reading a book at half past three. (Ali.)*
  - *I was drinking juice and eating cake at five o'clock. (Kareem.)*
  - *I was at the shopping centre with Samira. (Samira's mother.)*

## Activity Book, Page 31, Exercise 1

- Ask pupils to open their books at page 31 and to look at the pictures. Elicit the time and ask them to describe the pictures.
- Explain that they are going to hear what four people were doing on Saturday afternoon at three o'clock. They are going to write the name of each person next to the correct activity.
- Play the recording for the first sentence and read the example answer.
- Now play the rest of the conversation. Pupils can compare answers in pairs.
- Play the recording again.
- Check answers as a class.

### Audioscript

- Narrator: Hello, Ibrahim. What were you doing on Saturday afternoon at three o'clock?

Ibrahim: I was playing a computer game.
- Narrator: What were you doing, Abla?

Abla: I was shopping with my mother. We were at the market.
- Narrator: What were you doing, Omar?

Omar: I was buying some new clothes with my father.
- Narrator: And Laila? What were you doing?

Laila: I was at home. I was reading my book.

### Answers

1. Omar 2. Laila 3. Ibrahim 4. Abla

## Activity Book, Page 31, Exercise 2

- Ask pupils to look at the example. Explain that they will now complete the sentences about the people from Exercise 1 using the words from the box.
- Pupils work individually or in pairs to complete the task.
- Check answers as a class. You can play the recording from Exercise 1 again if necessary.

### Answers

1. was playing 2. was shopping 3. was buying  
4. was reading

## Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
use and spell correctly learnt vocabulary			

## End the lesson

- Ask pupils *What were you doing at three o'clock this morning?* Pupils answer *I was sleeping*. Ask them about a few other different times. Pupils say what they were doing at each time.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary

### Structures

The past continuous tense – question and affirmative forms:

*What **were** you **doing** on Saturday afternoon at twenty to three?*

*I **was drinking** juice and **eating** cake.*

Revision of telling the time:

***At twenty to three**, I was in the computer shop with my dad.*

### Functions

Talking about shops and shopping  
Describing pictures

### Topic

Past actions

### Resources

- Pupil's Book, page 33, Exercise 2, Listen and match
- Activity Book, page 32, Exercise 3, Match and write
- Audio, Pupil's Book, Unit 8, Exercise 2
- Wallchart: *Shopping*

## Revision

- Use the wallchart to revise shops.
- Ask five or six pupils to come to the front of the class. Ask them to mime an action, e.g. running, eating, drinking, reading, walking, playing tennis. Now ask them to stop.
- Pupils now guess what each pupil was doing, e.g. *You were running*. If other pupils guess correctly, the pupil who mimed sits down. If no one can guess, the pupil who mimed performs a different mime until someone guesses correctly.

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

- Ask pupils to open their books at page 33 and to describe what they can see in the pictures (computer game, football, book, juice and cake, shoes, pyjamas). Then ask them to say the times on the clocks.
- Explain that they will hear people saying what they were doing at different times. Pupils are going to listen and put the pictures in the order they hear them.
- Play the recording from the first speaker and elicit the answer (picture e).
- Now play the recording all the way through. Pupils can compare answers in pairs.
- Play the recording again. Check answers as a class.

### Audioscript

1. Girl 1: What were you doing on Saturday afternoon at twenty to three, Abia?  
Abia: At twenty to three, I was in the shoe shop with my mum. I was looking at some blue shoes.
2. Boy 1: What were you doing on Saturday afternoon at twenty to three, Issa?  
Issa: At twenty to three, I was in the bookshop with my mum. I was choosing some new books.
3. Boy 1: What were you doing on Saturday afternoon at twenty to three, Rakan?  
Rakan: At twenty to three, I was in the computer shop with my dad. I was choosing a computer game.
4. Girl 1: What were you doing on Saturday afternoon at ten past five, Abia?  
Abia: At ten past five, I was in the clothes shop with my mum. I was buying some new pyjamas.
5. Boy 1: What were you doing on Saturday afternoon at ten past five, Issa?  
Issa: At ten past five, I was in the sports shop with my dad. I was choosing a new football.
6. Boy 1: What were you doing on Saturday afternoon at ten past five, Rakan?  
Rakan: At ten past five, I was at home with my family. I was drinking juice and eating cake.

### Answers

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

### 2 Listen and match

1  Abia	a  a	b  b
2  Issa	c  c	d  d
3  Rakan	e  e	f  f

### 3 Ask and answer

- shopping with my mother
- writing an email
- watching a tennis match
- choosing a book
- buying some clothes
- drinking juice

- two o'clock • half past two
- three o'clock • half past four
- five o'clock • half past six

What were you doing on Saturday afternoon at two o'clock?



### Activity Book, Page 32, Exercise 3

- Ask pupils to open their Activity Books at page 32. Pupils read the names of the shops and places in the box. Ask them what they can see or buy in each one and elicit answers.
- Ask a pupil to read the example sentence.
- Pupils then complete the task in pairs.
- Check answers as a class.

### Answers

1. shoe shop 2. stadium 3. sports centre 4. library  
5. market

### End the lesson

- Ask pupils for the names of any other shops or places in their town. Put these on the board, e.g. market, bridge, park, clothes shop, school, bookshop, swimming pool. Make a note of these as you can use them to start the next lesson.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- with a partner, prepare and present a short, simple dialogue to the class
- ask questions and give answers in an appropriate tone of voice
- demonstrate understanding of simple informational material
- write simple sentences to answer questions on familiar topics

### Structures

The past continuous tense – question and affirmative forms:  
*What **were** you **doing** on Saturday afternoon at two o'clock?*  
*I **was watching** a tennis match with my father.*

### Functions

Using an appropriate tone of voice  
Showing appreciation of the value of personal experience

### Topic

Past actions

### Resources

- Pupil's Book, page 33, Exercise 3, Ask and answer
- Activity Book, page 32, Exercise 4, Read and choose
- Wallchart: *Shopping*

### Revision

- Remind pupils of the places they mentioned at the end of the previous lesson, and also ask them to look at the wallchart. Tell pupils you are going to say what you were doing yesterday. They must name the place. For example, you say *At two o'clock yesterday, I was buying a blouse.* Pupils answer *You were in a clothes shop.*

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

- Ask pupils to open their books at page 33. Pupils read the list of activities and the times.
- Choose a pair of pupils to read the example in the book. Then explain that they can take it in turns to ask questions about one of the times in the book, and answer using one of the activities.
- Pupils work in pairs to complete the task. Go round and monitor their work and make a note of any errors. You can go over these at the end.
- Choose pairs of pupils to demonstrate their dialogues to the class. Encourage them to use an appropriate tone of voice – rising or falling tone.

## Further practice

- Ask pupils what they were really doing at these and other times on Saturday, or on different days. For example, *What were you doing yesterday at twelve o'clock?* Pupils answer.

## Activity Book, Page 32, Exercise 4

- Ask pupils to open their Activity Books at page 32. Explain that this is a conversation between Huda and Fatima, but the answers to Huda's questions are not in the correct order.
- Pupils read the example question and answer.
- Pupils can work in pairs to complete the task.
- Choose pairs of pupils to read the completed dialogue to check their answers.

### Answers

1. I was at home in the kitchen.
2. I was cooking with my mum.
3. A chocolate cake! It was for my sister's birthday.
4. Yes, it was delicious!

## End the lesson

- Ask pupils, *What were you doing yesterday afternoon?* Pupils answer.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- with a partner, prepare and present a short, simple dialogue to the class
- ask questions and give answers in an appropriate tone of voice
- speak about events that happened in the past  
speak clearly with a reasonable speed and volume
- use reading strategies to understand simple reading material – a letter
- express an opinion based on information from a written source
- use and spell correctly learnt vocabulary
- complete simple sentences to answer questions on familiar topics

### Structures

The past continuous tense – affirmative form:  
*I **was looking** in the clothes shops and the bookshops.*

The simple past tense – affirmative and question forms:  
*I **went** to the shopping centre on Saturday with my family.*  
*What **did** they **see** after lunch?*

### Functions

Talking about activities  
Expressing opinion about shopping

### Vocabulary

*bowling, bowling alley, jeweller's*

### Topic

Past actions

### Resources

- Pupil's Book, page 34, Exercise 4, Read and answer
- Activity Book, page 33, Exercise 5, Read and complete
- Activity Book, page 33, Exercise 6, Look and complete
- Flashcards: bowling alley, jeweller's

## Revision

- Ask a pupil to come to the front of the class. Ask the pupil to think of an activity he or she was doing yesterday, but tell the pupil not to name it. Tell the other pupils they need to ask questions to guess what the pupil was doing. He/She can only answer *Yes* or *No*. For example, the class asks *Were you reading a book?* (*No*.) *Were you eating?* (*No*.) *Were you playing with your little brother?* (*Yes*.)

## Presentation

- Use the flashcards to present *bowling* and *bowling alley*. Ask pupils if they like bowling.
- Use the flashcard to present *jeweller's*. Ask pupils what can be bought in a jeweller's (jewellery, watches).
- Revise *family*. Ask pupils how many people they have in their family and elicit names for people in the family, e.g. *brother, sister, mother, father, grandmother, grandfather, aunt, uncle*, etc.

## Pupil's Book, Page 34, Exercise 4

- Ask pupils to open their books at page 34. Pupils describe the picture and the text (a letter). Ask pupils what shops are in a shopping centre they know. If they do, ask what shops are in it. Elicit suitable answers, e.g. clothes shops, shoe shops.
- Explain that they are going to read Samira's letter to Fatima. Before they start, ask pupils to read the seven questions.
- Pupils then read the letter and answer the questions. They can do this individually. Go round and help them with any vocabulary or questions. Make sure they use the past simple and present simple tenses correctly.
- Ask a pair of pupils to read the example question and answer in the book. Pupils then work in pairs to ask and answer the remaining questions. For question 7, they can give their own opinions. Go round and monitor their work, making a note of any errors. You can go over these at the end.
- Choose pairs of pupils to demonstrate their questions and answers to the class to check their answers. Make sure they ask and answer using the correct intonation, reasonable speed, volume and tone of voice.

### Answers

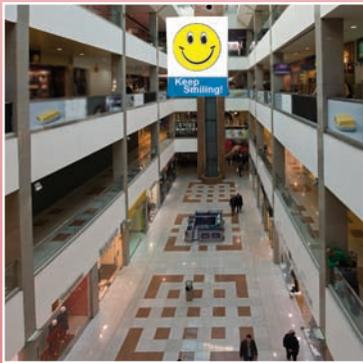
1. She went to the shopping centre.
2. She visited the clothes shops and the bookshops.
3. Yes, she does.
4. She bought a very nice watch.
5. Yes, he does.
6. They looked at the bowling alley.
7. Pupils' own answers

#### 4 Read and answer

Dear Fatima,  
I went to the shopping centre on Saturday with my family. I was looking in the clothes shops and the bookshops. Mum likes the perfume shop and the jeweller's. Mum bought a very nice watch in the jeweller's. Kareem likes looking at the computer games in the computer shop. At one o'clock, we had lunch in the restaurant. After lunch, we looked at the bowling alley. I like bowling!  
Please visit us soon. You are going to enjoy the shopping centre!

Samira

- 1 Where did Samira go on Saturday?
- 2 Which shops did Samira visit?
- 3 Does Mum like the perfume shop?
- 4 What did Mum buy in the jeweller's?
- 5 Does Kareem like looking at the computer games?
- 6 What did they see after lunch?
- 7 Do you prefer shopping in a shopping centre or a shop? Why?



34

### Activity Book, Page 33, Exercise 5

- Ask pupils to open their Activity Books at page 33. Explain that pupils are going to read another letter, this time from Abeer to Khadija. Give them time to do this. Go round and help them with any problems.
- Explain to pupils that they are going to complete the gaps using the correct verbs in the box.
- Pupils complete the task in pairs.
- Pairs of pupils can read the completed letter for you to check answers as a class.

#### Answers

1. was helping 2. was making 3. arrived 4. was 5. went  
6. saw

### Activity Book, Page 33, Exercise 6

- Ask pupils to look at the next exercise. Ask pupils to describe the pictures. Help them with any vocabulary.
- Read the example answer, then elicit an answer for Issa in question 2.
- Pupils then complete the task in pairs.
- Check answers as a class.

#### Answers

1. A: What were you doing at six o'clock, Nadia?  
B: I was sewing.
2. A: What were you doing at five o'clock, Issa?  
B: I was watching TV.
3. A: What were you doing at one o'clock, Mum?  
B: I was cooking.
4. A: What were you doing at eleven o'clock, Dad?  
B: I was talking to Uncle Faisal.
5. A: What were you doing at seven o'clock, Muna?  
B: I was writing a story.

### End the lesson

- Ask pupils *What were you doing at six o'clock last night?* Pupils answer.
- Explain that in the next lesson, pupils will describe a picture showing something they did recently. Ask them to bring in photos or postcards if they can.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sound of some consonants
- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate speed, volume and tone of voice
- with a partner, prepare and present a short, simple dialogue to the class
- demonstrate understanding of simple informational material – a short descriptive text
- explain similarities and differences between events (in PB it's a speaking exercise)
- use and spell correctly learnt vocabulary
- write simple sentences to answer questions on familiar topics
- write a short paragraph having a picture and a phrase as a prompt

### Structures

The past continuous tense – question and affirmative forms:

*What **were** you **doing** yesterday morning?  
I **was visiting** my uncle and aunt yesterday morning.*

The past simple tense:

*I **went** to the beach with my family. We **had** lunch at half past one.*

### Functions

Recognising/pronouncing words with the sound /dʒ/  
Describing pictures

### Topic

Past actions

### Vocabulary

food

### Resources

- Pupil's Book, page 35, Exercise 5, Listen and say
- Pupil's Book, page 35, Exercise 6, Ask and answer
- Pupil's Book, page 35, Exercise 7, Talk about you
- Activity Book, page 34, Exercise 7, Listen, point and repeat
- Activity Book, page 34, Exercise 8, Read and answer
- Activity Book, page 34, Exercise 9, Complete
- Audio, Pupil's Book, Unit 8, Exercise 5
- Audio, Activity Book, Unit 8, Exercise 7
- Wallchart: *Shopping*

## Revision

- Ask pupils to look at the wallchart *Shopping*. Say the name of a shop, e.g. *clothes shop*. Pupils name something you can buy there, e.g. *a blouse*. Then name something you can buy, e.g. *a bracelet*. Pupils name the shop where it can be bought, e.g. *a jeweller's*. Do this for several shops and several items.

## Pupil's Book, Page 35, Exercise 5

- Ask pupils to open their books at page 35 and to look at the pictures. Explain that they are going to hear words with the /dʒ/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the three different spellings of the /dʒ/ sound in these words.

### Audioscript

/dʒ/, /dʒ/: juice, orange, bridge

**5**  Listen and say



juice



orange



bridge

**6** Ask and answer

- yesterday morning
- yesterday afternoon
- yesterday evening
- at eight o'clock yesterday evening
- at seven o'clock this morning

What were you doing yesterday morning?



I was visiting my uncle and aunt yesterday morning.

**7** Talk about you



Look at my picture. It was the summer holidays. I went to the beach with my family. We enjoyed our day very much. We played volleyball before lunch. My dad is good at volleyball! We had lunch at half past one. We ate in a restaurant. The food was delicious! After lunch, we went back to the beach. We were watching the boats in the sea. We had a lovely day!

## Pupil's Book, Page 35, Exercise 6

- Ask pupils to look at Exercise 6. Pupils read the time phrases, then the example question and answer in pairs. Make sure they speak clearly with a reasonable speed, volume and tone of voice.
- Elicit a question for the next time phrase: *What were you doing yesterday afternoon?* Explain that pupils can either answer this truthfully, or make up an answer as long as the English is correct.
- Pupils complete the task in pairs. Go round and monitor their work and make a note of any errors. Go over these at the end. Choose a few pupils to say their dialogues to the class. Guide them to see similarities and differences in their activities.

### Answers

Pupils' own answers

## Pupil's Book, Page 35, Exercise 7

- Remind pupils that in the last lesson, you asked them to bring in photos if they could.
- Explain that this boy has brought in a photo of his holiday. Present the word *food*. Ask pupils what food they like to eat. Give pupils time to read his description of the photo.
- Ask a few comprehension questions, e.g. *Where did he go?* (*He went to the beach.*) *What did he do before lunch?* (*He played volleyball.*) *What was delicious?* (*The food.*) *Where did they go after lunch?* (*They went back to the beach.*) *What were they watching?* (*They were watching the boats in the sea.*) *Was it a happy day?* (*Yes, it was.*)
- Explain that you would now like them to describe their own special day in the photos. If they do not have a photo, they can draw a picture.
- Give pupils time to describe their pictures. Go round and help them with any language. They can also help each other.
- When they are ready, pupils can talk about their pictures to their partners. Go round and monitor their work and make a note of any errors. You can correct these at the end.
- Ask a few pupils to come to the front and to talk about their pictures. Praise their work and encourage other pupils to ask questions if they want to.

## Activity Book, Page 34, Exercise 7

- Ask pupils to look at the words on page 34 of their Activity Books.
- Explain that you are going to play the recording. They must listen, point and repeat the /dʒ/ sound in each word.
- Play the recording. Pupils can compare answers in pairs.
- Play the recording again. Check answers as a class.

### Audioscript

1. juice 2. bridge 3. Jordan 4. orange 5. fridge  
6. page 7. jacket 8. vegetables

### Answers

juice bridge Jordan orange fridge page jacket  
vegetables

## Activity Book, Page 34, Exercise 8

- Ask a pair of pupils to read the example question and answer.
- Ask pupils to read the remaining questions and explain that they are going to complete the answers using one of the words from the box.
- Pupils work individually or in pairs to complete the task. Check answers as a class.

### Answers

1. I was sleeping 2. I was eating 3. I was getting up  
4. I was studying

## Further practice

- Ask pupils what they were doing at different times. Pupils answer using the past continuous tense: *I was ...-ing*.

## Activity Book, Page 34, Exercise 9

- Pupils say what they can see in the picture. Explain that they are going to complete the sentence to describe the picture and write what they were doing there, for example: *We were in the clothes shop. We were buying a blouse*. Accept all correct answers. Go round and check they are writing neatly and correctly with correct spelling and punctuation.

## Classroom assessment

With reference to Unit 8, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
with a partner, prepare and present a short, simple dialogue to the class			
speak clearly with a reasonable speed and volume			
use reading strategies to understand simple reading material			
complete simple sentences to answer questions on familiar topics			
write a short paragraph having a prompt			

## End the lesson

- Congratulate the pupils on their hard work in Unit 8.
- Tell the pupils that the next unit is a review unit. Ask pupils if they can remember what they have studied in the last four units (transport, the past, the family, animals, shopping). They will revise some of these themes in the next lessons.

## Lesson 1

## Outcomes

## It is expected that pupils will:

- use clues (pictures) to understand new or unfamiliar words when listening
- participate in simple classroom exchanges
- respond to questions before, during and after listening
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material

## Structures

Revision of:

The past continuous tense with time markers:

**At four o'clock yesterday afternoon, I was counting** the cars, vans, motorbikes and lorries from our house.

The past simple tense:

The helicopter **was** the most interesting. I **took** a photo of the cars and vans in our city.

## Functions

Talking about types of transport  
Answering questions about the past

## Vocabulary

Revision of:

*helicopter, interesting (adj), lorry, motorbike, transport*

## Topic

Revision

## Resources

- Pupil's Book, page 36, Exercise 1, Listen and read
- Audio, Pupil's Book, Unit 9, Exercise 1
- Flashcards: helicopter, lorry, motorbike

## Revision

- Use the flashcards to revise forms of transport. Elicit other forms of transport and put these on the board, e.g. car, plane. Ask pupils which of the forms of transport they can see from their house or from the school.

## Pupil's Book, Page 36, Exercise 1

- Ask pupils to open their books at page 36. Ask them to describe what forms of transport they can see in the picture.
- Now ask a pupil to read the teacher's speech bubble. Ask them to listen and read to find out which form of transport Kareem says is the most interesting. Play the recording. Ask the question again. Pupils answer your question (*the helicopter*).
- Play the recording for the pupils again. Pause after each sentence and get pupils to repeat.
- Then ask pupils to read the text, a sentence at a time.
- Ask pupils some questions, for example:  
*Is Kareem going to talk about shops? (No, he is going to talk about transport.)*  
*Did he count more motorbikes than lorries? (No, he counted more lorries.)*

*How many helicopters were there? (There was one.)**Were there forty-four cars? (No, there were forty-three cars.)**What does Kareem's book say about helicopters? (They travel very fast.)**Did Kareem take a photo? (Yes, he did.)**How many cars and vans can you see in the photo? (Accept all reasonable answers as parts of cars are visible.)*

Unit

9

## Review

1



Listen and read



There are many cars, vans, motorbikes and lorries in our city. At four o'clock yesterday afternoon, I was counting the cars, vans, motorbikes and lorries from our house. I counted forty-three cars, twenty-two vans, eleven motorbikes and seventeen lorries. Then, I saw a helicopter!

The helicopter was the most interesting. I have a book about helicopters. The book says that helicopters travel very fast.

I took a photo of the cars and vans in our city. How many can you see?



Today, Kareem is going to talk about transport.



2

Look and say

- grandparents: on Tuesday
- a museum: at the weekend
- dentist's surgery: tomorrow
- shopping centre: this afternoon



I'm not going to visit my grandparents on Tuesday.  
I'm going to visit my grandparents on Saturday.

36

## Audioscript

Male teacher: Today, Kareem is going to talk about transport.

Kareem: There are many cars, vans, motorbikes and lorries in our city. At four o'clock yesterday afternoon, I was counting the cars, vans, motorbikes and lorries from our house. I counted forty-three cars, twenty-two vans, eleven motorbikes and seventeen lorries. Then, I saw a helicopter! The helicopter was the most interesting. I have a book about helicopters. The book says that helicopters travel very fast. I took a photo of the cars and vans in our city. How many can you see?

## Further practice

- Pupils work in pairs. One pupil says a true or false sentence about the text. The other says *Yes* or *No*, for example: *Kareem counted eleven lorries. (No. He counted seventeen lorries.)* *He counted forty-three cars. (Yes.)* Go round and monitor as they work, and make a note of any problems. You can go over these at the end.

## End the lesson

- Ask pupils what other things they can see from their house. Elicit ideas and put relevant ones on the board.

## Lesson 2

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>follow simple oral instructions</li> <li>use short sentences to talk with a partner about familiar situations</li> <li>demonstrate understanding of simple informational materials</li> <li>use and spell learnt vocabulary</li> </ul>
<b>Structures</b>	<p>Revision of: The verb <i>going to</i> for future plans – affirmative and negative forms: <i>We're going to visit my uncle again soon.</i> <i>I'm not going to visit my grandparents on Tuesday.</i></p> <p>The past simple tense: <i>Then, we went home. It was a good day.</i></p> <p>Comparative and superlative adjectives: <i>I think that a fruit salad is nicer than ice cream!</i> <i>It's the tallest building in the street.</i></p>
<b>Functions</b>	<p>Talking about the future (negative form) Talking about the past Making comparisons</p>
<b>Vocabulary</b>	<p>Revision of: <i>dentist's surgery, shopping centre</i></p>
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 36, Exercise 1, Listen and read</li> <li>Pupil's Book, page 36, Exercise 2, Look and say</li> <li>Activity Book, page 35, Exercise 1, Read and complete</li> <li>Activity Book, page 35, Exercise 2, Read and circle</li> <li>Audio, Pupil's Book, Unit 9, Exercise 1</li> <li>Flashcards: <i>dentist's surgery, shopping centre</i></li> <li>Wallcharts: <i>Jobs and work, shopping</i></li> </ul>

## Revision

- Use the flashcards to revise *dentist's surgery* and *shopping centre*.
- Ask pupils to look at the wallchart *Jobs and work*. Ask *Where is the dentist going to work today?* Elicit the answer *He/She's going to work in the dentist's surgery.*
- Now say *I want to go shopping today. I'm going to go to many shops. Where am I going to go?* Elicit the answer *You're going to go to the shopping centre.*
- Revise the comparative and superlative. Ask *Which is the tallest building in (your town)? Which is taller, this school or your house? Which is nicer, an ice cream or a cake?* Pupils answer.

## Pupil's Book, Page 36, Exercise 1

- Ask pupils to open their books at page 36. Ask pupils to tell you what they can remember about Kareem's presentation.
- Play the recording to the class while they read to check their answers.
- Now say sentences that are not correct. Pick a pupil with his/her hand up to correct the mistake, for example:  
*He's going to talk about shopping. (No, he's going to talk about transport.)*  
*At four o'clock yesterday morning, he was counting the cars. (No, it was yesterday afternoon.)*  
*He counted eleven cars and forty-three motorbikes. (No, he counted forty-three cars and eleven motorbikes.)*  
*The lorry was the most interesting. (No, the helicopter was the most interesting.)*  
*He has a book about vans. (No, he has a book about helicopters.)*  
*He bought a photo. (No, he took a photo.)*

## Pupil's Book, Page 36, Exercise 2

- Ask pupils to look at Exercise 2. Pupils read the words in red.
- Explain that pupils should talk to their partner and say when they are and are not going to do each item in the list. Ask a pupil to read the example sentences. Then elicit similar sentences about the next item on the list, e.g. *I'm not going to go to the museum at the weekend. I'm going to go to the museum in the holidays.*
- Pupils complete the task in pairs, taking it in turns to speak. Go round and monitor their work and make a note of any errors. Go over these at the end. Remind them to speak clearly and with a reasonable speed and volume.
- Ask a few pupils to demonstrate their sentences to the class to check their answers.

## Activity Book, Page 35, Exercise 1

- Ask pupils to look at page 35 of their Activity Books. Ask them to describe the picture. Explain that Khaled is writing a letter to Ali. Ask them to read the letter and complete it with the correct words from the box, like the example.
- Give pupils time to complete the text. They can compare answers in pairs.
- Check answers as a class.

### Answers

1. yesterday 2. tallest 3. looked 4. was 5. were  
6. played 7. nicer 8. going

## Activity Book, Page 35, Exercise 2

- Ask pupils to look at Exercise 2. Explain the task. Pupils read the sentences that are about the text in Exercise 1 and circle *Yes* or *No*. Ask a pupil to read the example first.
- Pupils work in pairs to complete the task.
- Check answers as a class.

### Answers

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

### End the lesson

- Play a memory game. Say *I'm going to go to the shopping centre to buy an apple*. The next pupil repeats your sentence and adds a word beginning with *b*, e.g. *I'm going to go to the shopping centre to buy an apple and a bag*. The next pupil repeats this sentence, then adds a word beginning with *c*, e.g. *I'm going to go to the shopping centre to buy an apple, a bag and a car*. Continue round the class for as long as you can.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- use clues (pictures) to understand new or unfamiliar words when listening
- participate in simple classroom exchanges
- ask questions and give answers with an appropriate speed, volume and tone of voice
- with a partner, prepare and present a short, simple dialogue to the class
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary
- complete sentences using the correct form of words

### Structures

Revision of:  
Past continuous tense – question and affirmative forms:  
*What were you doing at twenty-five past eleven? I was buying a bracelet in the jeweller's.*  
Comparative and superlative adjectives:  
*The tiger is stronger and more powerful than the cat. The giraffe is the tallest.*

### Functions

Talking about the past  
Telling the time  
Describing animals  
Making comparisons  
Expressing opinion

### Vocabulary

Revision of:  
*dangerous, tiger, useful,*

### Topic

Revision

### Resources

- Pupil's Book, page 37, Exercise 3, Ask and answer
- Pupil's Book, page 37, Exercise 4, Listen, ask and answer
- Activity Book, page 36, Exercise 3, Complete
- Activity Book, page 36, Exercise 4, Write
- Audio, Pupil's Book, Unit 9, Exercise 4
- A clock

## Revision

- Say *I am going to go to the zoo*. What am I going to see? Revise animals and write their ideas on the board.
- Revise the past continuous. Play a guessing game. Ask pupils to look at the animals on the board and say *Yesterday at two o'clock, I was looking at the tallest animal*. Pupils guess the animal (a giraffe). Do the same with other animals, e.g. *Yesterday at two o'clock, I was looking at the most dangerous animal (a lion)/the biggest animal (an elephant)*, etc.
- Revise telling the time. Place the hands of the clock in different positions (or draw clocks on the board) and elicit the time. Practise times with *to* and *past*.

### Pupil's Book, Page 37, Exercise 3

- Ask pupils to open their books at page 37. Ask them to describe each picture and to say the time shown in each.
- Explain that they are now going to ask and answer questions about each picture. Choose a pair of pupils to read the example.
- Pupils complete the task in pairs. Go round and monitor their work and make a note of any errors. You can go over these at the end. Make sure they are using appropriate speed, volume and tone of voice.
- Choose pairs of pupils to demonstrate their dialogues to the class to check their answers.

### Suggested answers

- What were you doing at twenty-five past eleven? I was buying a bracelet in the jeweller's.
- What were you doing at twenty to three? I was looking at cars.
- What were you doing at ten to eight? I was reading about animals.
- What were you doing at five past nine? I was choosing football boots.
- What were you doing at twenty past three? I was doing my homework.
- What were you doing at ten past eight? I was playing volleyball.

### 3 Ask and answer



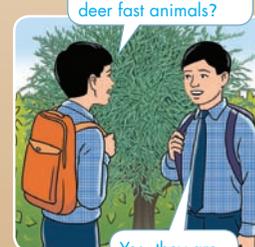
What were you doing at twenty-five past eleven?

I was buying a bracelet in the jeweller's.

### 4 Listen, ask and answer

- Are horses, lions and deer fast animals?
- Is the deer faster than the lion?
- Which is the strongest animal?
- Which animal is the tallest and the most beautiful?
- Does the boy think that the horse is the most useful animal?
- Which animal is more dangerous than the tiger?

Are horses, lions and deer fast animals?



Yes, they are.

37

### Pupil's Book, Page 37, Exercise 4

- Ask the pupils to look at Exercise 4. Explain that they are going to hear a conversation about animals. Before they listen, ask them to read questions 1 to 6. See if they can answer any of the questions before they listen. Remind the pupils that these are opinions and not facts about these animals.
- Tell them you will now play the recording. Encourage them to take notes of the answers as they listen.
- Play the recording. Pupils take notes.
- Play the recording again if necessary. Then ask a pair of pupils to read the example question and answer.
- In pairs, pupils ask and answer the questions.
- Check answers as a class.

#### Audioscript

- Girl: Horses, lions and deer are all fast animals, but lions are the fastest.
- Boy: The lion is a very strong animal.
- Girl: Yes, the lion is very strong, but I think that the elephant is the strongest animal.
- Boy: I think that the giraffe is the most beautiful animal.
- Girl: Yes, and it's the tallest animal, too!
- Boy: I think that the camel is the most useful animal.
- Girl: What do you think about the tiger?
- Boy: I think that the tiger is the most dangerous animal.
- Girl: I think that the shark is more dangerous than the tiger. It has the biggest teeth!

#### Answers

1. Yes, they are.
2. No, the lion is the fastest animal.
3. The elephant is the strongest animal.
4. The giraffe
5. No, the boy thinks that the camel is the most useful animal.
6. The shark is more dangerous than the tiger.

### Activity Book, Page 36, Exercise 3

- Ask pupils to open their Activity Books at page 36. Ask them to look at the first picture and to describe what they can see. Explain that they are going to complete the sentences by describing what the people were doing and adding the time to each picture.
- Pupils read the example sentence. Then elicit the second sentence.
- Pupils complete the task in pairs.
- Check answers as a class.

#### Answers

- a. Yesterday, at **twenty-five past** three, I **was sitting** on a bus.
- b. At **ten to** four, I **was playing** with my friend.
- c. This morning at **five to** ten, I **was going** to the shops with Mum and Dad.
- d. At **twenty past** eleven, we **were drinking** orange juice and coffee in a café.

### Activity Book, Page 36, Exercise 4

- Ask pupils to look at Exercise 4 and to name the animals in the pictures.
- Choose a pupil to read the two example sentences.
- Pupils now complete the remaining sentences using the correct comparative or superlative form of the adjectives.
- Check answers as a class.

#### Answers

1. stronger; more powerful
2. better
3. the tallest
4. the heaviest
5. the most dangerous
6. the youngest; the smallest

### End the lesson

- Ask pupils which animals they think are the most interesting. Pupils give their opinions, e.g. *I think lions are the most interesting.*

## Lesson 4

#### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material

#### Structures

Revision of:  
The past simple tense with time markers:  
*I went to the shopping centre two weeks ago. My team won the match yesterday!*

#### Functions

Talking about the past

#### Vocabulary

Revision of:  
*blouse, football boots, shopping centre, sports shop*

#### Topic

Revision

#### Resources

- Pupil's Book, page 38, Exercise 5, Read and match
- Activity Book, page 37, Exercise 5, Listen, point and repeat
- Audio, Activity Book, Unit 9, Exercise 5
- Wallchart: *Shopping*

### Revision

- Ask pupils to look at the wallchart *Shopping*. Say a shop, e.g. *a sports shop*. Pupils say what you can buy there, e.g. *a football*. Now say an item of clothing, e.g. *a blouse*. Pupils say where you can buy it, e.g. *a clothes shop*.
- Revise time markers. Write the days of the week on the board. Point to the day before today and elicit or revise *yesterday*. Then point to two days ago and elicit *two days ago*. Do the same to elicit *tomorrow, next Tuesday*, etc.

## Pupil's Book, Page 38, Exercise 5

- Ask pupils to open their books at page 38. Explain that they are going to read about four people's shopping experiences. As they read, they are going to match the people with the shops *a* to *d* and the items in pictures *e* to *h* that you can buy in each shop pictured. First, ask pupils to tell you what they can see in the pictures. Help them with any vocabulary.
- Pupils complete the task individually. They compare answers in pairs.
- Check answers as a class.

### Answers

1. d (computer shop); h (computer game)
2. c (sports shop); f (football boots)
3. a (bookshop); g (book)
4. b (clothes shop); e (blouse)

**5 Read and match**

**1**



Hello, I'm Abbas. I went to the shopping centre two weeks ago. I went with my father. We went to the computer shop and I bought a computer game.

**2**



I'm Jaber. I went to the shopping centre last Saturday. My father took me to the sports shop. I bought some football boots. I like them very much! My team won the match yesterday!

**3**



My name is Nada. I went to the shopping centre yesterday. I went with my mother. We bought a book for my aunt in the bookshop. I think that my aunt is going to be very happy!

**4**



I'm Huda. I went to the shopping centre this morning. I went with my mother and my sister. I bought a pink blouse in the clothes shop. I'm going to wear my new blouse next weekend.

**a**



**b**



**e**



**f**



**c**



**d**



**g**



**h**



**38**

### Further practice

- Ask comprehension questions, e.g. *Who went to the shopping centre yesterday? (Nada.) Who went to the shopping centre this morning? (Huda.) Who played a football match yesterday? (Jaber.) Who bought a computer game two weeks ago? (Abbas.) Who is going to wear a new blouse next weekend? (Huda.) Who is going to get a book? (Nada's aunt.)*

### Activity Book, Page 37, Exercise 5

- Ask pupils to open their Activity Books at page 37. Explain that the lists of words revise the sounds they have been looking at in the last four units. Ask pupils to listen to the words aloud to their partners and to point to the sound at the beginning of each list, as in the example.
- Go round and monitor their work. Check they are pronouncing the words correctly.
- Check answers as a class.

### Tapescripts and answers

/m/	Monday	comb	animal	number	summer
/f/	photo	laugh	firefighter	alphabet	giraffe
/dʒ/	January	bridge	orange	village	vegetable
/i:/	tree	see	speak	sea	teacher

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- ask questions and give answers with an appropriate speed, volume and tone of voice
- use reading strategies to understand simple reading material
- write sentences, using the correct order of words, on familiar topics
- write a short dialogue given a prompt

### Structures

Revision of:  
The past simple tense with time markers:  
**On Friday morning, I went to the mosque with my father.**

### Functions

Talking about the past  
Reporting the results of a survey

### Vocabulary

Revision of:  
*buildings, places, activities*

### Topic

Revision

### Resources

- Pupil's Book, page 39, Exercise 6, Project: Do a survey about the weekend
- Activity Book, page 37, Exercise 6, Read, correct and order
- Activity Book, page 37, Exercise 7, Complete
- Photocopiable Project Worksheet 2, page 163
- Flashcards: clothes shop, shopping centre, sports shop

### Revision

- Revise *clothes shop, shopping centre, sports shop* using the flashcards. Ask pupils to spell the words on the board. Other pupils can check or correct the spelling. Then get pupils to say the words.
- Ask them which things they can buy in each place. Which place do they think is the most useful? Which shop is the most expensive?

**6** Project: Do a survey about the weekend

**1** Read and answer

- 1 How many people are you going to ask?
- 2 What questions are you going to ask?

**2** Read and complete

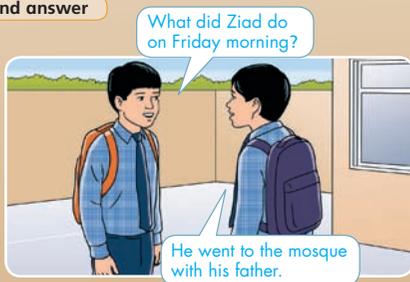
On Friday morning, I went to the mosque with my father.

At ten o'clock on Saturday morning, I was playing football.

On Saturday afternoon, I went to the library with my sister.

	What did you do on Friday morning?	What were you doing at ten o'clock on Saturday morning?	What did you do on Saturday afternoon?
Ziad	I went to the mosque with my father.		

**3** Ask and answer



39

**Pupil's Book, Page 39, Exercise 6**

- Ask pupils to open their books at page 39. Explain that they are going to do a survey about the weekend. Ask pupils to volunteer to read questions 1 and 2. Explain that they can work in pairs to answer the questions and plan their surveys.
- Now ask them to look at part 2. The table shows how the results can be collected with some suggested questions. Point out that they do not have to use the same questions, they can use their own.
- Give pupils Photocopiable project worksheet 2 (page 163). Explain that they can use the sheet to write down their questions and the people they want to ask.
- Give pupils time to plan and write their questions for the survey. Go round and monitor their work to check they are doing this correctly.
- Now ask pupils to carry out their survey. Make sure that they do this without making too much noise.
- Go round and monitor to check that pupils are answering correctly and noting the answers correctly on the forms.
- Explain that pupils are going to present and discuss the results of the survey in the next lesson.

**Activity Book, Page 37, Exercise 6**

- Ask pupils to look at Exercise 6. Get a pupil to read the example sentence.
- Explain that the words in the sentences are not in the correct order. Pupils are going to write them correctly and add the punctuation. They can do this in pairs.
- Check answers as a class.

**Answers**

1. I am going to visit Nadia's aunt.
2. What were you doing yesterday afternoon?
3. It's half past three in London.

**Activity Book, Page 37, Exercise 7**

- Pupils say what they can see in the picture. Ask pupils to read the first sentence. Explain that they are going to complete the dialogue, given the first and last prompts.
- Pupils can work in pairs to plan what they are going to write. Monitor and offer help and suggestions. Encourage them to seek each other's advice about words they may need. Any answer is possible as long as it is correct English.
- Go round and check they are writing neatly and correctly.
- Ask pairs of pupils to read their dialogues to the class.
- You can take in their work to mark.

**End the lesson**

- Remind pupils to bring in their completed project worksheets for the next lesson.

**Lesson 6**

**Outcomes**

**It is expected that pupils will:**

- follow simple oral instructions
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an interview in an appropriate tone of voice
- present a short, simple prepared project of four to five sentences to the class
- use reading strategies to understand simple reading material
- write simple sentences to answer questions
- use and spell correctly learnt vocabulary

**Structures**

Revision of:  
The past simple tense with time markers:  
*What **did** you **do** on Saturday afternoon?*  
***On Saturday afternoon**, I **went** to the library with my sister.*

**Functions**

Talking about the past  
Reporting the results of a survey

**Topic**

Revision

**Resources**

- Pupil's Book, page 39, Exercise 6, Project: Do a survey about the weekend
- Activity Book, page 79, Assessment
- Activity Book, pages 74 and 75, Handwriting Practice

## Revision

- Revise shops. Say something you can buy, e.g. *clothes, books*. Pupils name the shop, e.g. *bookshop, clothes shop*.

## Pupil's Book, Page 39, Exercise 6

- Ask pupils to present their survey results to their partners. First, look at part 3 in the book and read the examples in the speech bubbles.
- Explain that they are going to do the same in pairs. Using the survey results on their project worksheets, pupils ask and answer questions about what the people from the survey did at different times.
- Go round and monitor their conversations. Make a note of any errors and go over these at the end. Remind pupils to use an appropriate tone of voice. Encourage them to seek help about words they may need.
- Ask pupils to report any interesting activities to the class.

## Further practice

- Encourage pupils to form an opinion based on the results of their survey. Can they find out, for example, which is the most useful shop or building? At what times did pupils do the most sports or homework? Which was the most exciting/useful/interesting thing that someone did?

## Classroom assessment

With reference to Unit 9, pupils can:

Scoring criteria	Good	Fair	Poor
recognise sounds of some consonants			
demonstrate understanding of spoken words in simple exchanges and presentations			
speak clearly with a reasonable speed and volume			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple informational and reading material			
explain similarities and differences between events in simple reading materials and personal experiences			
write a short dialogue			
apply knowledge of the conventions of language			

## End the lesson

- After pupils have completed the paragraph in Exercise 5, they can practise by going to the Handwriting Practice pages 74-75 of the Activity Book. Guide the pupils on how to use semi-cursive writing following the given examples. You can refer to pages 187-188 of the Teacher's Book to review the formation of individual letters.
- Ask pupils if they found the survey interesting. Congratulate all the pupils on their hard work.
- Ask pupils to complete the assessment found in the Activity Books.

# Unit 10 Are there any lentils?

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• use clues (pictures) to understand new or unfamiliar words when listening</li> <li>• pronounce short, simple English words correctly</li> <li>• respond to questions before, during and after listening</li> <li>• participate in simple classroom exchanges</li> <li>• use print or electronic bilingual dictionaries to help understand unfamiliar words in reading material</li> <li>• demonstrate recognition of word formation</li> <li>• use reading strategies to understand simple reading material</li> <li>• distinguish cause and effect in simple reading materials</li> </ul>
<b>Structures</b>	<p>Countable and uncountable nouns:  <i>There is some rice. There are some spices.</i>  <i>Are there any onions? No, there aren't.</i>  <i>Is there any yoghurt? Yes, there is.</i>                      The infinitive of purpose:  <i>Can you go to the market to buy lentils, onions, lettuce and tomatoes, please?</i></p>
<b>Functions</b>	<p>Talking about food                      Talking about purpose                      Acquiring awareness of kinds of food</p>
<b>Vocabulary</b>	<p><i>butter, cupboard, flour, herbs, lettuce, onions, pepper, salt, spices, shopping list, yoghurt</i></p>
<b>Topic</b>	Food
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 40, Exercise 1, Listen and read</li> <li>■ Audio, Pupil's Book, Unit 10, Exercise 1</li> <li>■ Flashcards: butter, cupboard, flour, herbs, lettuce, onions, pepper, salt, spices, yoghurt</li> <li>■ Wallchart: <i>Food and drink; The kitchen and cooking</i></li> <li>■ A bottle of water</li> </ul>

### Revision

- Ask some pupils to show their projects from the last lesson and to explain them to the class.
- Put some times on the board and ask pupils *What were you doing at (ten past three) yesterday?* Pupils answer.
- Revise items of food. Ask pupils to name as many items of food as they can. Put their ideas on the board.

### Presentation

- Use the flashcards to present *butter, cupboard, flour, herbs, onions, pepper, salt, spices, yoghurt*. Ask pupils to repeat the words. Then say a word and get pupils to point to it on the appropriate wallchart. Make sure they pronounce the words correctly. Pupils can also use their bilingual dictionaries to check the meaning of new words. Present *lettuce* using a picture or a simple drawing on the board.
- Now ask pupils *Where do you find water?* Elicit or teach *There's water in a river/the sea., etc.*

- Hold up a bottle of water and ask *Is there any water?* Elicit or present *Yes, there is.* Get pupils to repeat.
- Hold up an empty bottle and ask *Is there any water?* Elicit or present *No, there isn't.* Get pupils to repeat.
- Hold up a book and say *Where do you find books?* Elicit or present *There are books in a library/a school., etc.* Get pupils to repeat.
- Now point to a desk with books on it and ask *Are there any books?* Elicit or present *Yes, there are.* Now point to a place without books and ask *Are there any books?* Elicit or present *No, there aren't.* Pupils repeat.
- Hold up the flashcard for *butter* and say *Is there any butter in the classroom?* Pupils answer *No, there isn't.* Now ask *Are there any pens in the classroom?* Pupils answer *Yes, there are.*
- Continue asking about countable items (chairs, pencils, windows, etc) and uncountable items (flour, salt, air, etc). Make sure pupils answer correctly *Yes, there are./No, there isn't., etc.* Write a list of foods on the board and use it to present *shopping list*.
- Briefly revise shops. Ask pupils *Why do you go to a sports shop?* Elicit or present the answer *You go to a sports shop to buy (football boots).* Now ask *Why do you go to a jeweller's?* and elicit *You go to a jeweller's to buy (necklaces).* Do the same for a clothes shop.

**Unit 10 Are there any lentils?**

**1 Listen and read**

**1**



**Mum:** Your grandparents are going to visit us this weekend.  
**Samira:** Oh, we love seeing Grandpa and Grandma!  
**Mum:** I am going to make mujaddara with salad. Your grandparents like it. Dad is going to go to the market. I'm going to write a shopping list.

**2**



**Mum:** There is some rice. There is some salt and there is some pepper. What is in that cupboard, Samira?  
**Samira:** There are some spices. There are some nuts. There is some flour.  
**Mum:** Are there any lentils?  
**Samira:** No, there aren't.

**3**



**Mum:** What is there in the fridge?  
**Samira:** There is some butter and some meat.  
**Mum:** Is there any yoghurt?  
**Samira:** Yes, there is.  
**Mum:** Is there any lettuce? Are there any tomatoes?  
**Samira:** No, there aren't.

**4**



**Mum:** Are there any onions?  
**Kareem:** No, there aren't.  
**Mum:** Okay. Here is my shopping list. Can you go to the market to buy lentils, onions, lettuce and tomatoes, please?  
**Dad:** Yes, of course!

**40**

## Pupil's Book, Page 40, Exercise 1

- Ask pupils if they like *mujaddara*. Present *love*, for example, say *I love making mujaddara*. Ask pupils if they know how to make it. Now say that they are going to listen to and read a story about making *mujaddara*. Ask pupils to open their books at Page 40 and to describe the pictures. Ask *Where are they?* (*They are in the kitchen.*) *What is Samira doing in picture 2?* (*She's looking in a cupboard.*)
- Now ask pupils to listen and to find out what they are going to buy in the market and why.
- Ask pupils to listen to the recording and to read as they listen. Choose pupils to give the answer to your questions. (*They are going to make mujaddara because their grandparents are going to visit them.*) (*They are going to buy lentils, onions, lettuce and tomatoes.*)
- Play the recording again. Pause after each sentence for the pupils to repeat as a class. Then ask individuals to repeat.
- Say the new words to the pupils and ask them to point to them in the text.

### Audioscript

- 1.**  
Mum: Your grandparents are going to visit us this weekend.  
Samira: Oh, we love seeing Grandpa and Grandma!  
Mum: I am going to make *mujaddara* with salad. Your grandparents like it. Dad is going to go to the market. I'm going to write a shopping list.
- 2.**  
Mum: There is some rice. There is some salt and there is some pepper. What is in that cupboard, Samira?  
Samira: There are some spices. There are some nuts. There is some flour.  
Mum: Are there any lentils?  
Samira: No, there aren't.
- 3.**  
Mum: What is there in the fridge?  
Samira: There is some butter and some meat.  
Mum: Is there any yoghurt?  
Samira: Yes, there is.  
Mum: Is there any lettuce? Are there any tomatoes?  
Samira: No, there aren't.
- 4.**  
Mum: Are there any onions?  
Kareem: No, there aren't.  
Mum: Okay. Here is my shopping list. Can you go to the market to buy lentils, onions, lettuce and tomatoes, please?  
Dad: Yes, of course!

### End the lesson

- Ask pupils what dishes their family likes to cook when people visit.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- ask questions and give answers in an appropriate tone of voice
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

Countable and uncountable nouns:

*Is there any yoghurt?* Yes, there is.

*Are there any onions?* No, there aren't.

The infinitive of purpose:

*Can you go to the market **to buy** lentils, onions, lettuce and tomatoes please?*

### Functions

Talking about food

Talking about purpose

### Topic

Food

### Resources

- Pupil's Book, page 40, Exercise 1, Listen and read
- Activity Book, page 38, Exercise 1, Look, listen and say *Yes* or *No*
- Activity Book, page 38, Exercise 2, Look and complete. Write *Some* or *Any*
- Activity Book, page 38, Exercise 3, Complete
- Audio, Pupil's Book, Unit 10, Exercise 1
- Audio, Activity Book, Unit 10, Exercise 1
- Flashcards: butter, cupboard, flour, herbs, lettuce, onions, pepper, salt, spices, yoghurt
- Wallchart: *Food and drink; The kitchen and cooking*

### Revision

- Use the flashcards and the two wallcharts to revise the new vocabulary.
- Ask questions, for example: *Is there any pepper on my desk? Are there any books on your desk?* Pupils answer *No, there isn't./Yes, there are.*, etc.

## Pupil's Book, Page 40, Exercise 1

- Ask pupils to open their books at page 40. Ask them to tell you what they can remember about the story.
- Play the recording to the class again while they read.
- Ask pupils questions:  
for picture 1: *Who is going to visit this weekend?* (*Samira and Kareem's grandparents.*)  
*What is Mum going to make?* (*She's going to make mujaddara.*)  
for picture 2: *Is there any flour?* (*Yes, there is.*)  
*Where is the flour?* (*It is in the cupboard.*)  
*Are there any lentils?* (*No, there aren't.*)  
*Where are the nuts?* (*They are in the cupboard.*)  
for picture 3: *What is in the fridge?* (*Some butter and some meat.*)  
*Is there any salt and pepper?* (*Yes, there is.*)

Is the salt and pepper in the fridge? (No, it isn't.)

for picture 4: Are there any onions? (No, there aren't.)

Where is Dad going to go? (He's going to go to the market.)

Why is he going to go to the market? (To buy lentils, onions, lettuce and tomatoes.)

- Divide the class into groups of three. They practise reading the story. Go round and monitor and make a note of any errors. You can correct these at the end.

### Activity Book, Page 38, Exercise 1

- Ask pupils to open their Activity Books at page 38 and to describe the picture.
- Explain that they are going to hear questions about what is in the fridge. They are going to listen and answer *Yes* or *No*.
- Play the first question. Pupils answer *Yes*.
- Continue, pausing after each question for pupils to answer.
- Play the recording again if necessary.

#### Audioscript and answers

1. Is there any milk?
2. Is there any butter?
3. Are there any onions?
4. Is there any yoghurt?
5. Are there any lentils?

#### Answers

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

### Activity Book, Page 38, Exercise 2

- Ask pupils to look at Exercise 2 and to say what they can see in the cupboards.
- Choose a pupil to read the example sentence.
- Pupils work in pairs to complete the task.
- Check answers as a class. Pupils should realise that *any* is used in questions and with negatives. *Some* is used with affirmative sentences.

#### Answers

A: Is there any rice?

B: Yes, there is. There's some rice, but there isn't any flour.

A: Are there any oranges?

B: No, there aren't any oranges, but there are some apples.

### Activity Book, Page 38, Exercise 3

- Ask pupils to look at Exercise 3. Choose a pupil to read the example sentence.
- Pupils complete the task individually, then compare answers in pairs.
- Check answers as a class.

#### Answers

1. to buy 2. to watch 3. to buy 4. to make 5. to have

### End the lesson

- Ask pupils which classroom they are in next, e.g. room 3. Ask them *Why are you going to (room 3)?* Elicit *I'm going to room 3 to have (maths).*

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- participate in simple classroom exchanges
- use short sentences to talk with a partner about familiar situations
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

Countable and uncountable nouns:  
*There is some **meat** in the fridge. There are some **nuts** in the cupboard.*

### Functions

Talking about food  
Categorising words in a table

### Topic

Food

### Resources

- Pupil's Book, page 41, Exercise 2, Look and say
- Activity Book, page 39, Exercise 4, Read and order
- Flashcards: butter, flour, herbs, lettuce, onions, pepper, salt, spices, yoghurt
- Wallchart: *Food and drink; The kitchen and cooking*

### Revision

- Use the flashcards and the two wallcharts to revise the new vocabulary. Ask pupils *What do you usually have in your fridge? What do you usually have in your kitchen cupboards?* Pupils answer.

### Pupil's Book, Page 41, Exercise 2

- Ask pupils to look at page 41 of their Pupil's Book. Explain the task. Pupils look at the pictures and say what is in the fridge and what is in the cupboard. Ask a pair of pupils to read the examples.
- Pupils work in pairs to complete the task. Go round and monitor and make a note of any errors. You can correct these at the end.

#### Answers

There are some eggs in the fridge.

There is some yoghurt in the fridge.

There is some meat in the fridge.

There is some butter in the fridge.

There is some salt in the cupboard.

There is some flour in the cupboard.

There are some nuts in the cupboard.

There is some pepper in the cupboard.

There are some onions in the cupboard.

## Lesson 4

### 2 Look and say



### 3 Ask and answer

- flour • nuts • herbs • spices • onions • pepper
- yoghurt • eggs • bananas • butter • salt



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### Activity Book, Page 39, Exercise 4

- Ask pupils to open their Activity Books at page 39 and to read the list of words in the box. Make sure they know all the words.
- Explain that you want them to put each word into the table. Choose a pupil to read the examples under *There is some* and *There are some*.
- Pupils complete the task in pairs. Go round and offer help if necessary.
- Check answers as a class.

#### Answers

There is some	There are some
bread.	bananas.
coffee.	eggs.
fruit.	figs.
juice.	grapes.
lamb.	olives.
meat.	nuts.
milk.	oranges.
rice.	tomatoes.
water.	vegetables.

### End the lesson

- Ask pupils if they can add any words to the table. Elicit their ideas and put them on the board.

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

Countable and uncountable nouns:  
*Is there any flour?* Yes, there is.  
*Are there any nuts?* No, there aren't.

### Functions

Asking and answering questions  
 Talking about food  
 Asking and answering about what is available

### Topic

Food

### Resources

- Pupil's Book, page 41, Exercise 3, Ask and answer
- Activity Book, page 39, Exercise 5, Complete
- Flashcards: butter, flour, herbs, lettuce, onions, pepper, salt, spices, yoghurt

### Revision

- On the board, write *There is some* and *There are some*. Now hold up the flashcards for uncountable food, e.g. *butter*. Pupils say *There is some butter*. Do the same for countable food, e.g. *herbs*. Pupils say *There are some herbs*. Continue for each flashcard.

### Pupil's Book, Page 41, Exercise 3

- Ask pupils to open their books at page 41.
- Ask pupils to look at Exercise 3 and to read the words in green. Check they pronounce these correctly.
- Choose a pair of pupils to read the examples. Explain that they are going to ask and answer similar questions about each item of food displayed on the table.
- Pupils work in pairs to complete the task. Go round and monitor and check they use the correct intonation. Make a note of any errors and correct these at the end.
- Choose pairs of pupils to demonstrate their dialogues to the class. Encourage them to use an appropriate tone of voice.

### Answers

Is there any flour? Yes, there is.  
 Are there any nuts? No, there aren't.  
 Are there any herbs? Yes, there are.  
 Are there any spices? Yes, there are.  
 Are there any onions? Yes, there are.  
 Is there any pepper? No, there isn't.  
 Is there any yoghurt? Yes, there is.  
 Are there any eggs? No, there aren't.  
 Are there any bananas? Yes, there are.  
 Is there any butter? Yes, there is.  
 Is there any salt? Yes, there is.

### Activity Book, Page 39, Exercise 5

- Ask pupils to look at Exercise 5. Ask them to describe the pictures. Explain that they are going to complete the sentences using the words from the box.
- Pupils complete the task individually. They can compare answers in pairs.
- Check answers as a class.

### Answers

1. A: Is there any sugar in the coffee?  
 B: Yes, there is some sugar in the coffee.
2. A: Are there any olives in the salad?  
 B: Yes, there are. There are some tomatoes, too.
3. A: Is there any fruit on the table?  
 B: No, there isn't any fruit on the table.
4. A: Are there any eggs in the box?  
 B: No, there aren't. There aren't any eggs.
5. A: Is there any butter on the bread?  
 B: Yes, there is.

### Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
participate in simple classroom exchanges			
use words and short sentences to describe a familiar situation			
use words and short sentences to participate in short, simple exchanges			
ask questions and give answers in an appropriate tone of voice			
use context and visual clues to predict or identify meaning of unfamiliar words			
use reading strategies to understand simple reading material			
use and spell correctly learnt vocabulary			

### End the lesson

- Ask a few questions about items in the classroom, e.g. *Are there any books in the cupboard? Is there any fruit on my desk?* Pupils answer *Yes, there are./No, there isn't.*, etc.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material – a descriptive paragraph
- write simple sentences to answer questions on familiar topics

### Structures

Countable and uncountable nouns:  
*On top of the **rice** and the **bread**, there is some **meat**, some **sauce** and some **nuts**.*

### Functions

Talking about purpose  
 Expressing likes about food  
 Saying what you are going to buy

### Vocabulary

*mansaf, plate, sauce*

### Topic

Food

### Resources

- Pupil's Book, page 42, Exercise 4, Read and match
- Activity Book, page 40, Exercise 6, Read and answer
- Activity Book, page 40, Exercise 7, Read and answer
- Flashcards: butter, flour, herbs, onions, plate, pepper, salt, sauce, spices, yoghurt

### Revision

- Revise *food* using the flashcards.
- Hold up a flashcard and elicit questions from the pupils. For example, hold up the flashcard for *butter*. Pupils say *Is there any butter?* Do the same for *onions* and pupils say *Are there any onions?* Continue with each flashcard.

### Presentation

- Use the flashcards to present *plate* and *sauce*. Ask *What do you put on a plate? (Food.) What do you put sauce on? (Food, mansaf, etc.)*

### Pupil's Book, Page 42, Exercise 4

- Ask pupils to open their Pupil's Books at page 42. Ask them to describe what they can see in the picture (*mansaf*). Ask if they know what you put in *mansaf*.
- Explain that they are going to read about *mansaf*, and then match the two halves of each sentence below the text. Ask a pupil to read the example sentence.
- Give them time to read the text. Go round and help them with any queries or problems.
- Pupils can complete the task individually and compare answers in pairs.
- Choose pupils to read the completed sentences to check their answers.

### Answers

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

#### 4 Read and match



Mansaf is a very special meal in Jordan. People eat mansaf on special days. They also eat mansaf when family and friends visit.

In mansaf, there is bread, rice, meat, sauce and nuts. People usually eat mansaf from one big plate on the table. At the bottom of the plate, there is some bread. On top of the bread there is some rice. On top of the rice and the bread, there is some meat, some sauce and some nuts.

People enjoy eating mansaf together. The meal is delicious!

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1 Mansaf is a very                    | a rice, meat, sauce and nuts. |
| 2 People make mansaf                  | b from one big plate.         |
| 3 In mansaf, there is bread,          | c they enjoy it.              |
| 4 People at a meal usually eat mansaf | d to eat on special days.     |
| 5 When people eat mansaf together,    | e special meal in Jordan.     |

Mansaf is a very special meal in Jordan.



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### Further practice

- Say sentences that contain mistakes. Pupils correct the mistakes, for example:
  - People eat mansaf every day. (No, people eat mansaf on special days.)*
  - In mansaf, there is bread, rice, meat, sauce and eggs. (No, in mansaf, there is bread, rice, meat, sauce and nuts.)*
  - People usually eat mansaf from a small plate on the table. (No, people usually eat mansaf from a big plate on the table.)*
  - At the bottom of the plate there is some meat. (No, at the bottom of the plate there is some bread.)*
  - On top of the rice and the bread, there is some yoghurt. (No, on top of the rice and the bread, there is some meat, some sauce and some nuts.)*
  - People enjoy eating the mansaf in different rooms. (No, people enjoy eating mansaf together.)*

### Activity Book, Page 40, Exercise 6

- Ask pupils to open their Activity Books at page 40. Ask them to describe the pictures.
- Give pupils time to read the text and to answer the questions 1 to 5.
- Pupils can check answers with their partners.
- Check answers as a class.

#### Answers

- She went to the market.
- She bought some flour, some butter, some nuts and some honey.
- She made some *baklava*.
- It was for her grandfather.
- Yes, he did.

### Activity Book, Page 40, Exercise 7

- Ask pupils to look at Exercise 7 and to describe what they can see (cakes).
- Choose pupils to read the four questions. (Note that not all the questions and their replies have to be either wh- or yes and no patterns.)
- In pairs, pupils now ask and answer the questions, giving their own opinions. Go round and monitor their work. Help them if necessary.
- Choose pairs of pupils to demonstrate their dialogues to the class at the end.

#### Suggested answers

- My favourite cake is (apple) cake.
- Yes, there is.
- No, there aren't.
- Yes, I can.

### End the lesson

- Ask pupils what their favourite dish is. Do they know what is in the dish? Can they make it? Pupils answer.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sound of some consonants
- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- with a partner, prepare and present a short, simple dialogue to the class
- speak clearly with a reasonable speed and volume
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary
- write a short paragraph having words as prompts

### Structures

The infinitive of purpose:  
*I'm going to go to the market to buy some salt.*

### Functions

Talking about purpose  
Talking about food  
Sharing information about oneself

### Topic

Food

### Resources

- Pupil's Book, page 43, Exercise 5, Listen and say
- Pupil's Book, page 43, Exercise 6, Listen and tick
- Pupil's Book, page 43, Exercise 7, Look and say
- Activity Book, page 41, Exercise 8, Point and say
- Activity Book, page 41, Exercise 9, Listen, point and repeat
- Activity Book, page 41, Exercise 10, Complete
- Audio, Pupil's Book, Unit 10, Exercise 5
- Audio, Pupil's Book, Unit 10, Exercise 6
- Audio, Activity Book, Unit 10, Exercise 9

## Revision

- Ask pupils if they like *mansaf*. Ask pupils to tell you what is in *mansaf* and elicit *There is some bread. There is some rice. There is some meat, some sauce and some nuts.*
- Say to pupils *In a minute, you are going to open your books. Why?* Elicit suitable answers that use the infinitive of purpose: *I'm going to open my book to learn English/to read the exercise/to look at the pictures.*

## Pupil's Book, Page 43, Exercise 5

- Ask pupils to open their books at page 43 and to look at the pictures. Explain that they are going to hear words with the /b/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /b/sound in these words. The *p* in *cupboard* is silent.

### Audioscript

/b/, /b/: butter, rubber, cupboard

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



butter



rubber



cupboard

**6**  **Listen and tick**















**7** **Look and say**



I'm going to go to the market to buy some salt.

I'm going to go to the market to buy some pepper.

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## Pupil's Book, Page 43, Exercise 6

- Ask pupils what you can buy in a market and write their ideas on the board.
- Ask pupils to look at Exercise 6 and to name the things in the pictures (bananas, flour, herbs, onions, pepper, salt, spices).
- Explain that they are going to hear people saying what they are going to buy in the market. Pupils are going to listen and tick the pictures they hear mentioned.
- Play the first sentence and check pupils tick the picture showing salt.
- Now play the rest of the recording.
- Pupils can compare answers in pairs.
- Check answers as a class. Play the recording a second time if necessary.

### Audioscript

1. I'm going to go to the market to buy some salt.
2. I'm going to go to the market to buy some pepper.
3. I'm going to go to the market to buy some flour.
4. I'm going to go to the market to buy some herbs.

### Answers

Flour	✓
Herbs	✓
Pepper	✓
Salt	✓

## Pupil's Book, Page 43, Exercise 7

- Ask pupils to look at Exercise 7. Choose a pair of pupils to read the example sentences.
- Explain that pupils are going to take it in turns to make sentences about each item pictured in Exercise 6, using the examples as a model.
- Pupils work in pairs. Go round and monitor their work. Make a note of any errors and correct these at the end.
- Ask a few pairs to demonstrate their sentences to the class. Guide them to speak clearly with a reasonable speed and volume.

### Suggested answers

- I'm going to go to the market to buy some bananas.
- I'm going to go to the market to buy some flour.
- I'm going to go to the market to buy some herbs.
- I'm going to go to the market to buy some onions.
- I'm going to go to the market to buy some pepper.
- I'm going to go to the market to buy some salt.
- I'm going to go to the market to buy some spices.

### Activity Book, Page 41, Exercise 8

- Ask pupils to open their Activity Books at page 41. Choose pupils to say the words in the box. Make sure they pronounce them correctly.
- Explain the task. Pupils say what there is and what there is not in the fridge. Choose a pair of pupils to read the example.
- Pupils work in pairs to complete the task.
- Check answers as a class.

#### Answers

There are some eggs in the fridge.  
 There are some grapes in the fridge.  
 There's some meat in the fridge.  
 There's some milk in the fridge.  
 There's some yoghurt in the fridge.  
 There aren't any apples in the fridge.  
 There isn't any bread in the fridge.  
 There isn't any butter in the fridge.  
 There aren't any herbs in the fridge.  
 There aren't any onions in the fridge.  
 There isn't any orange juice in the fridge.

### Activity Book, Page 41, Exercise 9

- Ask pupils to look at the words in Exercise 9. Play the recording. Pupils listen, point and repeat.
- Play the recording again, pausing after each word. Get individuals to point and repeat.
- Ask pupils to read the words aloud. Check they can pronounce each word correctly. If they need more practice, play the recording again and get them to repeat.

#### Audioscript and answers

/b/, /b/:  
 butter  
 bread  
 baker's  
 rubber  
 cupboard  
 table  
 goodbye  
 football  
 baby

### Activity Book, Page 41, Exercise 10

- Pupils say what they can see in the picture below (a fridge with some yoghurt, some butter and some eggs). Explain that they are going to write about the food in the picture and practise writing the words *yoghurt*, *eggs*, and *butter* and complete the paragraph starting with the phrase *In the fridge, there is some/are some...*
- Go round and check they are writing neatly and correctly giving help when necessary.
- Explain the difference between the countable noun *eggs* and the uncountable nouns *yoghurt* and *butter* stressing that *There is some...* is used with uncountable nouns and *There are some...* is used with countable plural nouns.

### Classroom assessment

With reference to Unit 10, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
demonstrate understanding of simple informational material			
write simple sentences to answer questions on familiar topics			
write a short paragraph having words as prompts			

### End the lesson

- Ask pupils to tell you what their favourite food is. Ask them where they can buy it. Ask if they have some in their kitchen.

**Lesson 1**

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>use clues (pictures, flashcards) to understand new or unfamiliar words when listening</li> <li>pronounce short, simple English words correctly</li> <li>respond to questions before, during and after listening</li> <li>participate in simple classroom exchanges</li> <li>demonstrating recognition of word formation</li> <li>use print or electronic bilingual dictionaries to help understand unfamiliar words in reading materials</li> </ul>
<b>Structures</b>	<p>Imperatives with adverbs of order:  <b>First, cut the onions. Then, cook some onions in a frying pan. Next, mix the white onions with the lentils and the rice. Finally, serve the meal on a big plate.</b></p> <p>Sense verbs with adjectives:  <b>That smells good! It looks beautiful! It tastes delicious!</b></p>
<b>Functions</b>	<p>Giving and following instructions          Sequencing events          Describing how things sound, smell, taste, look and feel</p>
<b>Vocabulary</b>	<p><i>bowl, cut (v), everyone, feel (v), finally, first (adv), frying pan, mix (v), next (adv), noisy, plate, saucepan, serve, smell (v), sound (v), taste (v), then (adv)</i></p>
<b>Topic</b>	Food and cooking
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 44, Exercise 1, Listen and read</li> <li>Audio, Pupil's Book, Unit 11, Exercise 1</li> <li>Flashcards: bowl, meat, smell, taste, plate, serve, saucepan</li> <li>Wallchart: <i>Food and drink; The kitchen and cooking</i></li> </ul>

**Revision**

- Write *There is some...* and *There are some...* on the board. Now ask pupils to look at the wallchart *Food and drink*. Ask pupils to make sentences with the words, for example:  
*There is some flour. There are some onions.*

**Presentation**

- Write *First, Then, Next, Finally* on the board. Ask three or four pupils to come to the front. Explain that you are going to ask them to do four things. They need to listen to your instructions before they do them. Then say *First, put your arms up. Then, put your arms down. Next, walk. Finally, stop and sit down.* Repeat the instructions, then see if pupils can remember what to do.
- Praise the pupils, then ask another three or four pupils to do the same. You can change the instructions if you wish, but include *First, Then, Next* and *Finally* so pupils understand these sequencers.

- Present the senses. Ask pupils to touch something and ask *Does it feel hot or cold?* Do this with several objects, asking the same question each time, e.g. a window, metal, a book, the desk.
- Draw a face on the board, then use the flashcards to present *smell* and *taste*. Ask pupils to point to the parts on the face where you can smell and taste.
- Revise *meat* and *plate* with the flashcards. Present *saucepan* with the flashcard and *frying pan* with the wallchart.
- Ask pupils *What tastes good?* Pupils answer with their own ideas, e.g. *ice cream*. Now ask *What smells good?* Again, pupils answer with their own ideas, e.g. *bread*.
- Point to the ears on the face and ask *What sounds good?* and elicit, e.g. *music*.
- Now use the flashcards to present *serve* and *bowl*. Ask pupils *Where do people serve mansaf?* Elicit *They serve it in a restaurant/caf e*. Ask *What comes in a bowl?* and elicit, e.g. *yoghurt, ice cream*.
- Present *mix*. Mime the action. Ask pupils what you can mix. Accept any reasonable answer. Present *cut* using mime.
- See if pupils understand the word *noisy* from context. Say *What sounds noisy?* Pupils answer, e.g. *a plane*. Point to all pupils in the class and say *everyone*. Ask pupils to repeat the word.
- Ask them to look up the meaning of the new words in a bilingual dictionary.

**Pupil's Book, Page 44, Exercise 1**

- Ask pupils to open their books at page 44. Then ask them to describe the pictures. Ask *Where are they?* (*They're in the kitchen.*) *What are they doing in picture 1?* (*They're cooking.*) *What are they doing in picture 4?* (*They're eating.*)
- Say *Listen and read the story. Then, tell me, what feels hot?*
- Play the recording. Pupils listen and read. Then ask the question again and elicit the answer. (*The plate feels hot.*)
- Play the recording again. Pause after each sentence for the pupils to repeat as a class, and then ask individuals to repeat. Make sure pupils pronounce the words and phrases correctly.
- On the board, write *First, Then, Next, Finally*.
- Ask pupils *What is Mum going to make? (mujaddara.) What do you do first? (Cut and cook some onions.) And then? (Wash and cook the lentils.) And then? (Put the rice and spices in the saucepan.) And next? (Mix the white onions with the lentils and the rice. Put the brown onions on top of the lentils and the rice.) And finally? (Serve the meal on a big plate with a bowl of yoghurt and some salad.)*

## 1 Listen and read



**Mum:** I'm going to show you how to make *mujaddara*. First, cut the onions. Then, cook some onions in a frying pan.

**Samira:** Does this take a long time?

**Mum:** No, it doesn't. The onions taste delicious!



**Mum:** Then, wash the lentils. Cook the lentils in water with salt and pepper. Then, put the rice and spices in the saucepan.

**Kareem:** I can hear the water in the saucepan. It sounds noisy.

**Samira:** That smells good!



**Mum:** Next, mix the white onions with the lentils and the rice. Put the brown onions on top of the lentils and the rice. The plate feels hot!



**Mum:** Finally, serve the meal on a big plate with a bowl of yoghurt and some salad.

**Grandma:** It looks beautiful!

**Grandpa:** It tastes delicious!

**Mum:** Thank you, everyone!

## Audioscript

## 1.

**Mum:** I'm going to show you how to make *mujaddara*. First, cut the onions. Then, cook some onions in a frying pan.

**Samira:** Does this take a long time?

**Mum:** No, it doesn't. The onions taste delicious!

## 2.

**Mum:** Then, wash the lentils. Cook the lentils in water with salt and pepper. Then, put the rice and spices in the saucepan.

**Kareem:** I can hear the water in the saucepan. It sounds noisy.

**Samira:** That smells good!

## 3.

**Mum:** Next, mix the white onions with the lentils and the rice. Put the brown onions on top of the lentils and the rice. The plate feels hot!

## 4.

**Mum:** Finally, serve the meal on a big plate with a bowl of yoghurt and some salad.

**Grandma:** It looks beautiful!

**Grandpa:** It tastes delicious!

**Mum:** Thank you, everyone!

## End the lesson

- Ask pupils *Does mansaf taste delicious?* Pupils answer.

## Lesson 2

## Outcomes

It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- ask questions and give answers in an appropriate tone of voice
- use words and short sentences to participate in short, simple exchanges
- use print or electronic bilingual dictionaries to help understand unfamiliar words in reading material
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material

## Structures

Imperatives with adverbs of order:

**First, put** some bananas in a bowl. **Then, mix** them with flour and sugar. **Next, add** some butter and eggs. **Finally, put** it in the cooker and bake it. Sense verbs with adjectives: *It smells very good. It looks nice, too. It tastes delicious.*

## Functions

Giving and following instructions

Sequencing events

Describing how things sound, smell, taste, look and feel

## Topic

Food and cooking

## Resources

- Pupil's Book, page 44, Exercise 1, Listen and read
- Activity Book, page 42, Exercise 1, Read and order the pictures
- Audio, Pupil's Book, Unit 11, Exercise 1
- Flashcards: bowl, serve, smell, taste

## Revision

- Write *smell, taste, look, sound* on the board. Ask pupils *What smells good?* Elicit answers, e.g. *bread, flowers*. Then ask *What tastes cold?* Pupils answer, e.g. *ice cream*. Ask *What looks nice?* Pupils answer, e.g. *a beach*. Finally, ask *What sounds noisy?* Pupils answer, e.g. *a plane*.

## Pupil's Book, Page 44, Exercise 1

- Ask pupils to open their books at page 44. Ask them what they can remember about the story.
- Play the recording to the class again.
- Ask questions, for example:

for picture 1: *Is Mum cooking onions? (Yes, she is.) What tastes delicious? (The onions.)*

for picture 2: *Does she cook the lentils in yoghurt with salt and pepper? (No, she cooks the lentils in water with salt and pepper.) What sounds noisy? (The water.) How does it smell? (It smells good!)*

for picture 3: *Does she mix the brown onions with the lentils and the rice? (No, she mixes the white onions with the lentils and the rice.) Where does she put the brown onions? (She puts them on top of the lentils and the rice.) Does the plate feel hot? (Yes, it does.)*

for picture 4: *What does she serve the meal on? (She serves it on a big plate.) Does it look beautiful? (Yes, it does.) How does it taste? (It tastes delicious!)*

- Divide the class into groups of five to act the parts of Mum, Samira, Kareem, Grandma and Grandpa. Pupils read the story. Go round and monitor.
- Choose groups of pupils to read the story in front of the class. Guide them to use an appropriate tone of voice.

### Activity Book, Page 42, Exercise 1

- Ask pupils to look at page 42 of their Activity Books. Ask pupils to say what they can see in the pictures.
- Explain that they are going to read a conversation. The pictures for the conversation are not in the correct order. Pupils need to decide on the correct order and label the pictures a–g.
- Ask pupils to work in pairs or groups of three. Encourage them to read the dialogue aloud. Go round and monitor and help the pupils with any problems.
- Choose groups of pupils to read the dialogue aloud.
- Check answers as a class.

#### Answers

1. c 2. a 3. e 4. d 5. b 6. g 7. f

### Further practice

- Ask questions: *What sounds funny? (Banana bread.) Which is Aunt Laila's favourite dessert? (Banana bread.) What do you mix with the bananas? (Flour and sugar.) Does Ziad like nuts? (Yes, he does.) How does it smell? (It smells very good.) Does it look nice? (Yes, it does.) How does it taste? (Delicious.)*

### End the lesson

- Ask pupils *What is your favourite cake?* Ask if they know how to make it.

## Lesson 3

#### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary

#### Structures

Imperatives with adverbs of order: **First, cut and cook the onions. Then, wash the lentils.**

#### Functions

Giving and following instructions  
Sequencing events

#### Topic

Food and cooking

#### Resources

- Pupil's Book, page 45, Exercise 2, Listen, complete and say
- Activity Book, page 42, Exercise 2, Look, listen and complete
- Audio, Pupil's Book, Unit 11, Exercise 2
- Audio, Activity Book, Unit 11, Exercise 2
- Flashcards: bowl, serve
- Wallchart: *Food and drink; The kitchen and cooking*

### Revision

- Ask pupils to look at the wallcharts *Food and drink* and *The kitchen and cooking*. Ask them what they need to make *mujaddara*. Pupils answer (*onions, salt and pepper, spices*). They may add words not on the wallcharts, e.g. *rice*.
- Revise *serve* using the flashcard, then revise *bowl*. Ask *Can you cook a cake in a bowl? (No.)* Mime mixing and say *Can you mix eggs and milk in a bowl? (Yes.)*
- On the board, write *cake, meat and sauce, onions, mujaddara on a plate*.
- Now write below these the verbs *make, mix, cook, serve*. Ask pupils *What can you make?* Pupils answer *You can make a cake*. Then ask *What can you mix?* Pupils answer *You can mix meat and sauce*. Ask *What can you cook?* (*You can cook onions.*) Finally, ask *What can you serve?* (*You can serve mujaddara on a plate.*)

### Pupil's Book, Page 45, Exercise 2

- Ask pupils to open their books at page 45. Ask them to describe the pictures.
- Now ask them to read the verbs in red and the gapped sentences. See if pupils can complete the sentences with the verbs in their notebooks.
- Play the recording. Pupils check their answers or complete the gaps with the correct words. They can compare answers in pairs.
- Check answers as a class.

#### Audioscript

1. First, cut and cook the onions.
2. Then, wash the lentils. Cook them in water with salt and pepper. Cook the rice with the spices.
3. Next, put the brown onions on top of the lentils and the rice.
4. Finally, serve the meal on a big plate with yoghurt and some salad.

#### Answers

1. cut, cook 2. wash 3. put 4. serve

#### 2 Listen, complete and say

• serve • cook • cut • put • wash



First, cut and cook the onions.

- 1 First, \_\_\_\_\_ and \_\_\_\_\_ the onions.
- 2 Then, \_\_\_\_\_ the lentils. Cook them in water with salt and pepper. Cook the rice with the spices.
- 3 Next, \_\_\_\_\_ the brown onions on top of the lentils and the rice.
- 4 Finally, \_\_\_\_\_ the meal on a big plate with yoghurt and some salad.

#### 3 Look and say



First, cut the banana and put it in a big bowl.

## Activity Book, Page 42, Exercise 2

- Ask pupils to open their Activity Books at page 42.
- Before they listen, get pupils to read the sentences. Choose a pupil to read the example sentence.
- Play the recording. Pupils circle the correct words to complete the sentences. They can compare answers with their partners.
- Play the recording again if necessary.
- Check answers as a class. Ask the pupils what they have added to the words in numbers 1, 3 and 4. Make sure that pupils are aware that some words need to double the consonant before they add *y* (e.g. *funny, sunny*), while other words, such as *noise*, drop the final *e* before adding *y*.

### Audioscript

1. It's a beautiful, sunny day.
2. We got very wet in the rain.
3. The wind is very noisy.
4. The clown in the television programme is very funny.

### Answers

1. sunny
2. rain
3. wind, noisy
4. funny

## End the lesson

- Ask pupils what the weather is like today: sunny, windy or rainy?

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- prepare a presentation for completing a simple task
- describe the process for completing a simple task – making a drink
- speak clearly with a reasonable speed and volume
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary

### Structures

Imperatives with adverbs of order:  
**First, cut the banana and put it in a big bowl.**  
**Next, mix them all together.**

### Functions

Giving and following instructions  
 Sequencing events

### Topic

Food and cooking

### Resources

- Pupil's Book, page 45, Exercise 3, Look and say
- Activity Book, page 43, Exercise 3, Look, read and complete. Listen and check
- Activity Book, page 43, Exercise 4, Read and circle
- Audio, Activity Book, Unit 11, Exercise 3

## Revision

- Write *mujaddara* on the board.
- Ask pupils if they can remember what you put in this dish.
- Elicit from pupils how to make the dish. Pupils can refer to Exercise 1 if necessary.

## Pupil's Book, Page 45, Exercise 3

- Ask pupils to open their books at page 45. Ask them to describe each picture. What can they see in the bowl? (bananas, milk, ice cream)
- Explain that they are going to say the instructions for how to make the drink in picture 4. Write the following words on the board as prompts: *cut, put, mix, serve*. Choose a pupil to read the example sentence for picture 1.
- Pupils complete the task in pairs. Go round and monitor their work and help them if necessary. Remind them to use sequencers *First, Then, Next, Finally*. Write these on the board if necessary.
- Make a note of any errors and go over these at the end.
- Check answers as a class. Choose different pupils to read out an instruction for each picture. Encourage them to speak clearly with a reasonable speed and volume.

### Suggested answers

1. First, cut the banana and put it in a big bowl.
2. Then, put some ice cream and some milk in the bowl.
3. Next, mix them all together.
4. Finally, serve the drink in a glass.

## Activity Book, Page 43, Exercise 3

- Ask pupils to open their Activity Books at page 43.
- First, pupils look at the pictures and attempt to complete the instructions for making the dish (for a simple omelette). Pupils use the words in the word box.
- Play the audio. Pupils check their answers.
- Pupils can then read the dialogue together in pairs.

### Audioscript

We're going to make our lunch.  
 First, mix the eggs and the milk in a bowl.  
 Then, cook them.  
 Next, put some cheese in the saucepan.  
 Finally, serve on a plate.

### Answers

mix cook put serve

## Activity Book, Page 43, Exercise 4

- Ask pupils to open their Activity Books at page 43. Choose a pupil to read the example sentence.
- Pupils complete the task in pairs.
- Check answers as a class.

### Answers

1. Serve
2. Mix
3. Put
4. Put
5. Make

### End the lesson

- Ask pupils what other things you can make. Write their ideas on the board.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- participate in simple classroom exchanges
- ask questions and give answers in an appropriate tone of voice
- use reading strategies to understand simple reading material
- express an opinion based on information from a written source
- use and spell correctly learnt vocabulary
- complete simple sentences to answer questions on familiar topics

### Structures

Revision of present simple:  
*Most of the food we eat **comes** from plants or animals.*

### Functions

Talking about food and where it comes from  
Acquiring appreciation of sources of food

### Vocabulary

*farmer, keep, potato, tomato*

### Topic

Food and farming

### Resources

- Pupil's Book, page 46, Exercise 4, Read and answer
- Activity Book, page 44, Exercise 5, Read and choose
- Activity Book, page 44, Exercise 6, Read and answer
- Wallchart: *Food and drink*
- Flashcards: potato, tomato

### Revision

- Revise *butter, flour, meat, onions, yoghurt* using the wallchart *Food and drink*.
- Now write *animal* and *plant* on the board. Ask *Does butter come from an animal or a plant? (An animal.) Does flour come from an animal or a plant? (A plant.)* Do the same for *meat, onions, yoghurt*.
- Write *farm* on the board and ask pupils what animals you can see on a farm. Write their ideas on the board, e.g. *chicken, goat*.
- Now ask what fruits you can see on a farm. Write their ideas on the board, e.g. *oranges, bananas*.

### Presentation

- Explain that all the items on the wallchart are items of food, or things that are used with food. Write *food* on the board and get pupils to repeat.
- Ask pupils *Who works on a farm?* Present *farmer*. Get pupils to repeat.
- Present *keep*. Ask pupils *What do farmers keep?*
- Present *potato* and revise *tomato* with the flashcards.

### Pupil's Book, Page 46, Exercise 4

- Ask pupils to open their Pupil's Books at page 46 and to describe the picture. Explain that they are going to read about farms and farming. Before pupils read the text, ask them to read the questions.
- Give pupils time to read the text. Go round and help them with any problems.
- Pupils work in pairs to ask and answer the questions. For question 7 they write their own answers and give reasons in an appropriate tone of voice.
- Check answers as a class.

### Answers

1. Most of our food comes from plants and animals.
2. They grow plants and keep animals to give us food.
3. No, meat comes from animals.
4. Eggs come from chickens.
5. You can see tomatoes, potatoes and onions.
6. The olive trees grow on the sides of the mountains.
7. Suggested answer: Yes, because it is good and healthy food.

### 4 Read and answer



Most of the food we eat comes from plants or animals. Farmers grow plants and keep animals to give us food. Meat comes from animals. Chickens give us meat and eggs. Vegetables come from plants.

Farmers in the Jordan Valley grow vegetables. In the Jordan Valley, there are tomatoes, potatoes and onions. Fruit grows in the Jordan Valley, too. Oranges and bananas grow on the trees.

In the north of Jordan, some farmers grow olives. Olive trees grow on the sides of the mountains.

- 1 Where does most of our food come from?
- 2 Why do farmers grow plants and keep animals?
- 3 Does meat come from a plant?
- 4 Where do eggs come from?
- 5 Which vegetables can you see on farms in the Jordan Valley?
- 6 Where do the olive trees grow?
- 7 Is it better to eat food from Jordan?

Where does most of our food come from?



Most of our food comes from plants and animals.

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### Activity Book, Page 44, Exercise 5

- Ask pupils to open their Activity Books at page 44. Ask them to describe the pictures.
- Explain that they are going to read a description written by a boy who lives on a farm. They are going to read the text and match it to the correct picture.
- Give them time to read the text. Go round and answer any questions.
- Pupils can compare answers in pairs.
- Check answers as a class. Ask how they got their answer. (Picture 2 has goats.)

#### Answers

Picture 2

### Activity Book, Page 44, Exercise 6

- Pupils answer the questions about the text in Exercise 5.
- Pupils can compare answers in pairs.
- Check answers as a class.

#### Answers

1. He lives on a farm in Jordan.
2. He is a farmer.
3. They grow lentils and tomatoes.
4. Yes, they grow oranges.
5. They sell vegetables, fruit, meat and eggs.
6. She makes yoghurt.

### End the lesson

- Write *farmer* on the board. Ask pupils what other jobs they can name that end in *-er*, e.g. *firefighter*, *teacher*.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sound of some vowels
- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers with an appropriate speed, volume and tone of voice
- with a partner, prepare and present a short, simple dialogue to the class
- sing a song after listening to a recording
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary
- write a short paragraph having a phrase and words as a prompt

### Structures

To write simple sentences on familiar topics.

Sense verbs with adjectives:

*What **tastes delicious**? Mujaddara **tastes delicious!***

### Functions

Describing how things sound, smell, taste, look and feel

Showing appreciation of listening to and singing a song

### Topic

Food and cooking

### Resources

- Pupil's Book, page 47, Exercise 5, Listen and say
- Pupil's Book, page 47, Exercise 6, Ask and answer
- Pupil's Book, page 47, Exercise 7, Sing
- Activity Book, page 45, Exercise 7, Listen, point and repeat
- Activity Book, page 45, Exercise 8, Complete
- Activity Book, page 45, Exercise 9, Complete
- Audio, Pupil's Book, Unit 11, Exercise 5
- Audio, Pupil's Book, Unit 11, Exercise 7
- Audio, Activity Book, Unit 11, Exercise 7
- Wallchart: *Food and drink*
- Extra Practice Worksheet 4, page 169

### Revision

- Use the wallchart *Food and drink* to revise food.
- Now ask: *What comes from goats? (meat, milk) What comes from chickens? (meat, eggs) What can you make from milk? (butter, yoghurt)*
- Revise the senses. Draw a face on the board. Point to the mouth and revise (*taste*). Do the same with the eyes and revise (*look*). Then do the same with the ears (*sound*) and the nose (*smell*). Touch something with your hands and revise (*feel*).

### Pupil's Book, Page 47, Exercise 5

- Ask pupils to open their books at page 47 and to look at the pictures. Explain that they are going to hear words with the /u:/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /u:/ sound in these words.

### Audioscript

/u:/, /u:/: food, blue, June

### Further practice

- Make copies of Extra practice worksheet 4, page 169. Pupils complete the sentences with appropriate sense adjectives. Encourage pupils to draw two further pictures and to write their own sentences.
- Ask pupils if they can say any other words with the /u:/ sound. Write their ideas on the board, e.g. *afternoon, balloon, bathroom, zoo*.

### Pupil's Book, Page 47, Exercise 6

- Ask pupils to look at Exercise 6 and to read the words in red.
- Choose a pair of pupils to read the example question and answer. Then elicit a similar question and answer from other pupils.
- Pupils complete the task in pairs. They can answer with more than one suggestion. Go round and monitor their work and offer help where necessary.
- Choose pairs to demonstrate their dialogues to the class to check their answers. Encourage them to use an appropriate speed, volume and tone of voice.

### Suggested answers

What tastes delicious? Mujaddara/Ice cream tastes delicious.

What looks beautiful? A beach/That picture looks beautiful.

What sounds noisy? A plane/train sounds noisy.

What feels hot? A plate/The sun feels hot.

What smells good? A cake/Bread smells good.

### 5 Listen and say



food



blue



June

### 6 Ask and answer

- tastes delicious
- looks beautiful
- sounds noisy
- feels hot
- smells good

What tastes delicious?



Mujaddara tastes delicious!



### 7 Sing

Mum, can we help you cook?  
Yes, you can, Kareem. Listen and look!

Cut some onions, one, two, three.  
Cook them in a frying pan.  
They smell delicious, can you see?

Look, let's wash the lentils and the rice.  
And cook them in a saucepan.  
Put the onions on top; it looks very nice!

Children, this is your favourite food!  
Yes, it is Mum. Then, let's have fruit!



47

### Pupil's Book, Page 47, Exercise 7

- Ask pupils to look at Exercise 7. Ask them to read the words of the song to themselves. They can ask you if there are any words they do not understand.
- Play the recording of the song to the class. Check that pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the second verse.
- Divide the class into two parts. One group practises and sings the first verse; the other group practises and sings the second verse.
- The pupils in each group sing their verse to the class.

### Audioscript

Mum, can we help you cook?  
Yes, you can, Kareem. Listen and look!

Cut some onions, one, two, three.  
Cook them in a frying pan.  
They smell delicious, can you see?

Look, let's wash the lentils and the rice.  
And cook them in a saucepan.  
Put the onions on top; it looks very nice!

Children, this is your favourite food!  
Yes, it is Mum. Then, let's have fruit!

### Activity Book, Page 45, Exercise 7

- Ask pupils to look at the words in Exercise 7 on page 45 of their Activity Books.
- Explain that you are going to play a recording and repeat. The pupils must listen and point to the /u:/ sound in each word.
- Play the recording. Pupils can compare answers in pairs.
- Play the recording again. Check answers as a class.

### Audioscript

balloon  
juice  
moon  
ruler  
shoe  
toothbrush  
two  
zoo

### Answers

balloon  
juice  
moon  
ruler  
shoe  
toothbrush  
two  
zoo

### Activity Book, Page 45, Exercise 8

- Ask pupils to look at Exercise 8. Choose a pupil to read the words in the box and the example.
- Pupils complete the task individually, then compare answers in pairs.
- Check answers as a class.

#### Answers

1. looks; smells
2. sounds
3. tastes
4. feels

### Further practice

- Ask pupils if they can make more sentences using the adjectives, e.g. *A plane sounds noisy; Mujaddara tastes delicious.*

### Activity Book, Page 45, Exercise 9

- Ask pupils to look at exercise 9. Explain that they are going to complete the instructions for making *mujaddara* or a dish of their choice.
- Pupils complete the task individually. Go round and check they are writing neatly and correctly.
- Pupils then compare their answers in pairs.

### Classroom assessment

With reference to Lessons 5 and 6, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce short, simple English words correctly			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
with a partner, prepare and present a short, simple dialogue to the class			
use reading strategies to understand simple reading material			
demonstrate understanding of simple informational material			
complete simple sentences to answer questions on familiar topics			

### Classroom assessment

With reference to Unit 11, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
use context and visual clues to predict or identify meaning of unfamiliar words			
express an opinion based on information from a written source			
use and spell correctly learnt vocabulary			
Write a short paragraph having a prompt			

### End the lesson

- Ask pupils what they learnt about farming. Pupils tell you what grows and is produced on a farm.
- Congratulate the pupils on their hard work in Unit 11.

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>use clues (pictures and flashcards) to understand new or unfamiliar words when listening</li> <li>pronounce short, simple English words correctly</li> <li>respond to questions before, during and after listening</li> <li>use words and short sentences to participate in simple classroom exchanges</li> <li>speak clearly with a reasonable speed and volume</li> <li>demonstrate recognition of word formation</li> <li>use context and visual clues to predict or identify meaning of unfamiliar words</li> <li>distinguish cause and effect in simple reading material</li> </ul>
<b>Structures</b>	<p>Asking and answering questions using <i>Why...?</i> and <i>...because...:</i>  <b>Why is Kareem excited? He's excited because we're going to Shaumari Nature Reserve tomorrow.</b>                  Revision of <i>going to</i> with time markers:  <b>We're going to see the Arabian oryx tomorrow.</b></p>
<b>Functions</b>	<p>Asking questions to find out information                  Answering questions to explain feelings and actions                  Taking pride in Jordan's heritage</p>
<b>Vocabulary</b>	<p><i>Arabian oryx, because, early (adv), excited, national, nature reserve, ostrich, surprise (n), view (n), why, wild cat</i></p>
<b>Topic</b>	<p>Jordan's heritage</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 48, Exercise 1, Listen and read</li> <li>Audio, Pupil's Book, Unit 12, Exercise 1</li> <li>Flashcards: Arabian oryx, nature reserve</li> <li>Wallchart: <i>Animals and nature</i></li> </ul>

### Revision

- Ask pupils to tell you what tastes delicious/feels hot/sounds noisy. Pupils answer.

### Presentation

- Use the flashcard to teach *nature reserve*. Tell pupils that today, they are going to read a story about a visit to a nature reserve. Ask pupils what animals they might see in a nature reserve.
- Use the wallchart *Animals and nature* to revise *eagle* and *fox*, and to present *ostrich* and *wild cat*. Use the flashcard to present *Arabian oryx*.
- Present *excited*. Ask pupils when they feel excited and elicit some ideas, e.g. *I feel excited when I go to the park/to a football match/to the beach*.
- Revise *why* and present *because*. Write the words on the board. Say *I'm tired. Why am I tired? I'm tired because I went to bed at one o'clock yesterday*. Pupils repeat.

- Now say *I'm hungry. Why am I hungry? I'm hungry because I did not eat breakfast*. Pupils repeat.
- Now say *I'm excited. Why am I excited? I'm excited because I'm going to the beach this Saturday*. Pupils repeat. Encourage them to speak and pronounce words and phrases correctly and clearly with a reasonable speed and volume.

Unit **12** Why is Kareem excited?

**1** Listen and read

**1**



**Kareem:** I'm doing a project at school about the Arabian oryx.

**Dad:** Well, we have a surprise for you and Samira. We're going to see the Arabian oryx tomorrow.

**Mum:** The Arabian oryx is Jordan's national animal.

**2**



**Samira:** Mum, why is Kareem excited?

**Mum:** He's excited because we're going to the Shaumari Nature Reserve tomorrow. We're going to see foxes, eagles, ostriches and wild cats.

**Kareem:** We're going to see the Arabian oryx, too!

**3**



**Dad:** We're going to get up at five o'clock.

**Samira:** Why are we going to get up early?

**Mum:** We're going to get up early because we must arrive early to see the animals.

**4**



**Samira:** Why are you going to climb the tower, Kareem?

**Kareem:** I'm going to climb the tower because there's a good view from the top. I want to take a nice photo of the Arabian oryx!

48

### Pupil's Book, Page 48, Exercise 1

- Ask pupils to open their books at page 48 and to describe the pictures. Ask them what animals they can see (Arabian oryx, eagles, ostriches). Elicit or revise the word *tower*.
- Ask pupils to listen to the recording and read as they listen. Say *Listen and tell me: Why is Kareem going to climb the tower?*
- Play the recording and elicit the answer to your question. (*He's going to climb the tower because there's a good view from the top.*)
- Play the recording again. Pause after each sentence for the pupils to repeat as a class and individually.

- There are four new words that pupils have not yet met. See if they can work out the meanings from context. Ask *Is the Arabian oryx special for Jordan or for all countries? (It is special for Jordan.) So it is a national animal.* Get pupils to repeat.
- Ask *In picture one, does Kareem know that they are going to see the Arabian oryx? (No.) It is a surprise.* Get pupils to repeat.
- Say *Look at picture 3. What time are they going to get up? (They are going to get up at five o'clock.) Do they usually get up before or after five o'clock? (They usually get up after five o'clock.) They are going to get up early.* Get pupils to repeat.
- Guide pupils to see the cause and effect in the text.
- Ask pupils *Do you get up early on Saturdays?* Pupils answer.
- Say *Look at picture 4. Ask What can you see from the top of a tower? Elicit A good view. Ask, for example: Can you get a good view from a mountain? (Yes.) Can you get a good view from a tunnel? (No.) Can you get a good view from under your bed? (No.) Can you get a good view from a window? (Yes.)*

### Audioscript

1.  
Kareem: I'm doing a project at school about the Arabian oryx.  
Dad: Well, we have a surprise for you and Samira. We're going to see the Arabian oryx tomorrow.  
Mum: The Arabian oryx is Jordan's national animal.
2.  
Samira: Mum, why is Kareem excited?  
Mum: He's excited because we're going to the Shaumari Nature Reserve tomorrow. We're going to see foxes, eagles, ostriches and wild cats.  
Kareem: We're going to see the Arabian oryx, too!
3.  
Dad: We're going to get up at five o'clock.  
Samira: Why are we going to get up early?  
Mum: We're going to get up early because we must arrive early to see the animals.
4.  
Samira: Why are you going to climb the tower, Kareem?  
Kareem: I'm going to climb the tower because there's a good view from the top. I want to take a nice photo of the Arabian oryx!

### End the lesson

- Ask pupils if they have been to the Shaumari Nature Reserve, or another nature reserve. Ask pupils if they have seen Arabian oryxes, foxes, eagles, ostriches or wild cats. Encourage them to say all they can about them.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- pronounce short, simple English words correctly
- use words and short sentences to participate in simple classroom exchanges
- use reading strategies to understand simple reading material
- use print or electronic bilingual dictionaries to help understand new words in reading materials
- distinguish cause and effect in simple reading material

### Structures

Asking and answering questions using *Why...?* and *...because...:*  
*Why are we going to get up early? We're going to get up early because we must arrive early to see the animals.*  
Revision of *going to* with time markers:  
*We're going to get up at five o'clock.*

### Functions

Asking questions to find out information  
Answering questions to explain feelings and actions  
Taking pride in Jordan's heritage

### Topic

Jordan's heritage

### Resources

- Pupil's Book, page 48, Exercise 1, Listen and read
- Activity Book, page 46, Exercise 1, Look, read and match
- Audio, Pupil's Book, Unit 12, Exercise 1
- Flashcards: Arabian oryx, nature reserve
- Wallchart: *Animals and nature*

### Revision

- Show the class the two flashcards *Arabian oryx* and *nature reserve* and say *What is it?* Pupils reply.
- Use the wallchart *Animals and nature* to revise *eagle, ostrich, wild cat.*

### Pupil's Book, Page 48, Exercise 1

- Ask pupils to open their books at page 48 and to tell you what they can remember about the story.
- Play the recording again.
- In groups of four, pupils practise reading the story. When they have finished, they can swap roles and do it again. Monitor as they are working and make notes of any pronunciation mistakes. Go over the mistakes as a class.
- Ask questions:  
for picture 1: *What is Kareem doing at school? (He's doing a project about the Arabian oryx.) What is the surprise? (They are going to see the Arabian oryx tomorrow.) What is the Arabian oryx? (It's Jordan's national animal.)*  
for picture 2: *Is Kareem excited? (Yes, he is.) What are they going to see at the nature reserve? (They are going to see foxes, eagles, ostriches, wild cats and the Arabian oryx.)*  
for picture 3: *Are they going to get up early? (Yes, they are.) Why must they arrive early? (They must arrive early to see the animals.)*

for picture 4: *Who is going to climb the tower? (Kareem is going to climb the tower.) Why is he going to climb the tower? (He's going to climb the tower because there's a good view from the top.) What is he going to take a photo of? (He's going to take a photo of the Arabian oryx.)*

- Encourage pupils to identify cause and effect in the text.
- Ask them to check the meaning of the new vocabulary using a bilingual dictionary.

### Activity Book, Page 46, Exercise 1

- Ask pupils to open their Activity Books at page 46 and to describe the pictures.
- Explain that pupils are going to make sentences by joining the phrases 1 to 5 on the left with the phrases a to e on the right, using the word *because*. Elicit the answer to the first phrase (1 b).
- Pupils complete the task in pairs.
- Check answers as a class. Ask pupils to read the completed sentences.

#### Answers

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

### End the lesson

- Ask pupils to close their books. Ask them to spell some of the words from page 48 of the Pupil's book, for example: *nature reserve, surprise, early*. You write on the board what they say. Other pupils can correct it.

## Lesson 3

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• follow simple oral instructions</li> <li>• demonstrate understanding of spoken words in simple instructions, exchanges and presentations</li> <li>• participate in simple classroom exchanges</li> <li>• demonstrate understanding of simple informational material</li> <li>• write simple sentences to answer questions on a familiar topic</li> </ul>
<b>Structures</b>	<p>Asking and answering questions using <i>Why...?</i> and <i>...because...:</i></p> <p><i>Why is Abeer excited? She's excited because she's going to open a present.</i></p> <p>Revision of present continuous tense:</p> <p><i>Amal and Fatima are wearing new clothes because it's Eid.</i></p>
<b>Functions</b>	<p>Asking questions to find out information</p> <p>Answering questions to explain feelings and actions</p>
<b>Topic</b>	Jordan's heritage
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 49, Exercise 2, Listen and match</li> <li>■ Activity Book, page 47, Exercise 2, Look, read and write</li> <li>■ Audio, Pupil's Book, Unit 12, Exercise 2</li> </ul>

### Revision

- Ask pupils to look at the story on page 48 of their Pupil's book and ask *Why is Kareem excited?* Elicit *Kareem is excited because they are going to see the Arabian oryx.*
- Ask pupils *When are you excited?* Pupils answer.

## Pupil's Book, Page 49, Exercise 2

- Ask pupils to open their Pupil's Books at page 49. Ask them to say what they can see in the pictures. Revise *football boots, present, baker's* and *water the plants*.
- Explain that they are going to hear people asking and answering questions about each picture. They need to listen and match the questions to the pictures.
- Play the first sentence and ask pupils for the answer (picture b). Now play the rest of the recording. Check answers as a class.

### Audioscript

1. *Why is Abeer excited?*  
*She's excited because she's going to open a present.*
2. *Why is Raed carrying water?*  
*He's carrying water because he's going to water the plants.*
3. *Why is Issa wearing his football boots?*  
*He's wearing his football boots because he's going to play football.*
4. *Why are Abba and her mum at the baker's?*  
*They are at the baker's because they are going to buy bread.*

### Answers

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

**2 Listen and match**

a



b



c



d



**3 Ask and answer**

a climb the tower



Ramzi take a photo

b look at a picture



Nada draw the pretty flowers

c carry a ball



Ziad play basketball

d go to the post office



Aishah send a letter

Why is Ramzi climbing the tower?

He's climbing the tower because he's going to take a photo.

49

## Activity Book, Page 47, Exercise 2

- Ask pupils to open their Activity Books at page 47. Ask pupils to describe the pictures.
- Explain that pupils are going to answer the questions using the words from the box. Choose a pair of pupils to read the example question and answer.
- Pupils complete the task in pairs.
- Choose pairs of pupils to read the completed dialogues to check their answers.

### Answers

1. Amal and Fatima are wearing new clothes because it's Eid.
2. Siham is going to the library because she likes reading.
3. Hussein is cold because he isn't wearing a jacket.
4. The babies are noisy because they're hungry.
5. Dad is going to see the dentist because he's got toothache.

## End the lesson

- Say *I'm tired. Why am I tired?* Elicit possible answers from the pupils, e.g. *You are tired because you did not go to bed early yesterday.*

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- with a partner, prepare and present a short, simple dialogue to the class
- ask questions and give answers in an appropriate tone of voice
- demonstrate understanding of simple informational material
- complete simple sentences on familiar topics

### Structures

Asking and answering questions using *Why?* and *...because...:*  
*Why is Ramzi climbing the tower? He's climbing the tower because he's going to take a photo.*

### Functions

Asking questions to find out information  
 Answering questions to explain feelings and actions

### Topic

Jordan's heritage

### Resources

- Pupil's Book, page 49, Exercise 3, Ask and answer
- Activity Book, page 47, Exercise 3, Read and complete

## Revision

- Ask pupils to look at the pictures in Exercise 2 on page 49 of their Pupil's books. Ask questions about each picture. Pupils answer. *Why is Issa wearing his football boots? (He's wearing his football boots because he's going to play football.) Why is Abeer excited? (She's excited because she's going to open a present.) Why are Abla and her mum at the baker's? (They are at the baker's because they are going to buy bread.) Why is Raed carrying water? (He's carrying water because he's going to water the plants.)*

## Pupil's Book, Page 49, Exercise 3

- Ask pupils to open their books at page 49 and to describe the pictures.
- Explain that they are going to ask a question about each picture and answer using the word prompts. Choose a pair of pupils to read the example.
- Pupils work in pairs to complete the task. Go round and monitor and make sure they ask and answer using the correct intonation.
- Choose pupils to perform their dialogues to the class to check their answers.

### Answers

- a. Why is Ramzi climbing the tower? He's climbing the tower because he's going to take a photo.
- b. Why is Nada looking at a picture? She's looking at a picture because she's going to draw the pretty flowers.
- c. Why is Ziad carrying a ball? He's carrying a ball because he's going to play basketball.
- d. Why is Aishah going to the post office? She's going to the post office because she's going to send a letter.

## Activity Book, Page 47, Exercise 3

- Ask pupils to open their Activity books at page 47. Explain to pupils that they are going to complete the sentences using the word prompts. Ask a pupil to read the example.
- Pupils complete the task in pairs.
- Check answers as a class.

### Answers

1. Honey is nice because it's sweet.
2. We wear sun hats in the summer because it's hot.
3. Elephants are heavy because they're big.
4. We speak Arabic because we're from Jordan.
5. We can learn fast because we're young.

## Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
write simple sentences to answer questions on a familiar topic			
complete simple sentences on familiar topics			

## End the lesson

- Ask pupils what other things are sweet (e.g. cake, ice cream).

## Lesson 5

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• follow simple oral instructions</li> <li>• participate in short, simple exchanges</li> <li>• ask questions and give answers in an appropriate tone of voice</li> <li>• speak clearly with a reasonable speed and volume</li> <li>• use reading strategies to understand simple reading material – short descriptive texts</li> <li>• distinguish cause and effect in simple reading material</li> <li>• use and spell correctly learnt vocabulary</li> <li>• complete simple sentences to answer questions on familiar topics</li> </ul>
<b>Structures</b>	<p>Asking and answering questions using <i>Why...?</i> and <i>...because...:</i></p> <p><b>Why are Arabian oryxes safe today? They are safe now because they live at the nature reserve.</b></p>
<b>Functions</b>	<p>Asking questions to find out information Talking about the national symbols of Jordan Showing appreciation of the value of Jordanian symbols</p>
<b>Vocabulary</b>	<p><i>hunt</i> (v), <i>iris</i>, <i>rosefinch</i>, <i>point</i> (n), <i>soil</i>, <i>star</i>, <i>wild</i> (n)</p>
<b>Topic</b>	Jordan's heritage
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 50, Exercise 4, Read, match and answer</li> <li>■ Activity Book, page 48, Exercise 4, Read and circle</li> <li>■ Activity Book, page 48, Exercise 5, Read and answer</li> <li>■ Flashcards: iris, points, soil</li> </ul>

### Revision

- Ask pupils *What is Jordan's national animal? (the Arabian oryx).* Tell pupils that in this lesson, they are going to hear about Jordan's national flower.

### Presentation

- Teach *iris* using the flashcard. Also present *soil* using the flashcard. Ask *Do plants like soil? (Yes, they do.)* Show pupils the picture of the rosefinch on page 50. What do pupils know about this bird? Present the word. Present *same* by showing the pupils two objects that are identical (e.g. two books or pens.) Present *hunt*.

**4 Read, match and answer**



**a**



**b**



**c**



**d**

**2** This lovely bird is the Sinai rosefinch. It is Jordan's national bird. The Sinai rosefinch is the same red colour as our famous city, Petra. There are a lot of these birds in Jordan.

**3** The national colours of Jordan are red, black, white and green. The flag of Jordan has these colours and a star with seven points. These colours show the past of our country.

**1** This is the national flower of Jordan. It is the beautiful black iris. We can see it in the spring. We don't usually see this flower in our gardens. It grows in the countryside because it likes the soil and the weather in the wild.

**4** I took this photo from the top of the tower at the Shaumari Nature Reserve. The photo shows Jordan's national animal, the Arabian oryx. In the past, people hunted Arabian oryxes. They are safe now because they live at the nature reserve.

**1** What colours are on the flag of Jordan?

**2** Why are Arabian oryxes safe today?

**3** How are the national bird of Jordan and the city of Petra the same?

**4** When can you see the national flower of Jordan?

**5** Why does the black iris grow in the country?

**6** How can people help birds and animals in Jordan?

What colours are on the flag of Jordan?



Red, black, white and green colours are on the flag.

50

### Pupil's Book, Page 50, Exercise 4

- Ask pupils to open their books at page 50. Explain that they are going to read four texts and they must match them to the four pictures.
- Before they read, ask them *What is the national bird of Jordan?*
- Pupils read and answer your question (the Sinai rosefinch).
- Pupils then match the pictures to the texts. Check answers as a class. Check they understand the word *wild*. Ask *Are our gardens in the wild? Do Arabian oryxes live in towns or in the wild?* Pupils answer.
- Ask pupils to identify the sentences that contain cause and effect.

#### Answers

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

- Ask pupils to look at the six questions below the text. They can read the texts again if necessary to answer. For question 6, they write their own ideas.
- In pairs, pupils ask and answer the questions in pairs. Go round and monitor their work and make a note of any errors. Remind them to speak clearly with a reasonable speed and volume.
- Check answers as a class.

### Answers

1. Red, black, white and green colours are on the flag plus the star with seven points.
2. They are safe today because they live at the nature reserve.
3. They are the same red colour.
4. We can see it in the spring.
5. It grows in the countryside because it likes the soil and the weather in the wild.
6. Suggested answer: They can join a conservation organisation.

### Activity Book, Page 48, Exercise 4

- Ask pupils to open their Activity Books at page 48 and to describe the picture.
- Ask them to read the title and to guess what the text is about.
- Explain that the pupils are going to read the text, and then circle *Yes* or *No* for each of the sentences 1 to 6. First, ask them to read these six sentences.
- Give pupils time to read the text and to complete the task individually.
- Pupils can compare answers in pairs.
- Check answers as a class.

### Answers

1. Yes
2. Yes
3. No (he works at the reserve)
4. No (they eat plants and fruit)
5. No (they were careful)
6. Yes

### Activity Book, Page 48, Exercise 5

- In pairs, pupils now answer the questions related to Rakan's visit. Make sure they spell the words correctly.
- Check answers as a class.

### Answers

1. He works at the Shaumari Nature Reserve.
2. He showed the children some pictures of the animals.
3. He asked about the oryxes' food.
4. They were careful because the animals don't like noisy children.
5. They were white.

### End the lesson

- Ask pupils if they would like to go to the Shaumari Nature Reserve. Ask *Why?* Pupils answer (e.g. *Because it is exciting/the animals are interesting/it is beautiful.*, etc.)

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sound of some vowels
- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers with an appropriate speed, volume and tone of voice
- with a partner, prepare and present a short, simple dialogue to the class
- demonstrate understanding of simple informational material – a short descriptive text
- use and spell correctly learnt vocabulary
- write simple sentences to answer questions on familiar topics
- write a short paragraph having words as prompts

### Structures

Asking and answering questions using *Why?* and *...because...*:  
**Why** are you happy? I'm happy **because** I'm going to see my uncle on Saturday.

### Functions

Asking questions to find out information  
Answering questions to explain actions  
Recognising the different spellings of a single vowel sound

### Vocabulary

*cut down* (v), *furniture*

### Topic

Jordan's heritage

### Resources

- Pupil's Book, page 51, Exercise 5, Listen and say
- Pupil's Book, page 51, Exercise 6, Listen and answer
- Pupil's Book, page 51, Exercise 7, Talk about you
- Activity Book, page 49, Exercise 6, Listen, point and repeat
- Activity Book, page 49, Exercise 7, Read and complete
- Activity Book, page 49, Exercise 8, Write
- Audio, Pupil's Book, Unit 12, Exercise 5
- Audio, Pupil's Book, Unit 12, Exercise 6
- Audio, Activity Book, Unit 12, Exercise 6
- Flashcard: cut down

### Revision

- Write *iris*, *Sinai rosefinch*, *Arabian oryx* on the board. Ask pupils what is special about these things. (*It is the national flower/bird/animal of Jordan.*)

### Presentation

- Use the flashcard to present *cut down*. Ask *What can you cut down?* (*Trees.*)
- Revise *furniture*. Ask pupils to name the items of furniture in the classroom, e.g. chair, desk, table, etc.

## Pupil's Book, Page 51, Exercise 5

- Ask pupils to open their books at page 51 and to look at the pictures. Explain that they are going to hear words with the /ɔ:/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /ɔ:/ sound in these words.

### Audioscript

/ɔ:/, /ɔ:/: Jordan, sauce, walk

## Further practice

- Ask pupils if they can say any other words with the /ɔ:/ sound. Write their ideas on the board, e.g. *morning, forty, four, horse, sports, autumn, talk*.

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



**Jordan**



**sauce**



**walk**

**6**  **Listen and answer**

- 1 What is the national tree of Jordan?
- 2 Where can you see these trees in Jordan now?
- 3 Where did the forests grow?
- 4 Why did people cut down these trees?
- 5 What must we do for our national tree?
- 6 Why must we look after our national tree?



**7** **Talk about you**

- happy
- sad
- excited
- cold
- tired



51

## Pupil's Book, Page 51, Exercise 6

- Ask pupils to open their Pupil's Books at page 51 and to describe the picture.
- Explain that they are going to hear about the national tree of Jordan. Before they begin, ask them to read the six questions. Ask them if they can guess or predict any of the answers before they listen.
- Play the recording. Encourage pupils to take notes. See if pupils can answer any of the questions.
- Play the recording again. Pause after the third sentence and elicit the answer to the first question. You can help them with the spelling of *oak*.

- Play the next sentence and elicit the answer to the second question.
- Play the next sentence and elicit the answer to the third question.
- Now play the rest of the recording and elicit answers to the next two questions.
- Play the recording all the way through again for pupils to check. For question 6, pupils write their own ideas. They can discuss it first in pairs.

### Audioscript

The oak tree is the national tree of Jordan. It is a beautiful tree. It can live for hundreds of years and it grows very big. You can see oak trees growing between Amman and Irbid in the forests of Ajloun Nature Reserve. In the past, many forests of oak trees were on the mountains in the north of Jordan. The wood of the oak tree is very strong. People used it to make tables, chairs and other furniture. They cut down a lot of oak trees and today there are not so many oak trees in Jordan. Now we must keep our national tree safe.

### Answers

1. The national tree of Jordan is the oak tree.
2. You can see them growing between Amman and Irbid in the forests of Ajloun Nature Reserve.
3. They grew on the mountains in the north of Jordan.
4. They cut down these trees because the wood of the oak tree is very strong. People used it to make tables, chairs and other furniture.
5. Now we must keep our national tree safe.
6. Suggested answer: Because we use the wood and it is a home for animals. It also makes our country beautiful.

## Pupil's Book, Page 51, Exercise 7

- Ask pupils to look at Exercise 7. Ask a pupil to read the adjectives in blue. Then choose a pair of pupils to read the example.
- Explain that pupils are going to do the same for each adjective. They can make up the reasons.
- Go round and monitor their work. Make a note of any errors and go over these at the end.
- Pupils can swap roles once they have finished.
- Choose pairs of pupils to demonstrate their dialogues at the end. Guide them to use an appropriate speed, volume and tone of voice.

### Suggested answers

I'm happy. Why are you happy? I'm happy because I'm going to see my uncle on Saturday.

I'm sad. Why are you sad? I'm sad because my grandmother is ill.

I'm excited. Why are you excited? I'm excited because I'm going to the beach tomorrow.

I'm cold. Why are you cold? I'm cold because I am not wearing a jacket.

I'm tired. Why are you tired? I'm tired because I went to bed at 11 o'clock yesterday.

### Activity Book, Page 49, Exercise 6

- Ask pupils to look at the words on page 49 of their Activity Books.
- Explain that you are going to play the recording. They must listen and point to the /ɔ:/ sound in each word.
- Play the recording. Pupils can compare answers in pairs and repeat.
- Play the recording again. Check answers as a class.

#### Audioscript

1. airport 2. autumn 3. board 4. Jordan 5. sauce  
6. walk 7. wardrobe 8. water

#### Answers

1. airport
2. autumn
3. board
4. Jordan
5. sauce
6. walk
7. wardrobe
8. water

### Activity Book, Page 49, Exercise 7

- Ask pupils to look at Exercise 7. Choose a pupil to read the incomplete sentences and the options in the word boxes.
- Explain that pupils are going to complete the sentences for themselves. Point out that they can write other reasons if they wish.
- Go round and offer help if necessary.
- Choose pupils to read their sentences to the class.

#### Answers

Pupils' own answers

### Activity Book, Page 49, Exercise 8

- Pupils say how the boy looks in the picture (happy). Then ask them what the boy is holding (a balloon). Ask *Do you think the boy is tired because he is holding the balloon? (No, he isn't)*. After pupils get an idea about what they should write, explain that they are going to write a paragraph using the given words in the box to describe the boy in the picture.
- Go round and check they are writing neatly and correctly.

### Classroom assessment

With reference to Unit 12, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
write simple sentences to answer questions on a familiar topic			
complete simple sentences on familiar topics			

### End the lesson

- Ask pupils if they know the national food for any other country.
- Praise their work on Unit 12.

## Lesson 1

## Outcomes

It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- use clues (pictures) to understand new or unfamiliar words when listening
- respond to questions before, during and after listening
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material – a text giving instructions

## Structures

Revision of:  
Imperatives with adverbs of order:  
**First, draw a rectangle. Then, draw two lines on the rectangle.**

## Functions

Giving and following instructions for a simple task  
Sequencing events  
Taking pride in Jordan's heritage

## Vocabulary

Revision of:  
*first* (adv), *finally*

## Topic

Revision

## Resources

- Pupil's Book, page 52, Exercise 1, Listen and read
- Audio, Pupil's Book, Unit 13, Exercise 1

## Revision

- Revise shapes. Draw a rectangle, a triangle and a square on the board and ask pupils to name them.
- Ask pupils to get some paper. Tell them you are going to dictate a picture. They must listen and draw what they hear. Say:
  - First, draw a rectangle.
  - Then, draw two lines on the rectangle.
  - Next, draw a triangle at the side.
  - Finally, draw a white star on the triangle.
- Elicit that it is the flag of Jordan. Pupils can complete it by adding the colours if they wish.

## Unit 13

## Review

1

Listen and read



Our national flag is beautiful. I'm going to draw our flag. First, draw a rectangle. Then, draw two lines on the rectangle. There are now three equal rectangles. Colour the rectangle at the top black. Then, colour the rectangle at the bottom green. The rectangle in the middle is white. Next, draw a red triangle at the side. Finally, draw a white star with seven points on the triangle. We love our flag!

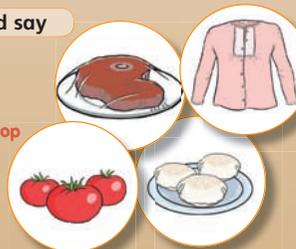
Today, Laila is going to tell us how to draw Jordan's national flag.



2

Look and say

- market
- baker's
- butcher's
- clothes shop



I'm going to the market to buy some tomatoes.



## Pupil's Book, Page 52, Exercise 1

- Ask pupils to open their books at Page 52. Ask them to describe the pictures. Explain that they are going to listen and read. As they do so, ask them to find out *How many points does the white star on the triangle have?*
- Play the recording. Pupils listen and read. Pupils answer your question (*The white star on the triangle has seven points.*)
- 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 take turns to practise reading the text to a partner. Monitor as they are reading and make a note of any errors. You can say *Try saying that sentence again* to allow pupils to correct their errors.

## Audioscript

Teacher: Today, Laila is going to tell us how to draw Jordan's national flag.

Laila: Our national flag is beautiful. I'm going to draw our flag. First, draw a rectangle. Then, draw two lines on the rectangle. There are now three equal rectangles. Colour the rectangle at the top black. Then, colour the rectangle at the bottom green. The rectangle in the middle is white. Next, draw a red triangle at the side. Finally, draw a white star with seven points on the triangle. We love our flag!

## End the lesson

- Ask pupils to name the national flower/animal/bird of Jordan.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- participate in short, simple exchanges
- use short sentences to talk with a partner about familiar situations
- speak clearly with a reasonable speed and volume
- demonstrate understanding of simple informational materials
- use and spell correctly learnt vocabulary
- write simple sentences on familiar topics

### Structures

Revision of:  
Imperatives with adverbs of order:  
**First, draw** five large circles. **Then, colour** the circles.  
The infinitive of purpose:  
*I'm going to the market to buy some tomatoes.*

### Functions

Giving and following instructions for a simple task  
Identifying objects  
Sequencing events  
Talking about purpose

### 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, Look, read and colour
- Activity Book, page 50, Exercise 2, Write
- Audio, Pupil's Book, Unit 13, Exercise 1
- Wallchart: *Shopping*

## Revision

- Use the wallchart *Shopping* to revise shops. Also revise *market, baker's, butcher's*. Ask *What can you buy at a market/baker's/butcher's/clothes shop?* Pupils answer.
- Revise colours. Ask pupils to look around the class and to find things that are blue/yellow/black/green/red.

## Pupil's Book, Page 52, Exercise 1

- Ask pupils to open their books at Page 52. Now, ask them to tell you what they can remember about the story.
- Play the recording again, then ask some pupils to read the story to the class. Practise any problems with pronunciation.
- Ask a few questions: *What is Laila going to tell us? (She's going to tell us how to draw Jordan's national flag.) Does she draw a square first? (No, first she draws a rectangle.) How many equal rectangles are there? (There are three.) What colour is the rectangle in the middle? (It is white.) Where is the triangle? (It is at the side.)*

## Pupil's Book, Page 52, Exercise 2

- Ask pupils to look at Exercise 2 and to name the things in the pictures (meat, a blouse/clothes, tomatoes, bread).
- Choose a pupil to read the example.
- In pairs, pupils take turns to make sentences about the other shops. Encourage them to speak clearly with a reasonable speed and volume.

### Suggested answers

I'm going to the market to buy some tomatoes.  
I'm going to the baker's to buy some bread.  
I'm going to the butcher's to buy some meat.  
I'm going to the clothes shop to buy a blouse.

## Further practice

- Encourage pupils to continue with other items not shown in the pictures, e.g. spices, trousers, cakes, chicken, etc.

## Activity Book, Page 50, Exercise 1

- Ask pupils to open their Activity Books at page 50 and ask pupils to describe the picture.
- Explain that they are going to read a text about the Olympic Games. Ask pupils to tell you what they can about the Olympics.
- Now ask them to read the first four lines. Then ask *What are you going to draw?* Pupils answer *We are going to draw the flag.*
- Pupils read the text and follow the instructions. Encourage them to do this on their own. Go round and monitor and offer help where necessary.
- Now ask pupils to compare answers with their partners.

### Answers

Ask pupils to hold up their drawings.

## Activity Book, Page 50, Exercise 2

- Ask pupils to look at Exercise 2 and choose a pupil to read the example.
- Pupils complete the task individually, and then compare their answers with a partner.
- Check answers as a class.

### Answers

- We come to school to learn.
- We go to the sports centre to play sport.
- We play games to have fun.
- We visit the library to read books.
- We use a camera to take photos.

## End the lesson

- Tell pupils that in the next lesson, they will be revising food. Ask pupils to name as many items of food as they can.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- participate in simple classroom exchanges
- use short sentences to talk with a partner about familiar situations
- pronounce short, simple words and phrases correctly
- with a partner, prepare and present a short, simple dialogue to the class
- ask questions and give answers with an appropriate speed, volume and tone of voice
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary
- write sentences using the correct order of words

### Structures

Revision of:  
Countable and uncountable nouns:  
*There are some **eggs**. There is some **bread**.*  
*Is there any **salt**? No, there isn't.*  
Giving reasons with because...:  
*Jaber is happy **because** he's on holiday.*

### Functions

Talking about food  
Asking and answering questions about what is available  
Identifying objects  
Giving reasons

### Vocabulary

Revision of:  
*butter, flour, herbs, onions, salt, spices, yoghurt, potatoes*

### Topic

Revision

### Resources

- Pupil's Book, page 53, Exercise 3, Look and say
- Pupil's Book, page 53, Exercise 4, Ask and answer
- Activity Book, page 51, Exercise 3, Read and complete
- Activity Book, page 51, Exercise 4, Read and order
- Flashcards: butter, flour, herbs, onions, salt, spices, yoghurt
- Wallchart: *Food and drink; The kitchen and cooking*

### Revision

- Use the flashcards to revise *butter, flour, herbs, onions, salt, spices, yoghurt* and *potatoes*.
- Revise *Is there any.../Are there any...* using the wallcharts *Food and drink* and *The kitchen and cooking*. Ask the pupils to look at the appropriate wallchart and say *Is there any flour?* (*Yes, there is.*) *Are there any herbs?* (*No, there aren't.*) *Is there any salt?* (*No, there isn't.*) *Are there any onions?* (*Yes, there are.*) etc.

### 3 Look and say



### 4 Ask and answer

Pupil A

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

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

Pupil B



### Pupil's Book, Page 53, Exercise 3

- Ask pupils to open their books at Page 53. Explain the task. Pupils work in pairs to look at what is in the picture. They then tell other pairs what they can remember, as in the example.
- Give pupils time to memorise the items and help them if necessary.
- Pupils then work in fours. One pair says the items using *There is/There are*. The other pair listens and checks to see how many they can remember. They then swap roles.
- Go round and monitor their work. Make sure they pronounce the words and phrases correctly. Make a note of any errors. You can go over these at the end.
- If you wish, get a few pairs to demonstrate what they can remember to the class.

### Answers

There is some flour. There are some nuts. There is some rice. There are some eggs. There are some herbs. There are some spices. There is some salt. There is some bread.

### Pupil's Book, Page 53, Exercise 4

- Ask pupils to look at Exercise 4. Pupils work in pairs. One pupil will need to turn his/her book upside down.
- Explain the task. Pupils have four items in their list, two with ticks and two with crosses. They use these to answer their partner's questions. They then ask questions about the four items that are blank. Choose pupils to read the example question and answer. Then pupils complete the task in pairs.
- Go round and monitor their work. Make sure they are asking questions with the correct tone of voice. Make a note of any errors and go over these at the end.
- Ask a few pairs to demonstrate their dialogues to check their answers.

### Answers

#### Pupil A's questions and Pupil B's answers:

Is there any salt? No, there isn't.

Is there any bread? Yes, there is.

Are there any nuts? Yes, there are.

Are there any potatoes? No, there aren't.

#### Pupil B's questions and Pupil A's answers:

Are there any onions? Yes, there are.

Is there any butter? Yes, there is.

Are there any eggs? No, there aren't.

Is there any yoghurt? No, there isn't.

### Activity Book, Page 51, Exercise 3

- Ask pupils to open their Activity Books at page 51. Explain that pupils are going to complete the sentences by describing what is in the picture.
- Choose a pupil to read the example sentence.
- Pupils complete the task in pairs.
- Check answers as a class.

### Answers

1. apples; bananas

2. bread; sugar

3. eggs; vegetables

4. flour; juice

### Activity Book, Page 51, Exercise 4

- Ask pupils to look at Exercise 4. Explain that the words in the sentences are not in the right order. Pupils need to write them correctly. Remind them to use correct punctuation.
- Choose a pupil to read the example sentence.
- Pupils complete the task in pairs. Each pair should then check with another pair, paying attention to correct punctuation as well as word order. Encourage pupils to point out any errors they think they have spotted in the other pair's answers.
- Check answers as a class.

### Answers

1. Jaber is happy because he's on holiday.

2. We are tired because we got up early.

3. My friend is excited because she's got a present.

4. Tareq is healthy because he eats lots of fruit and vegetables.

5. I am not hungry because I had a big breakfast.

### End the lesson

- Ask pupils *Are you hungry?* Pupils answer *Yes* or *No*. Then ask, *Why are/aren't you hungry?* Pupils answer.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- recognise the same sound in different words
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material – a descriptive paragraph
- distinguish fact from opinion in simple reading materials
- distinguish cause and effect in simple reading materials
- write a simple paragraph on a familiar topic having a phrase and a picture as a prompt

### Structures

Revision of:

Giving reasons with *because...*:

*I'm excited **because** Dad and I are going to get up early tomorrow.*

Sequencers *First, Then, Next, Finally*:

***First**, we're going to look for flowers that are growing in the wild. **Then**, we're going to see the Arabian oryx. **Next**, we're going to eat at a restaurant. **Finally**, we're going to go to Azraq.*

Sense verbs with adjectives:

*The food **looks** and **smells** good.*

### Functions

Describing how things sound, smell, taste, look and feel

Giving reasons

Talking about the national symbols of Jordan

Showing appreciation of the value of the Jordanian culture

### Vocabulary

Revision of:

*Arabian oryx, mix (v), national, sauce, serve, smell (v), wild (n)*

### Topic

Revision

### Resources

- Pupil's Book, page 54, Exercise 5, Read and match
- Activity Book, page 52, Exercise 5, Circle
- Activity Book, page 52, Exercise 6, Listen, point and repeat
- Activity Book, page 52, Exercise 7, Complete
- Audio, Activity Book, Unit 13, Exercise 6
- Flashcards: Arabian oryx, sauce, serve, smell

## Revision

- Ask pupils to name the national animal. Then use the flashcard to revise *Arabian oryx*. Ask pupils if they live in a town or in the wild.
- Use the flashcards to revise *sauce* and *serve*. Make sure pupils can pronounce the words correctly.
- Revise the senses. Draw the outline of a face on the body. Use the flashcard to revise *smell*. Then point to the eyes and elicit *look*, the ears and elicit *sound*, and the mouth and elicit *taste*. Finally, revise *feel*.

### 5 Read and match

I'm excited because Dad and I are going to get up early tomorrow. We're going to have a good day!

- (1) First, we're going to look for flowers that are growing in the wild. (2) Then, we're going to see the Arabian oryx. The Arabian oryx is our national animal. It is safe at the Nature Reserve. (3) Next, we're going to eat at a restaurant. The food looks and smells good. The chef buys meat from farmers. We can eat meat and rice. The chef has different sauces and he serves them with the meals. The food tastes delicious! (4) Finally, we're going to go to Azraq. Some people in Azraq paint big eggs. They are very beautiful. We're going to have a fun day tomorrow!



## Pupil's Book, Page 54, Exercise 5

- Ask pupils to open their Pupil's Books at page 54. Ask them to describe the pictures.
- Explain that you would like them to read the text and to match the numbered sentences with the correct pictures. Give them time to do this.
- Check answers as a class. Divide the class into four groups and assign each group one of the pictures a to d. Pupils must locate the related sentence and read it aloud. Encourage pupils to point to sentences that show cause and effect (I'm excited because...)

### Answers

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

## Further practice

- Ask questions: *What are they going to do first? (They're going to look for flowers that are growing in the wild.) What are they going to see at the nature reserve? (They're going to see the Arabian oryx.) How does the food look and smell? (It looks and smells good.) Where does the meat come from? (It comes from farmers.) What does the chef serve with the meals? (Different sauces.) What do some people do in Azraq? (They paint big eggs.)*

## Activity Book, Page 52, Exercise 5

- Ask pupils to open their Activity Books at page 52. First, ask them to describe the pictures.
- Choose a pupil to read the example sentence. Explain that pupils will circle the correct word in the remaining sentences, using the pictures as clues.
- Pupils can complete the task in pairs.
- Check answers as a class.

### Answers

1. taste 2. smell 3. sound 4. feels 5. looks

## Activity Book, Page 52, Exercise 6

- Ask pupils to look at Exercise 6. Explain that the lists of words revise the sounds they have been looking at in the last three units. Ask pupils to say the words aloud to their partners and to point to the sound at the beginning of each list, as in the example.
- Go round and monitor their work. Check they are pronouncing the words correctly. Check answers as a class.

### Audioscript

/b/	subject	robot	number	cupboard	rubber
/u:/	June	afternoon	too	you	blue
/ɔ:/	sauce	bought	talk	Jordan	short

### Answers

subject robot number cupboard rubber  
June afternoon too you blue  
sauce bought talk Jordan short

## Activity Book, Page 52, Exercise 7

- Ask pupils to look at exercise 7 and to look at the picture of the market.
- Pupils have to complete the paragraph starting with *I went to the market on Friday to buy...* They write the words they know.

### Suggested answers

I went to the market on Friday to buy some oranges, some apples, some nuts and some bananas.

## End the lesson

- Ask pupils *When do you feel very happy?* Choose several pupils to answer.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- develop strategies to understand spoken words and simple sentences – a recipe
- use words and simple sentences to participate in short, simple exchanges
- use reading strategies to understand simple reading material
- use a dictionary to find names of items
- complete sentences with words
- use and spell correctly learnt vocabulary

### Structures

Revision of:  
Imperatives with adverbs of order:  
**First, mix the meat, the onion, tomatoes, salt and pepper and herbs together in a big bowl.**

### Functions

Giving and following instructions for a simple task  
Sequencing events  
Asking and answering questions

### Vocabulary

Revision of:  
*bowl, butter, herbs, mix (v), onions, pepper, salt, tomato*

### Topic

Revision

### Resources

- Pupil's Book, page 55, Exercise 6, Project: Write a recipe card
- Audio, Pupil's Book, Unit 13, Exercise 6
- Flashcards: bowl, butter, herbs, meat, pepper, salt, tomato
- Project Worksheet 3, page 164

### Revision

- Use the flashcards to revise *bowl, butter, herbs, meat, pepper, salt, tomato*.
- Ask pupils *What is your favourite meal? Do you know how to make it?* Pupils answer.
- Explain that in this week's project, they are going to write a recipe for a meal.

### 6 Project: Write a recipe card

#### 1 Read and answer

- 1 What are you going to make?      3 How do you make it?
- 2 What do you use to make it?

#### 2 Listen and complete

##### Bread and meat arayes

Use: *meat*  
*an onion*  
*tomatoes*  
*salt and pepper*  
*bread*  
*butter*  
*herbs*



- 1 First, mix the meat, the onion, tomatoes, salt and pepper and herbs together in a big \_\_\_\_\_.
- 2 Then, \_\_\_\_\_ the food from the bowl in the bread.
- 3 Next, put the \_\_\_\_\_ on the bread.
- 4 Finally, ask your mum to \_\_\_\_\_ the arayes and serve them on a big plate.
- 5 Enjoy them, but be careful! They are \_\_\_\_\_.

#### 3 Ask and answer

What are you going to make?



I'm going to make bread and meat arayes.

55

### Pupil's Book, Page 55, Exercise 6

- Ask pupils to open their Pupil's Books at page 55. See if the pupils can name the dish in the picture (bread and meat arayes).
- Pupils work in pairs to discuss the questions in part 1 and to plan their recipes by taking notes. Go round and offer help where necessary. Explain that they can use a dictionary, if necessary, to find out the names of new items of food during the project.
- Choose a few pairs of pupils to tell the class about their plans.
- Now ask them to look at part 2. Explain that this is how you want them to present their recipes in the next lesson. Here, they are going to listen to and complete the recipe. First, ask them to read the ingredients for bread and meat arayes.
- Play the recording. Pupils listen and complete the gaps.
- Check answers as a class.

### Audioscript and answers

First, mix the meat, the onion, tomatoes, salt and pepper and herbs together in a big bowl. Then, put the food from the bowl in the bread. Next, put the butter on the bread. Finally, ask your mum to cook the arayes and serve them on a big plate. Enjoy them, but be careful! They are hot.

1. bowl 2. put 3. butter 4. cook 5. hot

### End the lesson

- Hand out Project worksheet 3 on page 164 to the pupils. Explain that they can find out from their parents, grandparents, the school library or the internet how to make the dish they discussed in part 1. They can write the ingredients and recipe on the project worksheet.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- present a short, simple prepared dialogue of four to five sentences to the class
- use reading strategies to understand simple reading material
- write a recipe using short, simple sentences
- use and spell correctly learnt vocabulary

### Structures

Revision of:  
Imperatives with adverbs of order:  
**First, mix the meat, the onion, tomatoes, salt and pepper and herbs together in a big bowl.**

### Functions

Giving and following instructions for a simple task  
Sequencing events  
Asking and answering questions  
Making and discussing a recipe card

### Topic

Revision

### Resources

- Pupil's Book, page 55, Exercise 6, Project: Write a recipe card
- Activity Book, page 80, Assessment
- Activity Book, pages 76 and 77, Handwriting Practice
- Project Worksheet 3, page 164

## Classroom assessment

With reference to Unit 13, pupils can:

Scoring criteria	Good	Fair	Poor
recognise sounds of some consonants and vowels			
develop strategies to understand spoken words and simple sentences			
respond to questions before, during and after listening			
use short sentences to talk with a partner or a small group about familiar situations			
take part in short, simple prepared presentations			
demonstrate understanding of simple informational material			
distinguish fact from opinion in simple reading materials			
write a short descriptive paragraph			
use appropriate organisational patterns for writing a short, simple paragraph			

## End the lesson

- Pupils can practise their handwriting after they have done the writing exercise. Go to Handwriting Practice on pages 76-77 of the Activity Book. You can refer to pages 187-188 of the Teacher's Book to review the formation of individual letters.
- Pupils copy the sentences using the semi-cursive style of handwriting used to write the sentences given.
- Ask pupils to display their recipes on the board. Encourage pupils to look at each other's recipes and to ask any questions.
- You could have a vote on which recipe sounds the nicest.

## Revision

- Ask pupils what they discussed in the last lesson.

## Pupil's Book, Page 55, Exercise 6

- Ask pupils to look at part 3. Choose pupils to read the example question and answer. Explain that you want them to ask and answer the questions from part 1 about bread and meat *arayas*.
- Pupils work in pairs to complete the task. Go round and monitor and make a note of any errors. You can go over these at the end.
- Choose a pair of pupils to demonstrate their dialogues to the class. Encourage them to use an appropriate tone of voice.
- Pupils now show their partners the recipes they did at home.
- Their partners ask the questions from part 1 and they answer them about their own recipes.
- Again, go round and monitor and this time help them with any problems.
- Choose pairs of pupils to demonstrate their dialogues to the class.

## Lesson 1

### Outcomes

#### It is expected that pupils will:

- use clues (pictures, flashcards) to understand new or unfamiliar words when listening
- pronounce short, simple English words correctly
- respond to questions before, during and after listening
- participate in simple classroom exchanges
- demonstrate recognition of word formation
- use reading strategies to understand simple reading material
- use print or electronic bilingual dictionaries to help understand unfamiliar words in reading material

### Structures

The modal verb *should* (affirmative and negative) for advice:  
*You **should** eat fruit and vegetables. You **shouldn't** eat a lot of cake or ice cream.*  
 Linking conjunctions *so* and *because* to indicate cause and effect:  
*I play sports, **so** I have a lot of energy. I'm not tired **because** I go to bed early.*

### Functions

Giving advice  
 Linking sentences to show cause and effect  
 Talking about how to be healthy  
 Showing appreciation of the value of sports

### Vocabulary

*energy, fizzy drink, health, late (adv)*

### Topic

Health

### Resources

- Pupil's Book, page 56, Exercise 1, Listen and read
- Audio, Pupil's Book, Unit 14, Exercise 1
- A bilingual dictionary
- Flashcard: fizzy drink
- Wallchart: *Food and drink*

- Continue with the other items. Say e.g. *tomatoes*. Pupils complete the sentences: *Tomatoes are healthy. You should eat tomatoes.*
- Write *happy, tired, hot, cold* on the board. Gesture to the words and ask pupils *How do you feel today?* Pupils answer, e.g. *I'm happy*. Ask *Why are you happy?* Pupils answer, e.g. *I'm happy because I'm going to the beach on Saturday*. Choose several pupils to answer and make sure they use *because* correctly.
- Present *so*. Say *I'm cold, so I'm going to put on my jacket*. Pupils repeat. Then say *I'm thirsty, so I'm going to have a drink*. Pupils repeat.
- Now say *I'm hungry, so...* Elicit the end of the sentence from the pupils (*I'm going to eat something*.)
- Do the same with, e.g. *I'm tired, so...* (*I'm going to go to bed early tonight*.) *I'm hot, so...* (*I'm going to open the window*.), etc.

**Unit 14 You should play sports**

**1 Listen and read**



**1**

*Mr Hussein:* Today, Ali and Kareem are going to talk about our health.  
*Ali:* Good health is very important.  
*Kareem:* Let's look at this poster.



**2**

*Ali:* You should eat fruit and vegetables. You shouldn't eat a lot of cake or ice cream.  
*Kareem:* You should drink water. You shouldn't drink a lot of fizzy drinks.



**3**

*Ali:* You should have a lot of sleep. You shouldn't go to bed late.  
*Kareem:* You should play sports. You shouldn't watch a lot of television.  
*Mr Hussein:* It's a good poster. Are you healthy, Ali and Kareem?



**4**

*Kareem:* Yes, I am. I play sports, so I have a lot of energy. I'm not tired because I go to bed early.  
*Ali:* I'm healthy because I eat fruit and vegetables.  
*Mr Hussein:* Are you healthy, children?

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## Revision

- Revise food and drink. Ask pupils to look at the wallchart *Food and drink* and ask pupils to name the items they can see.

## Presentation

- Use the flashcard to present *fizzy drink*. Ask pupils to find it on the wallchart.
- Revise *healthy* and *unhealthy*. Pupils repeat the words. Remind pupils that the prefix *un-* gives the adjective a negative meaning. Ask them if they know any other words that take the prefix *un-*, e.g. *unhappy*.
- Now say each item on the wallchart. Pupils say *healthy* or *unhealthy* for each one, e.g. *sugar: unhealthy, meat: healthy*. Say *Meat is healthy. You should eat meat*. Pupils repeat. Then say *Sugar is unhealthy. You shouldn't eat a lot of sugar*. Pupils repeat.

## Pupil's Book, Page 56, Exercise 1

- Ask pupils to open their Pupil's Books at page 56 and to describe the pictures.
- Write on the board *energy, health, late*. Tell pupils they are going to listen to and read the story. As they do so, they should try to work out the meaning of these new words.
- Play the recording while the pupils read the words. Ask pupils if they understand the new words. If they cannot, they can look the words up in a dictionary. Check by asking questions, e.g. *Do you have more energy in the morning or at night? Is 11 o'clock in the evening early or late? Are a lot of fizzy drinks good or bad for your health?* Pupils answer.
- Ask pupils to look up the meaning of the word using electronic bilingual dictionaries.

### Audioscript

- Mr Hussein: Today, Ali and Kareem are going to talk about our health.

Ali: Good health is very important.

Kareem: Let's look at this poster.
- Ali: You should eat fruit and vegetables. You shouldn't eat a lot of cake or ice cream.

Kareem: You should drink water. You shouldn't drink a lot of fizzy drinks.
- Ali: You should have a lot of sleep. You shouldn't go to bed late.

Kareem: You should play sports. You shouldn't watch a lot of television.

Mr Hussein: It's a good poster. Are you healthy, Ali and Kareem?
- Kareem: Yes, I am. I play sports, so I have a lot of energy. I'm not tired because I go to bed early.

Ali: I'm healthy because I eat fruit and vegetables.

Mr Hussein: Are you healthy, children?

### End the lesson

- Choose a pupil to read Mr Hussein's question at the end and invite other pupils to answer it. Encourage them to say whether they are healthy or not.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- ask questions and give answers in an appropriate tone of voice
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- distinguish cause and effect in simple reading materials
- use and spell correctly learnt vocabulary

### Structures

The modal verb *should* (affirmative and negative) for advice:  
*You **should** eat a lot of salad and vegetables. You **shouldn't** shout.*

Linking conjunctions *so* and *because* to indicate cause and effect:  
*I play sports, **so** I have a lot of energy. I'm not tired **because** I go to bed early.*

### Functions

Giving advice  
 Linking sentences to show cause and effect  
 Talking about how to be healthy

### Topic

Health

### Resources

- Pupil's Book, page 56, Exercise 1, Listen and read
- Activity Book, page 53, Exercise 1, Complete and match
- Activity Book, page 53, Exercise 2, Complete
- Audio, Pupil's Book, Unit 14, Exercise 1
- Wallchart: *Food and drink*

### Revision

- Ask pupils to look at the wallchart *Food and drink*. Say an item, e.g. *fizzy drinks*. Pupils say *You shouldn't drink a lot of fizzy drinks*. Do the same with other items, e.g. *meat, butter, tomatoes*. Pupils say what you should or shouldn't have.

### Pupil's Book, Page 56, Exercise 1

- Ask pupils to open their books at page 56. Ask pupils to tell you what they can remember about the story. Play the recording to the class again while they read.
- Divide the class into groups of three 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 from the story for them to correct, e.g. *You should drink a lot of fizzy drinks. (No, you should drink water.) You shouldn't eat a lot of fruit. (No, you should eat a lot of fruit.) You shouldn't go to bed early. (No, you shouldn't go to bed late.) You should watch a lot of television. (No, you shouldn't watch a lot of television.) Kareem is not healthy. (No, Kareem is healthy.) He plays sports, so he is tired. (No, he plays sports, so he has a lot of energy.) He is tired because he goes to bed early. (No, he is not tired because he goes to bed early.)*
- Guide them to distinguish cause and effect (*I'm healthy because I eat fruit and vegetables.*)

### Activity Book, Page 53, Exercise 1

- Ask pupils to open their Activity Books at page 53. Ask pupils to describe the pictures. Choose a pupil to read the example answer.
- Pupils work in pairs to complete the task.
- Check answers as a class. Make sure they understand all the vocabulary.

#### Answers

1. should – picture c
2. should – picture a
3. shouldn't – picture e
4. shouldn't – picture d
5. should – picture f
6. shouldn't – picture b

### Activity Book, Page 53, Exercise 2

- Choose a pupil to read the example.
- Pupils complete the task individually, then check in pairs.
- Check answers as a class.

#### Answers

1. eat
2. have
3. be
4. drink
5. go

### End the lesson

- Ask pupils what they should and shouldn't do in the school, e.g. *We should be friendly. We shouldn't shout.*

## Lesson 3

#### Outcomes

##### It is expected that pupils will:

- use clues (pictures) to understand new or unfamiliar words when listening
- participate in simple classroom exchanges
- use words and simple sentences to talk about familiar situations
- use reading strategies to understand simple reading material

#### Structures

The modal verb *should* (affirmative and negative) for advice:  
*We **should** help our parents. You **shouldn't** watch a lot of television.*

#### Functions

Giving advice for good health  
 Talking about how to be healthy  
 Sharing information about oneself  
 Judging the truth in sentences

#### Topic

Health

#### Resources

- Pupil's Book, page 57, Exercise 2, Look and say
- Activity Book, page 54, Exercise 3, Read and circle
- Wallchart: *Food and drink*

### Revision

- Ask pupils to look at the wallchart *Food and drink*. Ask them to make sentences using *should* or *shouldn't*, e.g. *You should eat tomatoes. You shouldn't drink a lot of fizzy drinks, etc.*

### Pupil's Book, Page 57, Exercise 2

- Ask pupils to open their Pupil's Books at page 57. Ask them to describe the pictures. Choose a pupil to read the example answer.
- Explain that they are going to make similar sentences about the remaining pictures.
- Pupils work in pairs to complete the task. Monitor their work and check their pronunciation.
- Choose pairs of pupils to perform their dialogues to the class to check their answers. Encourage them to speak clearly with a reasonable speed and volume.

#### Answers

1. You should play sports. You shouldn't watch a lot of television.
2. You should go to bed early/at eight o'clock. You shouldn't go to bed late/at eleven o'clock.
3. You should eat salad. You shouldn't eat a lot of ice cream.
4. You should drink water. You shouldn't drink a lot of fizzy drinks.

**2 Look and say**

**1**  ✓ X

**2**  ✓ X

**3**  ✓ X

**4**  ✓ X



You should play sports.  
 You shouldn't watch a lot of television.

**3 Talk about you**

I play sports

so

I eat fruit and vegetables

I am not tired

because

I have a lot of energy



I play sports, so I am healthy.

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### Activity Book, Page 54, Exercise 3

- Ask pupils to open their Activity Books at page 54.
- Choose a pupil to read the example sentence and answer.
- Pupils complete the task individually, then compare answers in pairs.
- Check answers as a class.

#### Answers

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

### End the lesson

- Ask pupils what other things they should or should not do. Pupils answer, e.g. *We should be friendly. We shouldn't shout.*

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- use words and short sentences to participate in short, simple exchanges
- prepare and read aloud sentences with appropriate expression and tone of voice
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary
- write simple sentences on familiar topics

### Structures

Linking conjunctions *so* and *because* to indicate cause and effect:  
*I play sports, so I am healthy. I am not tired at school because I have a lot of sleep.*

### Functions

Identifying cause and effect  
Talking about how to be healthy

### Topic

Health

### Resources

- Pupil's Book, page 57, Exercise 3, Talk about you
- Activity Book, page 54, Exercise 4, Write

### Revision

- Ask pupils to look at Pupil's Book page 56 again and to look at frame 4. Ask a group of three to read the story for this frame again.
- Ask pupils to complete these sentences: *I play sports, so... (I have a lot of energy.) I'm not tired because... (I go to bed early.) Ali is healthy because... (he eats fruit and vegetables.)*

### Pupil's Book, Page 57, Exercise 3

- Ask pupils to open their books at page 57. Choose a pupil to read the example. Explain that pupils are going to make similar sentences using the word prompts.
- Give pupils time to prepare what they are going to say. They can work in pairs. Encourage them to write down their sentences.
- Go round and monitor their work and help with any problems.
- Choose pupils to read aloud their sentences. Make sure they use the correct intonation.

#### Suggested answers

1. I play sports, so I am healthy.
2. I eat fruit and vegetables, so I am healthy.
3. I am not tired because I go to bed early.
4. I have a lot of energy because I play sports.

### Activity Book, Page 54, Exercise 4

- Ask pupils to open their Activity Books at page 54. Choose a pupil to read the first sentence and the example answers.
- Explain that pupils are going to join the remaining sentences in the same way, using *so* and *because*.
- Pupils complete the sentences in pairs.
- Check answers as a class.

#### Answers

1. I have a lot of sleep, so I'm not tired at school. I'm not tired at school because I have a lot of sleep.
2. I eat a lot of fruit and vegetables, so I'm not often ill. I'm not often ill because I eat a lot of fruit and vegetables.
3. We play a lot of sport, so we are strong. We are strong because we play a lot of sport.
4. We go to school, so we learn a lot. We learn a lot because we go to school.

### Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
to participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
simple sentences on familiar topics			

### End the lesson

- Ask pupils what they know about the Olympics. Tell them they are going to read about an Olympic runner in the next lesson.

## Lesson 5

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>demonstrate understanding of spoken words in simple instructions, exchanges and presentations</li> <li>participate in simple classroom exchanges</li> <li>use words and short sentences to participate in short, simple exchanges</li> <li>use context and visual clues to predict or identify meaning of unfamiliar words</li> <li>use reading strategies to understand simple reading material, a short text</li> <li>use and spell correctly learnt vocabulary</li> </ul>
<b>Structures</b>	<p>The modal verb <i>should</i> (affirmative and negative) for advice:  <i>You <b>should</b> do some exercise every day. We <b>shouldn't</b> watch a lot of television.</i>            Linking conjunctions <i>so</i> and <i>because</i> to indicate cause and effect:  <i>Your heart goes fast when you do exercise, <b>so</b> it works harder. We <b>should</b> all play sport <b>because</b> it makes us strong.</i></p>
<b>Functions</b>	<p>Linking sentences to show cause and effect            Giving advice for good health            Talking about how to be healthy</p>
<b>Vocabulary</b>	<p><i>exercise</i> (n, v), <i>hard</i> (adj), <i>heart</i>, <i>muscle</i>, <i>Olympic games</i></p>
<b>Topic</b>	<p>Health</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 58, Exercise 4, Read and say right or wrong</li> <li>Activity Book, page 55, Exercise 5, Read and complete</li> <li>Activity Book, page 55, Exercise 6, Read and answer</li> <li>Flashcards: do exercise, heart, muscle</li> </ul>

### Revision

- Revise sports. Ask pupils to name all the sports they can and write these on the board. Ask *Why is sport good for you?* Pupils answer, e.g. *Sport is good for you because it gives you energy.*, etc.

### Presentation

- Use the flashcards to present *do exercise*, *heart*, *muscle*. Ask pupils to point to a muscle and to their heart. Ask them what exercise they do. Note there are two other new words in the text: *hard* and *work*. See if they can work out the meaning of these words from context.

## Pupil's Book, Page 58, Exercise 4

- Ask pupils to open their Pupil's Books at page 58 and to describe the picture. Ask them if they know this man. It is Methkal Abu Dhrais. Ask pupils if they know anything about him.
- Explain that pupils are going to read about exercise and Methkal Abu Dhrais. They will then say if the sentences below the text are right or wrong. Give them time to read sentences 1 to 7 first.
- Pupils read the text. Go round and offer help where necessary.
- Choose a pair of pupils to read the example.
- Pupils then complete the task in pairs.
- Check answers as a class.

### Answers

- Wrong. Methkal Abu Dhrais is good at running.
- Right
- Wrong. You should do some exercise every day.
- Wrong. Your heart is a muscle.
- Right
- Wrong. Your heart goes fast when you do exercise.
- Wrong. Playing sports is good for you.

### 4 Read and say right or wrong



Methkal Abu Dhrais is very good at running. He ran for Jordan in the Olympic Games. He runs very fast. He runs every day. He's strong and healthy.

You should do some exercise every day too. Exercise makes you strong and healthy. It makes your muscles work hard. Your heart goes fast when you do exercise, so it works harder.

What exercise do you do? Do you run every day too? You should do some exercise every day to make your heart stronger. You should play different sports to be strong and healthy. Playing sports is good for you!

- Methkal Abu Dhrais isn't good at running.
- Methkal Abu Dhrais ran for Jordan in the Olympic Games.
- You shouldn't do some exercise every day.
- Your heart isn't a muscle.
- Your muscles work hard when you do exercise.
- Your heart doesn't go fast when you do exercise.
- Playing sports isn't good for you.



### Further practice

- Check pupils understand the new words. Ask *Do you work hard at school? Do your muscles work hard when you exercise?* Pupils answer.

## Activity Book, Page 55, Exercise 5

- Ask pupils to open their Activity Books at page 55. Explain that pupils are going to complete the paragraphs using the phrases A to E in the box.
- Pupils work in pairs to complete the task.
- Check answers as a class.

**Answers**

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

**Activity Book, Page 55, Exercise 6**

- Pupils answer the questions about the text in Exercise 5. They can do this individually and compare answers in pairs.
- Check answers as a class.

**Answers**

Who...  
 plays tennis? Samia  
 plays sport in the park? Rakan  
 can cook? Samia  
 likes fruit? Rakan

**End the lesson**

- Ask pupils if they do exercise every day. If they do not, encourage them to do so.

**Lesson 6**

**Outcomes**

**It is expected that pupils will:**

- recognise the sound of some consonants
- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- with a partner, prepare and present a short, simple dialogue to the class
- speak clearly with a reasonable speed and volume
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary
- write simple sentences on familiar topics
- write a short paragraph having words as prompts

**Structures**

The modal verb *should* (affirmative and negative) for advice:  
*She **should** go to the dentist's. He **shouldn't** eat a lot of cakes.*

**Functions**

Giving advice for good health  
 Talking about how to be healthy  
 Recognising the different spellings of a single consonant sound  
 Pronouncing different spellings of words with the sound /z/

**Topic**

Health

**Resources**

- Pupil's Book, page 59, Exercise 5, Listen and say
- Pupil's Book, page 59, Exercise 6, Match and say
- Activity Book, page 56, Exercise 7, Listen, point and repeat
- Activity Book, page 56, Exercise 8, Write sentences with *should* and *shouldn't*
- Activity Book, page 56, Exercise 9, Complete
- Audio, Pupil's Book, Unit 14, Exercise 5
- Audio, Activity Book, Unit 14, Exercise 7

**Revision**

- Revise ailments. Hold your head and elicit *headache*. Then hold your stomach and elicit *stomachache*. Then hold your jaw and elicit *toothache*.
- Now say *I have a headache. What should I do? What shouldn't I do?* Elicit ideas from the pupils, e.g. *You should go to bed. You should see a doctor. You shouldn't go in the sun.*

**Pupil's Book, Page 59, Exercise 5**

- Ask pupils to open their books at page 59 and to look at the pictures. Explain that they are going to hear words with the /z/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /z/ sound in these words. You could also alert the pupils to the fact that this sound typically occurs at the end of plurals ending with *s* or *es* (*bees, matches, ostriches, herbs, spices, eyes, toys, etc.*) and the third person singular in the present simple of many verbs (*goes, feels, lives, smells, mixes, sews, etc.*)

**Audioscript**

/z/, /z/: zoo, fizzy, clothes, exercise

**Further practice**

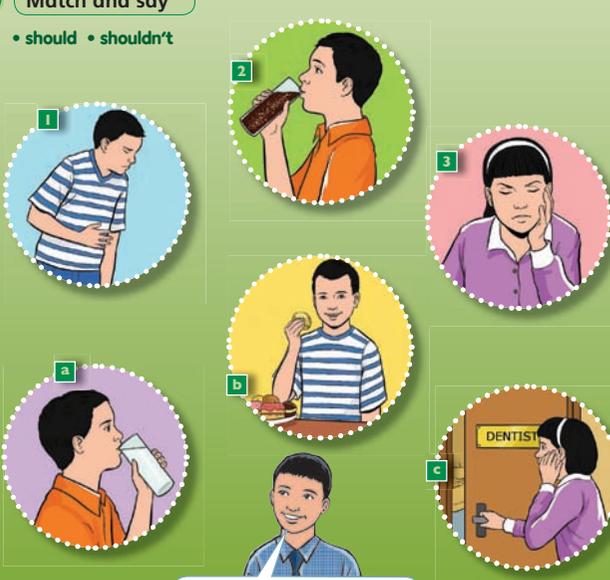
- Ask pupils if they can say any other words with the /z/ sound. Write their ideas on the board, e.g. *bronze, baker's, bears, eggs, is, arms.*

**5 Listen and say**



zoo      fizzy      clothes      exercise

**6 Match and say**  
 • should • shouldn't



He's got a stomachache. He shouldn't eat a lot of cakes.

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## Pupil's Book, Page 59, Exercise 6

- Ask pupils to look at Exercise 6. Choose a pupil to read the example sentence.
- Pupils work in pairs to match the pictures and to make similar sentences about the other pictures. Go round and monitor their work and check their pronunciation.
- Choose pairs to demonstrate their sentences to the class to check their answers.

### Answers

1. **b** He's got a stomachache. He shouldn't eat a lot of cakes.
2. **a** He shouldn't drink a lot of fizzy drinks. He should drink water.
3. **c** She's got a toothache. She should go to the dentist's.

## Activity Book, Page 56, Exercise 7

- Ask pupils to look at the words on page 56 of their Activity Books.
- Explain that you are going to play the recording. They must listen and point to the /z/ sound in each word.
- Play the recording. Pupils can compare answers in pairs and repeat.
- Play the recording again. Check answers as a class.

### Audioscript

1. bronze
2. desert
3. fizzy
4. zoo
5. leaves
6. music
7. newspaper
8. trousers

### Answers

1. bronze
2. desert
3. fizzy
4. zoo
5. leaves
6. music
7. newspaper
8. trousers

## Activity Book, Page 56, Exercise 8

- Ask pupils to look at Exercise 8. Explain that pupils are going to give advice about how to be healthy using the words in the box. Choose a pupil to read the example sentence.
- Pupils work in pairs to write sentences. Go round and monitor their work and offer to help where necessary.
- When they have finished, ask the pairs to present their sentences to the class. They can take it in turns to read the sentences.

### Answers

We shouldn't watch a lot of television.  
 We shouldn't go to bed late.  
 We should be friendly.  
 We should help in the kitchen.  
 We should do exercise.  
 We should work hard.  
 We shouldn't eat a lot of cakes.  
 We shouldn't sleep all day.

## Further practice

- Ask if pupils can add anything to the list of advice, e.g. *You should eat fruit and vegetables. You shouldn't drink a lot of fizzy drinks.*

## Activity Book, Page 56, Exercise 9

- Pupils complete the paragraph using the words in the box starting with the sentence *It is important to be healthy...*

### Suggested answers

It's important to be healthy. We should have a lot of sleep. We should play sports. We should eat a lot of fruit and vegetables. We should drink a lot of water.

## Classroom assessment

With reference to Unit 14, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
with a partner, prepare and present a short, simple dialogue to the class			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
write simple sentences to answer questions on a familiar topic			
write a short paragraph having words as prompts			

## End the lesson

- Praise the pupils for their hard work. Ask them if they are going to be healthy from now on!

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• use clues (pictures, flashcards) to understand new or unfamiliar words when listening</li> <li>• pronounce short, simple English words correctly</li> <li>• respond to questions before, during and after listening</li> <li>• participate in simple classroom exchanges</li> <li>• demonstrate recognition of word formation</li> <li>• use print or electronic bilingual dictionaries to help understand unfamiliar words in reading materials</li> </ul>
<b>Structures</b>	<p>The past simple tense of the verb <i>to be</i> with <i>there</i>:  <b>There were</b> crowds on the streets. <b>There was</b> a lot of noise!</p> <p>The past continuous (third person form):  The band <b>was playing</b> our national song. People <b>were waving</b> the flags.</p>
<b>Functions</b>	<p>Talking about the past  Showing appreciation of the value of Independence Day</p>
<b>Vocabulary</b>	<i>band, carefully, celebration, crowd (n), display (n), fireworks, Independence Day, king, noise</i>
<b>Topic</b>	Celebrations
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 60, Exercise 1, Listen and read</li> <li>■ Audio, Pupil's Book, Unit 15, Exercise 1</li> <li>■ A bilingual dictionary</li> <li>■ Flashcards: band, crowd, fireworks</li> <li>■ Wallchart: <i>Food and drink; The kitchen and cooking</i></li> </ul>

### Revision

- Ask pupils to look at the wallcharts *Food and drink* and *In the kitchen*. Revise *There is...* and *There are....* Say *There is some...* and get pupils to complete the sentence (e.g. *butter/flour/meat/oil/pepper*). Now say *There are some...* and pupils say, e.g. *onions/tomatoes/herbs/spices*.

### Presentation

- Take down the wallchart and tell pupils you want them to try to remember what was there. Give an example. Say *There was some butter*. Then elicit similar sentences, e.g. *There was some flour/meat*, etc. Do the same with *There were*. Say *There were some onions*. Elicit from the pupils *There were some tomatoes*, etc. Encourage correct pronunciation.
- Now use the flashcards to present *band, crowd, firework, noise*. Ask a few questions, e.g. *Do fireworks make noise? (Yes, they do.) Do you see crowds in a stadium? (Yes, you do.) Do bands play music? (Yes, they do.)* Encourage pupils to look up the words using a bilingual dictionary.

- Write 25<sup>th</sup> May on the board and present *Independence Day*. Ask pupils what they do on Independence Day and present *have a celebration*. Present *king* using a photo or picture of the King of Jordan.
- Revise the past continuous. Mime some actions, e.g. running, playing tennis, singing. Ask pupils *What was I doing?* Pupils answer *You were running/playing/singing*.
- Now ask pupils to come to the front and to mime actions. Ask *What was he/she doing?* Present or elicit *He/She was (running/playing tennis)*, etc. Do this with several pupils.
- Now ask two or more pupils to mime the same thing and ask *What were they doing?* Elicit or present *They were (running)*, etc. Do this with several groups miming until pupils can say what they were doing with ease.

**Unit 15 There was a great celebration!**

1 Listen and read



**1**

**Samira:** We enjoyed Independence Day. There were crowds on the streets. There weren't many cars. People were talking and laughing.

**Laila:** There were a lot of national flags. People were waving the flags.



**2**

**Laila:** There was a lot of noise! There were planes in the sky.

**Samira:** There was a band in the street. The band was playing our national song.



**3**

**Laila:** There were some important people there.

**Samira:** They were talking about Jordan and about our King.

**Laila:** There wasn't any noise. The people were listening carefully.



**4**

**Laila:** There were some colourful fireworks at night.

**Samira:** Yes, there was a beautiful display. The crowds enjoyed it.

**Laila:** It was a great celebration!

60

## Pupil's Book, Page 60, Exercise 1

- Ask pupils to open their Pupil's Books at page 60 and to describe the pictures. Ask pupils which picture shows a band (2), which shows fireworks (4) and which shows noise (1, 2 and 4).
- Ask pupils to listen and read. Say *Tell me what the important people were talking about?*
- Play the recording. Pupils listen and read. Elicit the answer to your question (*They were talking about Jordan and our King.*).
- Play the recording again and pause after the first picture. Ask questions, for example: *Where were the crowds? (They were in the street.) What were they doing? (They were talking and laughing.) Were people waving national flags? (Yes, they were.)*
- Play the recording for the second picture and ask questions: *Was it noisy? (Yes, it was.) What two things made the noise? (There were planes in the sky. There was a band in the street.) What was the band playing? (It was playing our national song.)* Make sure pupils understand *song* from context. If they do not, encourage them to look up the word in the dictionary.
- Play the recording for the third picture and ask questions: *Why wasn't there any noise? (Because the important people were talking about Jordan and our King.) Were the people listening carefully? (Yes, they were.) Are you listening carefully? (Pupils answer.)* Make sure pupils understand *carefully* from context. If they do not, encourage them to look up the word in the dictionary.
- Do the same for the last picture and ask: *When were the fireworks? (They were at night.) What were the crowds enjoying? (They were enjoying the beautiful display.)* Make sure pupils understand *display* from context. If they do not, encourage them to look up the word in the dictionary.
- Now ask pupils if the information in the unit story is similar to their own experiences of Independence Day. Have they seen the planes? Do they wave flags? Have they listened to the speeches? Have they seen the fireworks?

### Audioscript

1.

Samira: We enjoyed Independence Day. There were crowds on the streets. There weren't many cars. People were talking and laughing.

Laila: There were a lot of national flags. People were waving the flags.

2.

Laila: There was a lot of noise! There were planes in the sky.

Samira: There was a band in the street. The band was playing our national song.

3.

Laila: There were some important people there.

Samira: They were talking about Jordan and about our King.

Laila: There wasn't any noise. The people were listening carefully.

4.

Laila: There were some colourful fireworks at night.

Samira: Yes, there was a beautiful display. The crowds enjoyed it.

Laila: It was a great celebration!

### End the lesson

- Ask the pupils when they last saw a firework display. Pupils answer.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- use and spell correctly learnt vocabulary

### Structures

The past simple tense of the verb *to be* with *there*:

*On Independence Day, **there were** a lot of people.*

***There was** a lot of noise!*

The past continuous (third person form):

*There was music too, because a band **was playing**.*

*The people **were talking and laughing**.*

### Functions

Talking about the past

Taking pride in Jordan

### Topic

Celebrations

### Resources

- Pupil's Book, page 60, Exercise 1, Listen and read
- Activity Book, page 57, Exercise 1, Read and complete
- Activity Book, page 57, Exercise 2, Complete
- Audio, Pupil's Book, Unit 15, Exercise 1
- Flashcards: band, crowd, firework

### Revision

- Revise *band, crowd, firework, noise* using the flashcards.
- Ask pupils *What were you doing at seven o'clock yesterday?* Pupils answer, e.g. *I was doing my homework.* Now ask another pupil *What was he/she doing at seven o'clock yesterday?* Pupils answer *He/She was doing his/her homework.* Do this with several pupils.

### Pupil's Book, Page 60, Exercise 1

- Ask pupils to open their Pupil's Books at page 60. Ask them what they can remember about the story.
- Play the recording again. Then say sentences from the story and get pupils to correct you: *There were many cars on the streets. (No, there weren't many cars.) There wasn't much noise. (No, there was a lot of noise.) The important people were talking about fireworks. (No, the important people were talking about Jordan and our King.) There was a beautiful display of fireworks in the afternoon. (No, it was at night.) It wasn't a good celebration. (No, it was a great celebration.)*
- In pairs, pupils read the story. When they have finished, they can swap roles. Go round and monitor and check their pronunciation.

### Activity Book, Page 57, Exercise 1

- Ask pupils to open their Activity Books at page 57 and to describe the pictures.
- Pupils are going to complete the sentences using the correct word from the box. Choose a pupil to read the example answer.
- Pupils complete the task individually and compare answers in pairs.
- Check answers as a class.

#### Answers

1. people
2. flags
3. noise
4. music
5. band
6. fireworks display

### Activity Book, Page 57, Exercise 2

- Ask pupils to look at Exercise 2 and to describe the picture.
- Pupils are going to complete the sentences using *was* or *were*. Choose a pupil to read the example answer.
- Pupils complete the task individually and compare answers in pairs.
- Check answers as a class.

#### Answers

1. were
2. was
3. was
4. were

### End the lesson

- Ask pupils what their brothers or sisters were doing at eight o'clock yesterday evening. Pupils answer.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- take notes when listening to remember the main idea
- participate in simple classroom exchanges
- demonstrate understanding of simple informational material
- complete simple sentences on a familiar topic

### Structures

The past simple tense of the verb *to be* with *there*:

**There was** a family celebration last week.

The past continuous (third person form):  
My uncle Jaber **was taking** a photo.

### Functions

Talking about the past  
Describing past actions and things  
Identifying pictures correctly

### Topic

Celebrations

### Resources

- Pupil's Book, page 61, Exercise 2, Listen, choose and say
- Activity Book, page 58, Exercise 3, Complete and match
- Audio, Pupil's Book, Unit 15, Exercise 2

### Revision

- Ask pupils what they can remember about the story of Independence Day with books closed. Ask *What was on the streets?* (*There were crowds of people, there was a band, etc.*) *What were people doing?* (*They were talking and laughing, they were waving flags, etc.*)

### Pupil's Book, Page 61, Exercise 2

- Ask pupils to open their Pupil's Books at page 61. Explain that there are two pairs of pictures that are similar. First, ask pupils to describe what they can see in as much detail as possible.
- Explain that they are going to hear two of the pictures being described. Pupils need to listen and choose the correct pictures.
- Play the recording. Encourage pupils to take notes as they listen. Pupils discuss their answers in pairs.
- Play the recording a second time if necessary.
- Check answers as a class.

### Audioscript

1. There was a family celebration last week. Look at my photo. There was a new baby. My cousin Abla is a mother! My Uncle Jaber was taking a photo. My grandfather was talking and laughing. The baby was sleeping. I was happy. We were all happy.
2. There was a crowd in the stadium. There was a lot of noise. The people were watching. The men were jumping. There were flags. The people were waving the flags. They were all happy. There weren't any planes.

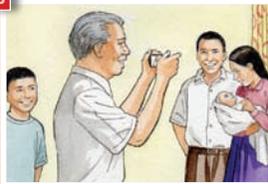
## Answers

- a
- b

## Further practice

- Encourage pupils to say how they made their choices, e.g. *In 1b the grandfather is taking the photo. In picture 2a there is a plane.*

**2** Listen, choose and say

**1 a**  **b** 

**2 a**  **b** 

**3** Look and say

 **Last week**

 **Today**

Last week, there were crowds in the street.

There aren't any crowds today. There are four people.

## Activity Book, Page 58, Exercise 3

- Ask pupils to open their Activity Books at page 58. Explain that they are going to complete the sentences with the words in the box and then match them to the pictures.
- Pupils complete the task in pairs. Go round and help where necessary.
- Check answers as a class. Ask pupils to read the completed sentences aloud.

## Answers

- There were; were enjoying – picture C
- There wasn't – picture B
- There were; were running – picture A

## End the lesson

- Ask pupils if they have been to a sports stadium/café/zoo recently. Ask *What was there?* Pupils answer with *There was/were...*

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- with a partner, prepare and present a short, simple dialogue to the class
- ask questions and give answers in an appropriate tone of voice
- demonstrate understanding of simple informational material

### Structures

Comparing the present simple and the past simple tenses of the verb *to be* with *there*:  
*Last week, **there were** crowds in the street. **There aren't** any crowds today.*  
 Using the present continuous and the past continuous tenses to compare present with past situations:  
*A man **is riding** a bike. People **were waving** flags.*

### Functions

Talking about the past  
 Comparing the past and present

### Topic

Celebrations

### Resources

- Pupil's Book, page 61, Exercise 3, Look and say
- Classroom objects (e.g. a pen, a rubber, rulers, books, a pencil, paper, a bottle of water and a large cloth)
- Photocopiable Extra Practice Worksheet 5, page 170

## Revision

- Ask pupils what they were doing an hour before this lesson started. Pupils answer, e.g. *I was (studying maths)*. Then ask other pupils to say what that pupil was doing: *He/She was (studying maths)*.
- Ask pupils what they did at the last Independence Day celebration. Ask *Was there a band? Were there planes in the sky? Were there crowds in the street?* Pupils answer.

## Presentation

- Play a game. Place a selection of classroom objects on your desk or on a table at the front (e.g. a pen, a rubber, rulers, books, a pencil, paper, a bottle of water). Ask them to say what there is/are on the desk, e.g. *There is a pen. There is a rubber. There are some rulers. There are some books.*, etc.
- Now cover the objects with a cloth and remove two or more objects without the pupils seeing them, e.g. the pen and the rulers. Uncover the objects. Pupils say what there was/were, e.g. *There was a pen. There were some rulers.*
- Play the game more than once to give pupils practice of *There is/are* and *There was/were*.

### Pupil's Book, Page 61, Exercise 3

- Ask pupils to open their books at page 61 and to look at the pictures. Explain that the pictures show the same scene. One represents *today*, the other *last week*. In pairs, pupils are going to describe the pictures using *There is/are* and *There was/were* and using the present continuous and the past continuous.
- Choose a pair of pupils to read the example sentences.
- Pupils work in pairs to complete the task. Go round and monitor and help where necessary.
- Check answers as a class.

#### Suggested answers

Last week, there were crowds in the street. People were waving flags. There were planes in the sky. There was a band. There weren't many cars. It was sunny/The sun was shining.

There aren't any crowds today. There are four people. Two people are talking. A man is riding a bike. A different man is talking on the phone. There are a lot of cars in the street. There are birds in the sky. It isn't sunny.

### Extra practice worksheet 5

- Give pupils copies of Photocopiable extra practice worksheet 5 (page 170). Pupils work in pairs. They look at the pictures and write sentences using *There is/are* and *There was/were* and the present continuous and the past continuous.
- Go round and monitor their work. Offer help where necessary. Make a note of errors and go over these at the end.

### End the lesson

- Ask pupils *Where did you go last Saturday?* Pupils answer, e.g. *I went to the park.* Ask *What was there and what were people doing?* Pupils answer, e.g. *There were a lot of people in the park. Some children were playing games.,* etc.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- use reading strategies to understand simple reading material, a descriptive paragraph
- complete a letter on a familiar topic

### Structures

The past simple tense of the verb *to be*:  
*The first Independence Day was on 25<sup>th</sup> May, 1946.*

### Functions

Talking about the past  
Taking pride in Jordan

### Vocabulary

*become, celebrate, kingdom, married (adj), queen*

### Topic

Celebrations

### Resources

- Pupil's Book, page 62, Exercise 4, Read and answer
- Activity Book, page 59, Exercise 4, Read and match the questions and answers
- Activity Book, page 59, Exercise 5, Write

### Revision

- Tell people about last Saturday, e.g. *It was sunny. I was at my grandfather's house. There were a lot of people there.,* etc. Now ask pupils to tell you about last Saturday. Pupils answer in the same way.

### Presentation

- Present *celebrate*. Say *When we have a celebration, we celebrate.* Get pupils to repeat.
- Before pupils open their books, ask them what they know about the history of Independence Day and the history of the kings of Jordan. Write their ideas on the board (they can use Arabic here if necessary). Present *kingdom* in reference to the history of Jordan. Explain that *became* is the past tense of *become*. Present *queen* by asking who is married to the King of Jordan.

#### 4 Read and answer



Every year, people in Jordan celebrate Independence Day on 25th May. On this day, people say thank you to the King. They wave flags and listen to national songs. Everyone in Jordan enjoys the celebrations. People are very happy on this day. The Jordanian people are a family.

The first Independence Day was on 25th May, 1946. It was the first day of the new Hashemite Kingdom of Jordan. The first King of Jordan was from the Hashemite family. He was King Abdullah I.

His Majesty king Abdullah II is the King of Jordan now. He loves Jordan. He became King in 1999. His father was His Majesty late king Hussein. He is married to Her Majesty Queen Rania. He has four children.

- 1 When do we celebrate Jordan's independence?
- 2 What do people in Jordan do on this day?
- 3 When was the first Independence Day?
- 4 Who was the first King of Jordan?
- 5 When did His Majesty king Abdullah II become King?
- 6 How many children does His Majesty king Abdullah II have?
- 7 Why do you think that people celebrate Independence Day?



## Pupil's Book, Page 62, Exercise 4

- Ask pupils to open their books at page 62 and to say who is in the picture.
- Explain that they are going to read about the history of Independence Day and the King's family. Ask them to read and find out if the information they gave you is the same.
- Now ask pupils to read questions 1 to 7 and the example. They can read the text again if necessary before they answer in pairs. Go round and monitor as they ask and answer questions, and make sure they are using an appropriate tone of voice. Take a note of any errors. You can go over these at the end.
- Check answers as a class.

### Answers

1. We celebrate Jordan's independence on 25<sup>th</sup> May.
2. On this day, people say thank you to the King. They wave flags and listen to national songs.
3. The first Independence Day was on 25<sup>th</sup> May, 1946.
4. The first King of Jordan was King Abdullah I.
5. He became King in 1999.
6. He has four children.
7. Suggested answer: They celebrate Independence Day to remember the past and to say thank you to the King.

## Further practice

- Ask pupils to draw the family tree for the King's family.

## Activity Book, Page 59, Exercise 4

- Ask pupils to open their Activity Books at page 59 and to describe the pictures.
- Explain that pupils are going to read the email and then match questions 1 to 6 with answers a to f.
- Give them time to read the email. Go round and offer help if necessary.
- Pupils match the questions and answers individually. They can compare answers in pairs.
- Check answers as a class.

### Answers

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

## Activity Book, Page 59, Exercise 5

- Ask pupils to look at Exercise 5. Explain that they are going to write a reply to the email in Exercise 4. Choose a pupil to read the beginning of the reply.
- Give pupils plenty of time to plan what to write. Go round and offer help if necessary. Remind them to use the language from the unit (*There was/were* and the past simple and past continuous tenses).
- When they have finished, pupils can read each other's emails and suggest corrections or improvements.
- Ask a few pupils to read their emails to the class.
- You could take in their work to mark.

### Answers

Pupils' own answers

## End the lesson

- Praise the pupils for their work. Congratulate them.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the sound of some consonants
- use clues (pictures) to understand new or unfamiliar words when listening
- show appreciation to rhymes in English
- use words and short sentences to participate in short, simple exchanges
- with a partner, prepare and present a short, simple dialogue to the class
- speak clearly with a reasonable speed and volume
- sing songs after listening to an audio
- demonstrate understanding of simple informational material
- use and spell correctly learnt vocabulary
- complete a card on a familiar topic

### Structures

The past simple tense of the verb *to be*:  
*The Independence Day celebrations **were** fun. I **was** with my father.*  
 The past continuous:  
*We **were talking and laughing**.*

### Functions

Talking about the past  
 Describing past actions and things  
 Taking pride in Jordan's heritage  
 Recognising the different spellings of a single consonant sound /n/  
 Showing appreciation of rhymes and songs in English  
 Sharing information about one's experiences

### Topic

Celebrations

### Resources

- Pupil's Book, page 63, Exercise 5, Listen and say
- Pupil's Book, page 63, Exercise 6, Ask and answer
- Pupil's Book, page 63, Exercise 7, Sing
- Activity Book, page 60, Exercise 6, Listen, point and repeat
- Activity Book, page 60, Exercise 7, Look and complete
- Activity Book, page 60, Exercise 8, Write
- Audio, Pupil's Book, Unit 15, Exercise 5
- Audio, Pupil's Book, Unit 15, Exercise 7
- Audio, Activity Book, Unit 15, Exercise 6
- Flashcards: band, crowd, fireworks

## Revision

- Ask pupils what they can tell you about the history of Independence Day and the King's family.
- Revise *band, crowd, firework*, using the flashcards.

## Pupil's Book, Page 63, Exercise 5

- Ask pupils to open their books at page 63 and to look at the pictures. Explain that they are going to hear words with the /n/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /n/ sound in these words.

### Audioscript

/n/, /n/: national flag, tennis, knock, medicine

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






national flag      tennis      knock      medicine

**6** **Ask and answer**

January February March April May June  
July August September October November December



I like May because it is Independence day.



I like July because it is the summer holidays.

**7**  **Sing**

Oh, what fun! Oh, what fun!  
There were crowds in the streets all day long.  
The people were laughing.  
They were waving our flag.  
And the band played the national song.

Oh, what fun! Oh, what fun!  
There were planes flying all day long.  
The people were talking.  
There were fireworks in the sky.  
We are happy that our country is strong.



## Pupil's Book, Page 63, Exercise 6

- Revise months of the year with the class. Can pupils remember them all? Ask pupils which month we are in.
- Turn to page 63, exercise 6 with the class. Read through the months of the year with the class.
- Look at the example with the class. Ask pupils why they like particular months.
- Pupils work in pairs to ask and answer questions about some of the months of the year.

### Answers

Pupils' own answers

## Pupil's Book, Page 63, Exercise 7

- Ask pupils to look at Exercise 6 and to describe the picture.
- Ask pupils to listen to the song and read 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 verse.
- Divide the class into two groups. One group practises and sings the first verse; the other group practises and sings the second verse.
- Play the recording again and pupils sing along.
- Pupils then sing the verses without the recording.
- Encourage them to speak clearly with a reasonable speed and volume.

### Audioscript

Oh, what fun! Oh, what fun!  
There were crowds in the streets all day long.  
The people were laughing.  
They were waving our flag.  
And the band played the national song.

Oh, what fun! Oh, what fun!  
There were planes flying all day long.  
The people were talking.  
There were fireworks in the sky.  
We are happy that our country is strong.

## Activity Book, Page 60, Exercise 6

- Ask pupils to look at the words on page 60 of their Activity Books.
- Explain that you are going to play the recording. They must listen, point and repeat the /n/ sound in each word.
- Play the recording. Pupils can compare answers in pairs.
- Play the recording again. Check answers as a class.

### Audioscript

aubergine  
banana  
dinner  
knee  
mountain  
necklace  
notebook  
pencil  
plane  
sunny

### Answers

aubergine  
banana  
dinner  
knee  
mountain  
necklace  
notebook  
pencil  
plane  
sunny

### Activity Book, Page 60, Exercise 7

- Ask pupils to look at the cards. Explain that each card has a space for the correct greeting for each celebration.
- Choose pupils to read both greetings and see if they can complete the first card (Happy Mother's Day).
- Pupils work in pairs to complete the remaining card.
- Check answers as a class.

#### Answers

- Happy Mother's Day!
- Happy Independence Day!

### Further practice

- Ask pupils if they know when these celebrations are and what they do on them.
- Explain that they can find electronic greeting cards on the Internet. Encourage them to locate these for the next Mother's Day/Independence Day/Eid, so they can exchange them with a friend.
- Ask pupils who they might send these greetings cards to and what personal messages they might add.

### Activity Book, Page 60, Exercise 8

- Pupils say what is in the picture (a greeting card). Tell them they can write a greeting for any holiday, for example: Eid. Tell them they can draw in the corner of the card anything that's related to the holiday they wish to write about. Explain that they are going to write an appropriate greeting.
- Go round and check they are writing neatly and correctly.

#### Suggested answers

Happy Eid! Best wishes for the coming year.

### Classroom assessment

With reference to Lessons 5 and 6, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
recognise a sound of a consonant in different representations			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
write simple sentences to answer questions on a familiar topic			
complete a letter on a familiar topic			
complete a card on a familiar topic			

### Classroom assessment

With reference to Unit 15, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
with a partner, prepare and present a short, simple dialogue to the class			
use words and short sentences to participate in short, simple exchanges			
sing a song after listening to an audio			
demonstrate understanding of simple informational material			
write simple sentences to answer questions on a familiar topic			
use and spell correctly learnt vocabulary			

### End the lesson

- Praise the pupils for their hard work. Ask them what is going to be the next celebration this year.

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>respond to questions before, during and after listening</li> <li>use clues (flashcards) to understand new or unfamiliar words when listening</li> <li>use words and short sentences to participate in short, simple exchanges</li> <li>pronounce short, simple English words correctly</li> <li>use context and visual clues (flashcards) to predict or identify meaning of unfamiliar words</li> <li>use reading strategies to understand simple reading material</li> <li>use print or electronic bilingual dictionaries to help understand unfamiliar words</li> </ul>
<b>Structures</b>	The modal verb <i>will</i> to make predictions: <i>I think that life <b>will</b> be different in a hundred years.</i>
<b>Functions</b>	Talking about life in the future Predicting future events and careers
<b>Vocabulary</b>	<i>architect, astronaut, design (v), discover, grow up, invent, road, skyscraper</i>
<b>Topic</b>	The future
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 64, Exercise 1, Listen and read</li> <li>Audio, Pupil's Book, Unit 16, Exercise 1</li> <li>A bilingual dictionary</li> <li>Flashcards: architect, astronaut, skyscraper</li> </ul>

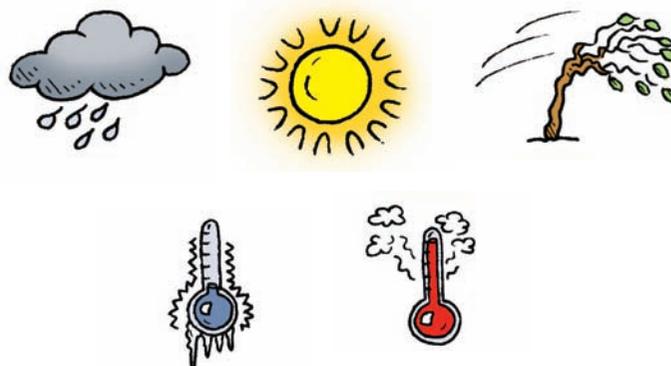
### Revision

- Revise *buildings*. Ask pupils to say what buildings there are in their town or area. Write their ideas on the board, e.g. *There is a school. There is a fire station. There are a lot of houses.*
- Ask pupils if the town or area has changed since they were little. Ask *Were there different buildings in the past?* Pupils answer, e.g. *Yes, there was (a hotel) etc.*

### Presentation

- Briefly revise words to describe the weather (*sunny, rainy, windy, hot, cold*). Write today's and tomorrow's days on the board (e.g. *Monday and Tuesday*) and say *Today, it is (sunny)*. Draw a sun on the board. Say *Tomorrow, I think it will be cloudy*. Draw a cloud on the board. Now ask pupils to repeat *Tomorrow, I think it will be cloudy*. Make sure they pronounce the words correctly.

- Put the symbols and words for *sunny, rainy, windy, hot, cold* on the board and ask pupils what they think the weather will be like tomorrow. Pupils answer, e.g. *I think it will be hot/sunny, etc.*



- Ask *Do you think your town will be the same or different in 2114?* Pupils say what they think, e.g. *I think it will be the same/different*. Tell the pupils that they are soon going to hear a story about what people think will happen in the future.
- First, use the flashcards to present *architect, astronaut, skyscraper*. Present *design* and explain that an architect designs buildings. You could also add that scientists design things like cars and robots. Ask pupils to use a bilingual dictionary to help look up the meaning of the words in Arabic.

Unit 16 **Life will be different**

1 Listen and read

1 **Samira:** I think that life will be different in a hundred years. I think that more people will live in Amman.

**Laila:** I think that everyone will live in skyscrapers.

2 **Samira:** I think that robots will help at home. I think that they will prepare meals and wash cars.

**Laila:** I think that scientists will invent roads in the sky for flying cars.

3 **Ali:** I think that there will be more astronauts. I think that astronauts will discover new planets.

**Kareem:** I think that children will have school trips to the moon.

4 **Kareem:** I think that I will be an architect when I grow up. I think that I will design skyscrapers.

**Ali:** I think that I will be an astronaut. I will discover a new planet!

64

## Pupil's Book, Page 64, Exercise 1

- Ask pupils to open their Pupil's Books at page 64 and to describe the pictures. Revise or elicit the words for *robot*, *planet*, *the moon*.
- Play the recording for the pupils. Pupils listen and read.
- There are other new words in the story (*discover*, *grow up*, *invent*, *road*). See if pupils can work out their meaning from the context and the pictures. If they cannot, encourage them to use a bilingual dictionary.
- Play the recording again and pause after the first picture. Ask questions, for example: *Does Samira think life will be the same or different in a hundred years? (She thinks it will be different.) What does she say about people? (She thinks that more people will live in Amman.) Will some people live in skyscrapers, or will everyone live in skyscrapers? (Everyone will live in skyscrapers.)*
- Play the recording again and pause after the second picture. Ask questions:  
*What will help at home? (Robots will help at home.)*  
*Will people prepare meals and wash cars? (No, robots will prepare meals and wash cars.)*  
*Can cars fly on roads in the sky now? (No, they can't.)*  
*Does Laila think scientists will invent them? (Yes, she thinks they will.)*  
*Do scientists often invent things? (Yes, they do.) Give me examples.* (Pupils name anything scientists have invented, e.g. televisions, radios, phones, planes, cookers, etc).
- Play the recording again and pause after the third picture. Ask questions, for example: *Does Ali think there will be more teachers? (No, he thinks there will be more astronauts.) What will they discover? (They will discover new planets.) Where does Kareem think children will go on school trips? (He thinks that children will have school trips to the moon.)*
- Play the recording again and pause after the fourth picture. Ask questions: *Is Kareem an architect? (No, he isn't.) Does he want to be an architect? (Yes, he does.) When will he be an architect? (He will be an architect when he grows up.) Is the man designing skyscrapers in the picture? (Yes, he is.) What will Ali do when he grows up? (He will be an astronaut. He will discover a new planet.)*

### Audioscript

- Samira: I think that life will be different in a hundred years. I think that more people will live in Amman.

Laila: I think that everyone will live in skyscrapers.
- Samira: I think that robots will help at home. I think that they will prepare meals and wash cars.

Laila: I think that scientists will invent roads in the sky for flying cars.
- Ali: I think that there will be more astronauts. I think that astronauts will discover new planets.

Kareem: I think that children will have school trips to the moon.
- Kareem: I think that I will be an architect when I grow up. I think that I will design skyscrapers.

Ali: I think that I will be an astronaut. I will discover a new planet!

### End the lesson

- Ask pupils *What do you want to be when you grow up?* Pupils answer.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- respond to questions before, during and after listening
- pronounce short, simple English words and phrases correctly
- speak clearly with a reasonable speed and volume
- use reading strategies to understand simple reading material
- write simple sentences using words in the correct order
- spell words correctly

### Structures

The modal verb *will* to make predictions:  
*I think that life **will** be different in a hundred years.*

### Functions

Talking about life in the future  
Predicting future events and careers

### Topic

The future

### Resources

- Pupil's Book, page 64, Exercise 1, Listen and read
- Activity Book, page 61, Exercise 1, Order and match
- Activity Book, page 61, Exercise 2, Read and answer
- Audio, Pupil's Book, Unit 16, Exercise 1
- Flashcards: architect, astronaut, skyscraper

### Revision

- Use the flashcards to revise *architect*, *astronaut*, *skyscraper*. Ask pupils *Are there any skyscrapers in your town?* Pupils answer.
- On the board, write *a new car*, *a flying car*, *a skyscraper*, *a new planet*. Then write *discover*, *invent*, *design* on the board. Ask pupils *Do you discover, invent or design a new car?* Pupils answer (*You design a new car.*) Then ask *Do you discover, invent or design a flying car?* (*You invent a flying car.*) Do the same with *a skyscraper*, *a new planet*.

## Pupil's Book, Page 64, Exercise 1

- Ask pupils to open their Pupil's Books at page 64. Ask them what they can remember about the story.
- Play the recording again while pupils read.
- Divide the class into groups of four. Pupils read the story. When they have finished, they can swap roles. Go round and monitor to check their pronunciation.
- Ask questions: *Who thinks that robots will help in the home? (Samira.) Who thinks that everyone will live in skyscrapers? (Laila.) Who thinks that astronauts will discover new planets? (Ali.) Who thinks he will design skyscrapers when he grows up? (Kareem.)*

## Activity Book, Page 61, Exercise 1

- Ask pupils to open their Activity Books at page 61. Ask pupils to describe the pictures.
- Explain that the words in the sentences are not in the correct order. They need to put the words in the correct order and match the sentence to the correct picture.
- Choose a pupil to read the example.
- Pupils work in pairs to complete the task.
- Check answers as a class.

### Answers

1. I think that more people will live in cities. picture c
2. I think that everyone will be happy. picture a
3. I think that people will fly. picture d
4. I think that people will wear computers. picture b

### Activity Book, Page 61, Exercise 2

- Ask pupils to look at Exercise 2. Explain that they are going to answer the questions by giving their own opinion, by writing *Yes, I do.* or *No, I don't.* Choose a pupil to read the questions aloud and check pupils understand the vocabulary.
- Pupils complete the task individually.
- Suggest that pupils write on their notebooks full sentences expressing their opinions, e.g. *I don't think people will live on the moon. I don't think I will have a car that can fly. I think I will live in a skyscraper.*
- Check answers as a class. Choose pupils to read out each sentence and his/her answer. Then ask pupils to put up their hands if they agree. Invite any pupils who disagree to explain why. Guide them to speak clearly with a reasonable speed and volume.

### Answers

Students' own answers

### Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
use clues (flashcards) to understand new or unfamiliar words when listening			
pronounce short, simple English words and phrases correctly			
use words and short sentences to participate in short, simple exchanges			
speak clearly with a reasonable speed and volume			
use reading strategies to understand simple reading material			
write simple sentences using words in the correct order			

### End the lesson

- Ask pupils where they think they will be living in ten years. Pupils answer.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- demonstrate understanding of spoken words in presentations
- use words and short sentences to participate in short, simple exchanges
- pronounce short, simple English words correctly
- use reading strategies to understand simple reading material

### Structures

The modal verb *will* to make predictions:  
*In a hundred years, I think that people **will** live in skyscrapers.*

### Functions

Talking about life in the future  
Predicting future events and careers

### Topic

The future

### Resources

- Pupil's Book, page 65, Exercise 2, Look and say
- Activity Book, page 62, Exercise 3, Read and match
- Flashcards: architect, astronaut, skyscraper

### Revision

- Revise the new vocabulary. Revise *architect*, *astronaut*, *skyscraper* using the flashcards.

### Pupil's Book, Page 65, Exercise 2

- Ask pupils to open their books at page 65 and to describe the pictures.
- Choose a pupil to read the example. Then explain that they are going to make similar sentences about each picture using the word prompts.
- Pupils can work in pairs and take it in turns to answer.
- Choose pairs of pupils to demonstrate their answers to the class. Remind them to pronounce the words correctly.

### Answers

1. In a hundred years, I think that people will live in skyscrapers.
2. In a hundred years, I think that children will have school trips to the moon.
3. In a hundred years, I think that scientists will invent roads in the sky for flying cars.
4. In a hundred years, I think that astronauts will discover new planets.
5. In a hundred years, I think that robots will wash cars.

**2 Look and say**

1

people/live/  
skyscrapers

2

children/have school  
trips/moon

3

scientists/invent roads  
in the sky/flying cars

4

astronauts/discover/  
planets

5

robots/  
wash cars

In a hundred years, I think that people will live in skyscrapers.

**3 Talk about you**

- doctor • dentist • nurse
- firefighter • teacher
- architect • scientist

I think that I will be a doctor when I grow up.

65

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- respond to questions before, during and after listening
- with a partner, prepare and present a short, simple presentation to the class
- speak clearly with a reasonable speed and volume
- use reading strategies to understand simple reading material
- complete a short, simple paragraph
- correct spelling and punctuation with the assistance of peers and teachers

### Structures

The modal verb *will* to make predictions:  
*I think that I **will** be a doctor when I grow up.*

### Functions

Talking about life in the future  
Sharing information about one's future careers

### Topic

The future

### Resources

- Pupil's Book, page 65, Exercise 3, Talk about you
- Activity Book, page 62, Exercise 4, Write about you
- Wallchart: *Jobs and work*

## Revision

- Revise jobs and where people work using the wallchart *Jobs and work*. Ask questions, e.g. *Where does a dentist work? (A dentist works in a dentist's surgery.) Where does a firefighter work? (A firefighter works in a fire station.)*
- Ask questions about places of work that are not on the wallchart, e.g. *Where does a scientist work? (A scientist works in a laboratory.) Where does an architect work? (An architect works in an office.)*
- Ask pupils if they can name any other jobs, e.g. chef, teacher, doctor.
- Ask pupils if they can say what the people do in these jobs, e.g. *A chef cooks meals. A teacher teaches children. A doctor helps people.*

## Pupil's Book, Page 65, Exercise 3

- Ask pupils to open their books at page 65. Explain that pupils are going to talk about what they will be when they grow up. Choose a pupil to read the example.
- Pupils work in pairs or groups and make sentences.
- Choose pupils to demonstrate their sentences to the class. Encourage them to speak clearly with a reasonable speed and volume.

## Further practice

- Ask pupils what they think about the five pictures. Which do they think will happen?

## Activity Book, Page 62, Exercise 3

- Ask pupils to open their Activity Books at page 62. Explain that they need to match sentences 1 to 6 with sentences a to f. Choose a pupil to read the example answer.
- Pupils work individually to complete the task. They can compare answers in pairs.
- Check answers as a class. Pupils read the matched sentences aloud.

### Answers

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

## End the lesson

- Ask pupils what they think they will be and what they will do. Pupils answer.

### Answers

Pupils' own answers

### Further practice

- Ask pupils who want to do the same jobs to get together in groups (ensure there are no more than four or five per group).
- Encourage pupils to discuss why they want to do this job and what they will do in this job. They can take notes. They can use these for the Activity Book exercise. Help them with vocabulary and make sure they ask if they are not sure which word to use, e.g. whether to use *invent*, *design* or *discover*.

### Activity Book, Page 62, Exercise 4

- Ask pupils to open their Activity Books at page 62. Explain that they are going to write about what they think they will be and what they will do.
- They can use the notes they took in the last activity.
- Go round and monitor their work and answer any questions they may have about appropriate words for the task.
- When they have finished, they can compare answers with a partner. Encourage them to correct or make constructive suggestions about their partner's work.
- Choose a few pupils to read their text to the class.
- You can take in their work to mark.

### Answers

Pupils' own answers

### End the lesson

- Ask pupils if they have been up a very tall building. Pupils answer. Tell pupils they will hear about tall buildings in the next lesson.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- pronounce short, simple English words and phrases correctly
- use reading strategies to understand simple reading material, a short text
- express an opinion based on information from a written source

### Structures

The modal verb *will* to make predictions:  
*I think that architects **will** design taller buildings.*  
Revision of present simple and past simple tenses:  
*In the past, the buildings in Amman **weren't** very tall. Today, more people **live** and **work** in the city.*

### Functions

Describing towns and buildings  
Comparing life in the past, present and future  
Judging the truth in sentences  
Acquiring awareness of the differences of life in the past and the future

### Vocabulary

*floor, future, office, space*

### Topic

The future

### Resources

- Pupil's Book, page 66, Exercise 4, Read and complete
- Activity Book, page 63, Exercise 5, Read, point and circle
- Activity Book, page 63, Exercise 6, Say
- Flashcards: floor, office

### Revision

- Ask pupils what they think they will be when they grow up.
- Ask pupils *Who will be an architect?* Ask pupils what an architect does. (*An architect designs buildings.*)

### Presentation

- Use the flashcard to present *floor* (of a building). Ask pupils *How many floors does this school have?* Pupils answer.
- Present *future*. Say *Yesterday is the past. Tomorrow is the future.* Pupils repeat using correct pronunciation.
- Now ask pupils to tell you what they know about Amman. Ask *Does Amman have many tall buildings?* Pupils answer *Yes, it does.* Tell pupils they are now going to read about the buildings in Amman.
- Present *space*. Ask pupils if there is much space in a pencil case or a town (*no*). Ask if there is much space in the sky or in the countryside (*yes*). You could draw two circles on the board, one very small and one large and ask the pupils to tell you which one has more space inside it.
- Present *office*. Ask *Does an architect or an astronaut usually work in an office?* (*An architect usually works in an office.*) Ask pupils *What do you think you will be when you grow up?* Pupils answer, e.g. *I think I will be (a doctor).*

## Pupil's Book, Page 66, Exercise 4

- Ask pupils to open their books at page 66 and to describe the picture. Now ask pupils to read the text and answer the question *What does Kareem think there will be a lot of in the future?*
- Pupils read the text and answer the question. (*In the future, Kareem thinks that there will be a lot of tall skyscrapers.*)
- Ask pupils to read the gapped sentences and the word prompts. Choose a pupil to read the example answer.
- Pupils now complete the sentences on their notebooks. They can read the text again if necessary.
- Check answers as a class.
- Ask pupils to work in pairs and read the text again. Ask pupils to list the ways in which Kareem thinks that Amman will change in the future. Do pupils agree?

### Answers

1. floors
2. design
3. taller
4. tallest
5. homes, offices
6. future

### 4 Read and complete

In the past, the buildings in Amman weren't very tall. They didn't have more than four floors. Today, more people live and work in the city.

There isn't any space for more small houses. I think that architects will design taller buildings. One tall building in Amman now has thirty-five floors. But there will soon be two taller buildings. These buildings will have forty-four floors! They will have homes, offices and a hotel. They will be the tallest buildings in Amman.

In the future, I think that there will be a lot of tall skyscrapers in my city.  
Kareem

• design • future • homes • tallest • floors • taller • offices

- 1 In the past, buildings in Amman didn't have more than four \_\_\_\_\_.
- 2 Kareem thinks that architects will \_\_\_\_\_ taller buildings.
- 3 The new buildings will be \_\_\_\_\_ than thirty-five floors.
- 4 The new buildings will be the \_\_\_\_\_ skyscrapers in Amman.
- 5 In the new buildings, there will be \_\_\_\_\_, \_\_\_\_\_ and a hotel on forty-four floors.
- 6 Kareem thinks that there will be a lot of tall skyscrapers in the \_\_\_\_\_.

In the past, buildings in Amman didn't have more than four floors.



66

## Activity Book, Page 63, Exercise 5

- Ask pupils to open their Activity Books at page 63 and to describe the pictures.
- Explain that pupils are going to read the texts and then decide if the sentences below are true or false. They answer *Yes* or *No*. They then point to the picture it describes. Encourage them to give a reason if they say *No*.
- Give pupils time to read the text and help them with any vocabulary.
- Pupils complete the task in pairs.
- Check answers as a class.

### Answers

1. No – people will live and work in skyscrapers (picture b)
2. Yes (picture b)
3. No – helicopters will carry people (picture b)
4. No – some people will live on the moon (picture a)
5. Yes (picture a)
6. Yes (picture a)

## Activity Book, Page 63, Exercise 6

- Pupils work in pairs or small groups to discuss the questions.
- Go round and monitor. Encourage them to discuss each one of Amal and Khadija's ideas.
- Open it up into a class discussion.

### End the lesson

- Ask pupils to say what they think life will be like in the future. Ask *Where will people live? How will people travel? What will people wear?* Pupils answer.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- use clues (pictures) to understand new or unfamiliar words when listening
- recognise the sound /aɪ/ of some letters *igh, i/e, i*
- pronounce short, simple English words with /aɪ/ sound
- speak clearly with a reasonable speed and volume
- prepare and present a short, simple presentation to the class
- speak about the past
- use reading strategies to understand simple reading material
- complete a short, simple paragraph
- use and spell correctly learnt vocabulary

### Structures

The modal verb *will* to make predictions:  
*I think that Ahmad **will** be an astronaut.*

### Functions

Talking about life in the future  
Predicting future events and careers  
Giving opinion about other's ideas or plans  
Recognising the different spellings of a single vowel sound

### Topic

The future

### Resources

- Pupil's Book, page 67, Exercise 5, Listen and say
- Pupil's Book, page 67, Exercise 6, Look and say
- Pupil's Book, page 67, Exercise 7, Talk about you
- Activity Book, page 64, Exercise 7, Listen, point and repeat
- Activity Book, page 64, Exercise 8, Write
- Activity Book, page 64, Exercise 9, Complete
- Audio, Pupil's Book, Unit 16, Exercise 5
- Audio, Activity Book, Unit 16, Exercise 7
- Wallchart: *Jobs and work*

### Revision

- Revise jobs using the wallchart *Jobs and work*.
- Ask pupils what they think they will be when they grow up.

### Pupil's Book, Page 67, Exercise 5

- Ask pupils to open their books at page 67 and to look at the pictures. Explain that they are going to hear words with the /aɪ/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /aɪ/ sound in these words.

#### Audioscript

/aɪ/, /aɪ/: firefighter, bike, climb, skyscraper

**5 Listen and say**



firefighter



bike



climb



skyscraper

**6 Look and say**



Ahmad



Omar



Mariam



Zeinab

- architect design buildings
- astronaut discover new planets
- teacher teach English
- scientist invent something



I think that Ahmad will be an astronaut.  
I think that he will discover new planets.

**7 Talk about you**

- In five years
- In ten years
- In twenty years
- In fifty years



In five years, I think that I will go to a different school.

67

### Pupil's Book, Page 67, Exercise 6

- Ask pupils to look at Exercise 6. Explain that they are going to use the picture prompts to decide what jobs the people in the pictures will do, and what they will do in their jobs.
- Choose a pupil to read the example sentence. Then elicit the answer for Omar.
- Pupils work in pairs to complete the task. Encourage them to speak clearly with a reasonable speed and volume.
- Choose pupils to perform their dialogues to the class to check their answers.

#### Answers

I think that Ahmad will be an astronaut. I think that he will discover new planets.

I think that Omar will be an architect. I think that he will design buildings.

I think that Mariam will be a teacher. I think that she will teach English.

I think that Zeinab will be a scientist. I think that she will invent something.

### Further practice

- Ask pupils what they think their partners will be and will do in the future.

### Pupil's Book, Page 67, Exercise 7

- Pupils are now going to predict what they will do in the future. Choose a pupil to read the example sentence. Then give pupils time to prepare what they are going to say.
- Pupils then practise saying their sentences to their partner. Go round and monitor and help them with any problems.
- Choose pupils to present their sentences to the class.

#### Answers

Pupils' own answers

### Activity Book, Page 64, Exercise 7

- Ask pupils to look at the words on page 64 of their Activity Books.
- Explain that you are going to play the recording. They must listen, point and repeat the /aɪ/ sound in each word.
- Play the recording. Pupils can compare answers in pairs.
- Play the recording again. Check answers as a class.

#### Audioscript

bike  
climb  
skyscraper  
design  
firefighter  
ice  
kite  
light  
nine  
tiger  
triangle

#### Answers

bike  
climb  
skyscraper  
design  
firefighter  
ice  
kite  
light  
nine  
tiger  
triangle

### Activity Book, Page 64, Exercise 8

- Ask pupils to look at Exercise 8. Choose a pupil to read the example sentences about Omar.
- Explain that they are now going to write a similar sentence about their partner, their friend or someone they know well. Go round and monitor as they work and help with any problems.
- Pupils can compare answers with their partners. Encourage them to correct or make constructive suggestions about their partner's work.
- Choose a few pupils to read their answers to the class.
- You can take in their work to mark.

#### Answers

Pupils' own answers

### Activity Book, Page 64, Exercise 9

- Pupils complete the paragraph starting with the sentence *Next year, I think that...* with their own predictions about the future using the pictures to help them.

### Classroom assessment

With reference to Unit 16, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
respond to questions before, during and after listening			
speak clearly with a reasonable speed and volume			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
correct spelling and punctuation with the assistance of peers and teachers			
complete a short, simple paragraph			
use and spell correctly learnt vocabulary			

### End the lesson

- Praise the pupils for their hard work. Remind them that whatever job they do, English will be very useful for them!

## Lesson 1

## Outcomes

It is expected that pupils will:

- use clues (pictures, flashcards) to understand new or unfamiliar words when listening
- pronounce short, simple English words correctly
- respond to questions before, during and after listening
- participate in simple classroom exchanges
- demonstrate recognition of word formation
- use references, an encyclopaedia or an atlas, to get information

## Structures

The present perfect tense – question and short answers forms:  
**Have you ever climbed** Jabal Um Addami, Dad?  
 No, I **haven't**.  
**Have you ever visited** the Dead Sea? Yes, I **have**.

## Functions

Talking about an unspecified time in the past  
 Talking about places in Jordan  
 Showing appreciation of the value of Jordanian sites

## Vocabulary

*low, place (n), port, north-east*

## Topic

Experiences

## Resources

- Pupil's Book, page 68, Exercise 1, Listen and read
- Audio, Pupil's Book, Unit 17, Exercise 1
- A bilingual dictionary
- Flashcard: port
- A map of Jordan

## Revision

- Ask pupils what they can remember about the Shaumari Nature Reserve. What animals can they see there? (*the Arabian oryx, foxes, eagles, ostriches, wild cats*).

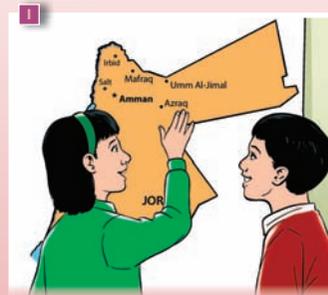
## Presentation

- Display a map of Jordan. Revise the points of the compass *north, south, east, west*. Present *north-east*.
- Ask questions, e.g. *Is Aqaba in the north or the south? (It's in the south.) Is Amman in the east or the west? (It's in the west.)* Ask pupils questions about other places on the map.
- Present *port* using the flashcard. Ask *Is Aqaba a port?* Pupils answer *Yes, it is*.
- Say *My cousins live in Mafraq. Have you ever visited Mafraq?* Pupils answer, using *Yes, I have* or *No, I haven't*. Repeat with other cities in Jordan, using the question *Have you ever visited...*

Unit  
17

## Have you ever climbed a mountain?

## 1 Listen and read



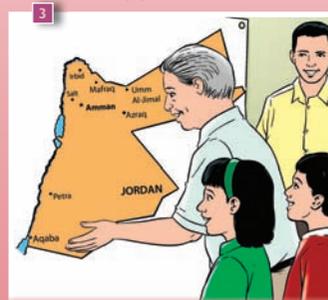
**Samira:** Let's look at a map of Jordan. Look! The Shaumari Nature Reserve is in the north-east of the country.

**Kareem:** We enjoyed our visit there!



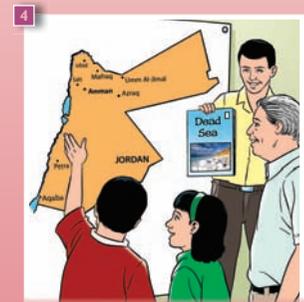
**Samira:** Have you ever climbed Jabal Um Addami, Dad? It's in the south.

**Dad:** No, I haven't. It's the highest mountain in Jordan.



**Kareem:** There is one port in Jordan. Have you ever sailed from the port, Grandpa?

**Grandpa:** Yes, I have. It's at Aqaba. People sail to the Red Sea from Aqaba.



**Kareem:** Have you ever visited the Dead Sea, Dad? It's in the west of Jordan.

**Dad:** Yes, I have. It's the lowest place on Earth. We can visit the Dead Sea in the holidays!

## Pupil's Book, Page 68, Exercise 1

- Ask pupils to open their books at page 68 and to describe the pictures. Ask *Where is the Dead Sea?* Elicit *It is in the west*.
- Ask pupils to listen and read. Ask them *When can Kareem visit the Dead Sea?*
- Ask pupils to listen to the recording and read the text. Ask pupils to answer your question: *Kareem can visit the Dead Sea in the holidays*.
- There are some new words in the text: *lowest, place*. See if pupils can work out their meaning from context. If they cannot, encourage them to look up the words in a bilingual dictionary. You may have to point out that *lowest* is the superlative form of *low*. See if the pupils can tell you what the comparative form is (*lower*). You could also ask which word in the text means the opposite of *lowest* (*highest*).
- Play the recording again for picture one and ask questions: *Is the Shaumari Nature Reserve in the west of the country? (No, it is in the north-east of the country.) Have Samira and Kareem been to the Shaumari Nature Reserve? (Yes, they have.) Did they enjoy it? (Yes, they did.)*
- Play the recording again for picture two and ask questions: *Which is the highest mountain in Jordan? (Jabal Um Addami.) Is it in the north of Jordan? (No, it's in the south.)*
- Play the recording again for picture three and ask questions: *What is the name of Jordan's port? (Aqaba.) How can people get to the Red Sea from Aqaba? (They sail.)*
- Play the recording again for picture four and ask questions: *Where is the Dead Sea? (It's in the west of Jordan.) Is the Dead Sea very high? (No, it is not.) Is it very low? (Yes, it is.) Is there a lower place on Earth? (No, there isn't.) So the Dead Sea is the... Encourage pupils to finish the sentence (*lowest place on Earth*).*

- Ask pupils to compare the information in the text with that in an encyclopaedia or atlas. What other places in Jordan could the family have spoken about?

### Audioscript

- Samira: Let's look at a map of Jordan. Look! The Shaumari Nature Reserve is in the north-east of the country.

Kareem: We enjoyed our visit there!
- Samira: Have you ever climbed Jabal Um Addami, Dad? It's in the south.

Dad: No, I haven't. It's the highest mountain in Jordan.
- Kareem: There is one port in Jordan. Have you ever sailed from the port, Grandpa?

Grandpa: Yes, I have. It's at Aqaba. People sail to the Red Sea from Aqaba.
- Kareem: Have you ever visited the Dead Sea, Dad? It's in the west of Jordan.

Dad: Yes, I have. It's the lowest place on Earth. We can visit the Dead Sea in the holidays!

### End the lesson

- Ask pupils: *Have you ever climbed Jabal Um Addami? Have you ever visited the Dead Sea? Have you ever sailed from Aqaba?* Pupils answer.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- draw a map based on simple reading materials
- use and spell correctly learnt vocabulary

### Structures

The present perfect tense – question and short answers forms:  
**Have you ever visited Petra? Yes, I have.**

### Functions

Talking about an unspecified time in the past  
Talking about places in Jordan

### Topic

Experiences

### Resources

- Pupil's Book, page 68, Exercise 1, Listen and read
- Activity Book, page 65, Exercise 1, Read, complete and match
- Activity Book, page 65, Exercise 2, Read and circle
- Audio, Pupil's Book, Unit 17, Exercise 1
- A map of Jordan
- Paper, coloured pens

### Revision

- Ask pupils *What is the highest place on Earth?* Present or elicit *Mount Everest*. Then show the map of Jordan and ask *What is the lowest place on Earth?* Elicit *It's the Dead Sea*.

### Pupil's Book, Page 68, Exercise 1

- Ask pupils to open their books at page 68 and to tell you what they can remember about the story.
- Play the recording. Pause after each sentence and ask pupils to repeat.
- Divide the class into groups of four. Pupils read the story. When they have finished, they can swap roles. Go round and monitor their pronunciation. Pay particular attention to how they pronounce the -ed endings of the verbs and make sure they do so correctly (*enjoyed: /d/, climbed: /d/, sailed: /d/, visited: /ɪd/*).
- Distribute a sheet of paper to each pupil. Ask them to draw a map of Jordan and to show on it those places visited by Grandpa (Aqaba), Dad (the Dead Sea, Shaumari Nature Reserve – in Unit 12) and Samira and Kareem (Shaumari Nature Reserve). Pupils could use different colours for the different characters and could include simple sketches for some of the locations, e.g. a ship for Aqaba, an oryx for the reserve.
- Choose groups of pupils to read to the class.

### Further practice

- Ask pupils questions. They answer *Yes, I have* or *No, I haven't*. Ask, for example: *Have you ever visited the Shaumari Nature Reserve? Have you ever climbed Jabal Um Addami? Have you ever sailed from a port? Have you ever visited the lowest place on Earth?*
- Ask if their experiences are the same as or different from the people in the story.

### Activity Book, Page 65, Exercise 1

- Ask pupils to open their Activity Books at page 65. Ask them to describe the pictures.
- Choose a pupil to read the example sentence and elicit the answer and the matching picture.
- Pupils work in pairs to complete the task.
- Ask pairs of pupils to read the completed dialogues to check their answers. Make sure they pronounce the -ed endings correctly (*visited: /ɪd/, played: /d/, cooked: /t/, walked: /t/*).

### Answers

- Picture e:  
A: Have you ever visited Petra?  
B: Yes, I have. It's very interesting.
- Picture a:  
A: Have you ever played in a football match?  
B: Yes, I have. I like football!
- Picture c:  
A: Have you ever cooked mansaf?  
B: No, I haven't, but I like eating it!
- Picture b:  
A: Have you ever visited the Dead Sea?  
B: No, I haven't, but we're going to go there next year.
- Picture d:  
A: Have you ever walked twenty kilometres?  
B: Yes, I have. It's a long way!

### Activity Book, Page 65, Exercise 2

- Ask pupils to look at Exercise 2. Choose pupils to read the first sentence and elicit an answer. Explain that pupils are going to answer truthfully for themselves.
- Pupils work in pairs to complete the task. Go round and monitor to check their pronunciation.
- Choose pupils to demonstrate their dialogues to the class.

#### Answers

Pupils' own answers

### End the lesson

- Ask pupils if they know the names of any ports around the world. Put their ideas on the board.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- use words and phrases to participate in simple classroom exchanges
- pronounce short, simple words correctly
- ask questions and give answers in an appropriate tone of voice
- use and spell correctly learnt vocabulary

### Structures

The present perfect tense – questions and short answer forms:

**Have you ever studied** in a laboratory? *Yes, I have./No, I haven't.*

### Functions

Talking about an unspecified time in the past  
Sharing information about oneself

### Topic

Experiences

### Resources

- Pupil's Book, page 69, Exercise 2, Ask and answer
- Activity Book, page 66, Exercise 3, Write, ask and answer

### Revision

- Revise buildings and places *bowling alley, office, port, skyscraper, theme park, water park* using flashcards.
- Now ask, for each place, *Have you ever visited a (bowling alley)?* Pupils answer, *Yes, I have.* or *No, I haven't.*

### Pupil's Book, Page 69, Exercise 2

- Ask pupils to open their books at page 69 and to describe the pictures.
- Choose a pair of pupils to read the example question and answer.
- Pupils work in pairs to complete the task. Go round and check their pronunciation. Pay particular attention to the pronunciation of *-ed* endings (*visited: /ɪd/, climbed: /d/, sailed: /d/, played: /d/*).
- Make a note of any errors and correct these at the end.
- Choose a few pupils to demonstrate their dialogues in an appropriate tone of voice to the class to check their answers.

**2 Ask and answer**



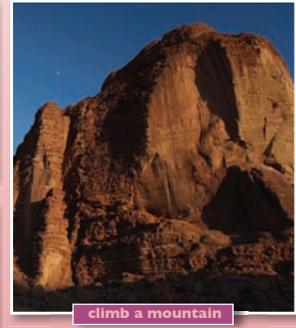
visit a nature reserve



visit a castle



sail from a port



climb a mountain



play table tennis



Have you ever visited a nature reserve?

Yes, I have.

69

#### Answers

(for the questions)

Have you ever visited a nature reserve?

Have you ever visited a castle?

Have you ever sailed from a port?

Have you ever climbed a mountain?

Have you ever played table tennis?

(for the answers to the questions)

Pupils' own answers

### Activity Book, Page 66, Exercise 3

- Ask pupils to open their Activity Books at page 66 and to describe the pictures.
- Choose a pupil to read the example sentence.
- Explain that they are going to write and ask more questions using the word prompts, and answer them for themselves.
- Pupils complete the task individually. Go round and monitor and help with any queries.
- Check answers as a class.

#### Answers

(for the questions)

1. Have you ever studied in a laboratory?

2. Have you ever climbed a mountain?

3. Have you ever played basketball?

4. Have you ever travelled to a different country?

5. Have you ever visited a planetarium?

(for the answers to the questions)

Pupils' own answers

### End the lesson

- Ask pupils what they know about the Dead Sea. Ask *Have you ever been to the Dead Sea?* Pupils answer. Explain that they will learn about the Dead Sea in the next lesson.

## Lesson 4

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>demonstrate understanding of spoken words in simple instructions, exchanges and presentations</li> <li>use short sentences to talk with a partner</li> <li>pronounce short, simple words and phrases correctly</li> <li>ask questions and give answers in an appropriate tone of voice</li> <li>demonstrate understanding of simple informational material – a postcard</li> <li>write questions and answers on familiar topics</li> <li>use reading strategies to understand simple reading material</li> <li>use and spell correctly learnt vocabulary</li> </ul>
<b>Structures</b>	<p>The present perfect tense – question form: <b>Have you ever visited Petra?</b></p> <p>Revision of the present simple: <i>Some people <b>buy</b> Dead Sea salt and they <b>use</b> it at home.</i></p>
<b>Functions</b>	<p>Talking about places in Jordan Taking pride in Jordan Sharing information about one's experiences</p>
<b>Vocabulary</b>	<i>lake, land (n), salty</i>
<b>Topic</b>	Experiences
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 70, Exercise 3, Read and match</li> <li>Activity Book, page 67, Exercise 4, Ask, answer and circle</li> <li>Activity Book, page 67, Exercise 5, Write, ask and answer</li> <li>Flashcard: lake</li> <li>A map of Jordan</li> <li>Photocopiable Extra Practice Worksheet 6, page 171</li> </ul>

### Revision

- Display a map of Jordan and ask pupils to locate Amman, Petra, Aqaba and the Dead Sea. Ask if they are in the north, south, east or west of the country.
- Ask questions about a few places in Jordan, e.g. *Have you ever been to Aqaba? Have you ever been to Petra?* Pupils answer *Yes, I have* or *No, I haven't*.

### Presentation

- Use the flashcard to present *lake*. Revise *river* and *sea* and say that if a place is not a lake, the sea or a river, it is *land*. You may need to clarify that while lakes and rivers are not land (being made up of water) they are part of the land – that is, the one third of the planet that isn't occupied by the oceans. Pupils repeat *land*.
- Present *salty*. Explain that if something contains a lot of salt, it is *salty*. Ask pupils to tell you what food is *salty*, e.g. olives.

### Pupil's Book, Page 70, Exercise 3

- Ask pupils to open their books at page 70 and to describe the pictures.
- Tell pupils they are going to read about a visit to the Dead Sea. Ask pupils to read and find out why some people buy Dead Sea salt.
- Give pupils time to read the text. Get them to answer your question. (*They buy Dead Sea salt because it is good for their health.*)
- Now ask pupils to look at the sentences below the postcard. Choose a pupil to read the example.
- Pupils work in pairs to match the other halves of the sentences. They can read the text again if necessary.
- Choose pupils to read the completed sentences to check their answers.

### Answers

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

**3 Read and match**

Dear Laila,

Have you ever visited the Dead Sea? It's in the west of Jordan. Many visitors come here because it is a very beautiful place.

It is big and salty. There is land all around it. The Jordan River goes into it from the north. Do you think that the Dead Sea is a lake or a sea?

There is a lot of salt in the water. Many people think that the salt is good for their health. Some people buy Dead Sea salt and they use it at home. See you next week.

Your friend,  
Samira




1 The Dead Sea is in \_\_\_\_\_

2 It is a beautiful place, so \_\_\_\_\_

3 The Jordan River goes into \_\_\_\_\_

4 The water is \_\_\_\_\_

5 Some people buy Dead Sea salt because \_\_\_\_\_

a the Dead Sea from the north.

b very salty.

c they think that it is good for their health.

d the west of Jordan.

e many visitors go there.



70

### Activity Book, Page 67, Exercise 4

- Ask pupils to open their Activity Books at page 67. Explain that pupils are going to complete the table with a partner by asking and answering questions.
- Choose a pupil to read the example.
- Pupils complete the task in pairs. Go round and monitor their pronunciation.
- Choose pupils to demonstrate their dialogues to the class using an appropriate tone of voice.

#### Answers

(for the questions)  
 Have you ever visited Petra?  
 Have you ever watched a football match?  
 Have you ever cooked a meal?  
 (for the answers to the questions)  
 Pupils' own answers

### Further practice

- Make copies of Extra practice worksheet 6 on page 171, one for each pupil. Pupils work in pairs to complete the questions and write the answers.

### Activity Book, Page 67, Exercise 5

- Explain the task. Pupils complete the four questions with their own ideas. They then ask their partner the question, who answers it, and then asks his/her own question.
- Go round and monitor their work and make a note of any errors. You can go over these at the end.

#### Answers

Pupils' own answers

### Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
use reading strategies to understand simple reading material			
write questions and answers on familiar topics			

### End the lesson

- Ask pupils *Have you ever tried salty food?* If pupils answer yes, ask them what it was.
- Ask pupils *Do you think that the Dead Sea is a lake or a sea?* Encourage pupils to do some research to find the answer to this question.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- participate in simple classroom exchanges
- pronounce short, simple words correctly
- ask questions and give answers in an appropriate tone of voice
- recognise the sound of some vowels
- use reading strategies to understand simple reading material

### Structures

The present perfect tense – question and short answers forms:  
**Have you ever visited** the Royal Automobile Museum? **Yes, I have.**

### Functions

Recognising the different spellings of a single vowel sound  
 Sharing information about one's experiences

### Vocabulary

*seed*

### Topic

Experiences

### Resources

- Pupil's Book, page 71, Exercise 4, Listen and say
- Pupil's Book, page 71, Exercise 5, Talk about you
- Activity Book, page 68, Exercise 6, Listen, point and repeat
- Audio, Pupil's Book, Unit 17, Exercise 4
- Audio, Activity Book, Unit 17, Exercise 6
- Flashcard: seed

### Revision

- Ask pupils what they can tell you about the Dead Sea. Ask *Is it the highest or the lowest place on Earth? (It is the lowest place on Earth.) Is it in the west or the east of Jordan? (It is in the west of Jordan.)*

### Presentation

- Use the flashcard to present *seed*. Ask pupils what comes from a seed, e.g. *trees, flowers*.

### Pupil's Book, Page 71, Exercise 4

- Ask pupils to open their books at page 71 and to look at the pictures. Explain that they are going to hear words with the /ʌ/ sound.
- Play the recording. Pupils repeat the sound and the words as a class. Invite individuals to say the words.
- Point out the different spellings of the /ʌ/ sound in these words.

#### Audioscript

/ʌ/, /ʌ/: country, hundred, mother

**4** Listen and say



country



hundred



mother

**5** Talk about you

- visited the Royal Automobile Museum
- travelled in a plane
- picked fruit from a tree
- watched fireworks in the sky
- planted a seed
- talked to a friend in a different country

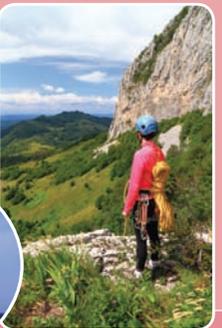
Have you ever visited the Royal Automobile Museum?



Yes, I have.

**6** Sing

Have you ever climbed a mountain?  
No, I haven't!  
Have you ever sailed on the sea?  
Yes, I have!  
Have you ever travelled to the moon?  
No, I haven't!  
Have you ever watched the stars?  
Yes, I have!

### Audioscript

country  
cousin  
discover  
hundred  
jump  
Monday  
mother  
sun

### Answers

country  
cousin  
discover  
hundred  
jump  
Monday  
mother  
sun

### End the lesson

- Ask pupils to read the words from the last activity aloud. Check their pronunciation.

### Further practice

- Ask pupils if they know any other words with this sound. Write their suggestions on the board, e.g. *cousin, lunch, fun, one, Monday*.

### Pupil's Book, Page 71, Exercise 5

- Ask pupils to look at Exercise 5. Choose a pair of pupils to read the example question and answer. Then ask a different pupil to read the bulleted words. Check they understand the vocabulary.
- Pupils complete the task in pairs. Go round and monitor to check their pronunciation.
- Choose a few pairs of pupils to demonstrate their dialogues to the class to check their answers.

### Answers

(for the questions)  
Have you ever visited the Royal Automobile Museum?  
Have you ever travelled in a plane?  
Have you ever picked fruit from a tree?  
Have you ever watched fireworks in the sky?  
Have you ever planted a seed?  
Have you ever talked to a friend in a different country?  
(for the answers to the questions)  
Pupils' own answers

### Activity Book, Page 68, Exercise 6

- Ask pupils to look at the words on page 68 of their Activity Books.
- Explain that you are going to play the recording. They must listen, point to and repeat the /ʌ/ sound in each word.
- Play the recording. Pupils can compare answers in pairs.
- Play the recording again. Check answers as a class.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- use clues (pictures) to understand new or unfamiliar words when listening
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers with an appropriate speed, volume and tone of voice
- sing a song after listening to a recording
- demonstrate understanding of simple informational material
- write questions and answers on familiar topics
- use and spell correctly learnt vocabulary
- write a short dialogue having a prompt

### Structures

The present perfect tense – question and short answer forms:  
**Have you ever climbed a mountain? No, I haven't!**

### Functions

Showing appreciation of rhymes and songs in English  
Sharing information about experiences

### Topic

Experiences

### Resources

- Pupil's Book, page 71, Exercise 6, Sing
- Activity Book, page 68, Exercise 7, Complete and answer
- Activity Book, page 68, Exercise 8, Complete
- Audio, Pupil's Book, Unit 17, Exercise 6
- A map of Jordan

## Revision

- Display the map of Jordan. Point to a place, e.g. Jerash and elicit a question: *Have you ever visited Jerash?* Pupils answer.
- Do the same with several places on the map. Elicit questions and get other pupils to answer them.

## Pupil's Book, Page 71, Exercise 6

- Ask pupils to open their books at page 71 and to describe the photos (a mountain, a boat.)
- Ask pupils to listen to the recording and to read the words of the song. Check the pupils are following the words correctly.
- Play the first two lines and ask the pupils to sing along. Then do the same for the next two lines, the following two lines, and then the last two lines.
- Divide the class into two groups. One group practises the questions, the other group practises the answers.
- Play the recording again and pupils sing their parts of the song. Groups can then swap roles.
- Finally, get pupils to sing their parts without the recording.

### Audioscript

Have you ever climbed a mountain?

No, I haven't!

Have you ever sailed on the sea?

Yes, I have!

Have you ever travelled to the moon?

No, I haven't!

Have you ever watched the stars?

Yes, I have!

## Activity Book, Page 68, Exercise 7

- Ask pupils to open their Activity Books at page 68. Choose a pupil to read the example, and elicit an answer from another pupil.
- Pupils work individually to complete the remaining questions and answer for themselves.
- Pupils can compare answers in pairs.
- Check answers as a class. Make sure pupils use an appropriate speed, volume and tone of voice.

### Answers

1. A: Have you ever travelled in a plane?  
B: Yes, I have./No, I haven't.
2. A: Have you ever visited a different city?  
B: Yes, I have./No, I haven't.
3. A: Have you ever lived in a different house?  
B: Yes, I have./No, I haven't.

## Activity Book, Page 68, Exercise 8

- Pupils complete the dialogue with words of their choice.

## Classroom assessment

With reference to Unit 17, pupils can:

Scoring criteria	Good	Fair	Poor
demonstrate understanding of spoken words in simple instructions, exchanges and presentations			
participate in simple classroom exchanges			
ask questions and give answers in an appropriate tone of voice			
use words and short sentences to participate in short, simple exchanges			
sing a song after listening to a recording			
use reading strategies to understand simple reading material			
demonstrate understanding of simple informational material			
write questions and answers on familiar topics			
use and spell correctly learnt vocabulary			
write a short dialogue having a prompt			

## End the lesson

- Praise the pupils for their hard work – they have now finished the main units of the course! Tell them that they will revise the language in the final unit.

## Lesson 1

### Outcomes

#### It is expected that pupils will:

- use clues (pictures) to understand new or unfamiliar words when listening
- participate in simple classroom exchanges
- respond to questions before, during and after listening
- use words and short sentences to participate in short, simple exchanges
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material – a descriptive paragraph
- use and spell correctly learnt vocabulary

### Structures

#### Revision of:

The past simple tense:

My grandfather **lived** in the north-east when he was a boy.

The past simple tense of the verb *to be* with *there*:

**There weren't** many cars, so **there wasn't** much noise.

The modal verb *will* to make predictions:

I think that I **will** be an architect and I **will** design skyscrapers when I grow up.

Linking conjunctions *so* and *because* to indicate cause and effect:

There weren't many cars, **so** there wasn't much noise.

He wanted to teach **because** he liked helping children.

### Functions

#### Revision of:

- Acquiring respect for others
- Talking about the past
- Predicting the future
- Identifying cause and effect
- Giving advice

### Vocabulary

#### Revision of:

*architect, design (v), everyone, grandfather, grow up, hard (adv), low, noise, north-east, place (n), port, skyscraper, study (v)*

### Topic

Revision

### Resources

- Pupil's Book, page 72, Exercise 1, Listen and read
- Activity Book, page 69, Exercise 1, Read and complete
- Audio, Pupil's Book, Unit 18, Exercise 1
- Flashcards: *architect, port, skyscraper*
- A map of Jordan

## Revision

- Use the flashcards to revise *architect*. Ask *What do architects do?* Elicit or revise *Architects design buildings*. Ask *What do you think you will be when you grow up?* Elicit, for example: *I think I will be (a teacher)*.
- Use the flashcards to revise *port, skyscraper*.
- Now say *I went to (Amman) last week. There was a lot of noise. There were a lot of people. There were a lot of shops. Where did you go last week?* Pupils answer, and then describe the place using *There was/There were*.
- Ask pupils to look at the map of Jordan. Ask what towns are in the north/south/east/west/north-east of Jordan. Point to the Dead Sea and ask *Is this the highest or the lowest place on Earth?* Pupils answer *It is the lowest place on Earth*.
- Draw a man on the board and say *This is Mr Smith. Mr Smith says, 'I have not visited Jordan.' Where should he go in Jordan?* Pupils make suggestions with *should*, e.g. *He should go to Jerash/Aqaba/Petra*, etc.

Unit  
**18**

**Review**

**1** Listen and read



My grandfather lived in the north-east when he was a boy. There weren't many cars, so there wasn't much noise. He wanted to teach because he liked helping children.

My grandfather worked hard. He studied the stars! He visited the lowest place on Earth. He climbed the highest mountain in Jordan. He sailed from Jordan's port at Aqaba.

I think that I will be an architect and I will design skyscrapers when I grow up.



Good morning, children. Today, Kareem is going to talk about his grandfather.



**2** Ask and answer

- lived in the north-east
- travelled to Aqaba
- climbed Jabal Um Addami
- visited the Dead Sea
- visited a skyscraper



Have you ever lived in the north-east?

No, I haven't.

## Pupil's Book, Page 72, Exercise 1

- Ask pupils to open their Pupil's Books at page 72. Ask them to describe the pictures.
- Ask pupils to listen and read to find out *What does Kareem think he will be when he grows up?*
- Ask pupils to listen to the recording as they read. Elicit the answer to your question. (*He thinks he will be an architect.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class and individually. Make sure they use the correct intonation.
- Say sentences and ask pupils to correct them:  
*Kareem's father lived in the north of Jordan when he was a boy.*  
*(No, Kareem's grandfather lived in the north-east of Jordan when he was a boy.)*  
*There were a lot of cars, so there was a lot of noise.* (*No, there weren't many cars, so there wasn't much noise.*)  
*He wanted to teach because he liked designing buildings.* (*No, he wanted to teach because he liked helping children.*)  
*He worked carefully.* (*No, he worked hard.*)  
*His grandfather discovered a planet but he didn't visit the lowest place on Earth.* (*No, he didn't discover a planet but he visited the lowest place on Earth.*)  
*He climbed the highest mountain on Earth.* (*No, he climbed the highest mountain in Jordan.*)  
*Kareem thinks he will be an astronaut when he grows up.* (*No, he thinks he will be an architect when he grows up.*)  
*He will design cars.* (*No, he will design skyscrapers.*)
- Now give pupils sub-headings from the text in the Pupil's Book, such as *the Dead Sea* or *Jabal Um Addami*. Ask pupils to find information about these places.

### Audioscript

Teacher: Good morning, children. Today, Kareem is going to talk about his grandfather.

Kareem: My grandfather lived in the north-east when he was a boy. There weren't many cars, so there wasn't much noise. He wanted to teach because he liked helping children. My grandfather worked hard. He studied the stars! He visited the lowest place on Earth. He climbed the highest mountain in Jordan. He sailed from Jordan's port at Aqaba. I think that I will be an architect and I will design skyscrapers when I grow up.

## Activity Book, Page 69, Exercise 1

- Ask pupils to open their Activity Books at page 69. Ask pupils to describe the photos.
- Explain that Ali has written an email to Mahmoud. Pupils are going to complete the email using words from the box.
- Choose a pupil to read the example sentence.
- Pupils complete the task individually. They can compare answers in pairs.
- Check answers as a class.

### Answers

1. ever 2. north 3. were 4. There 5. are 6. because  
 7. so 8. is 9. should 10. will

## End the lesson

- Ask pupils *Have you ever visited Jerash?* Ask pupils to tell you what they know about it.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- write sentences after listening
- use short sentences to talk with a partner about familiar situations
- speak clearly with a reasonable speed and volume
- demonstrate understanding of simple informational materials
- use and spell correctly learnt vocabulary
- correct spelling and punctuation with the assistance of peers

### Structures

Revision of:

The present perfect (questions and short answers):

*Have you ever lived in the north-east?* No, I **haven't**.

The past simple tense:

We **saw** a fireworks display.

The past simple tense of the verb *to be* with *there*:

*There weren't many cars, so there wasn't much noise.*

The modal verb *will* to make predictions:

*I think that I will design skyscrapers when I grow up.*

Linking conjunctions *so* and *because* to

indicate cause and effect:

*There weren't many cars, so there wasn't much noise.*

*He wanted to teach because he liked helping children.*

### Functions

Revision of:

Talking about past experiences

Predicting the future

Identifying cause and effect

### Vocabulary

Revision of:

*architect, design (v), display (n), everyone, exercise, fireworks, grandfather, grow up, hard (adv), heart, lake, low, noise, north-east, place (n), port, salty, skyscraper*

### 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, Listen and write
- Audio, Pupil's Book, Unit 18, Exercise 1
- Audio, Activity Book, Unit 18, Exercise 2
- Flashcards: fireworks, heart, lake
- A map of Jordan

## Revision

- Ask pupils to look at the map of Jordan. Ask *Where do you live?* Pupils answer and point to it on the map.
- Now point to another town and say *Have you ever lived in (Irbid)?* Pupils answer *Yes, I have./No, I haven't.* Ask the question about two or three more places, then get pupils to ask the question about other places. Other pupils answer.
- Use the flashcards to revise *firework, heart, lake* and revise *display, salty.* Ask pupils *Have you ever enjoyed a fireworks display?* Pupils answer.

## Pupil's Book, Page 72, Exercise 1

- Ask pupils to open their books at Page 72. Ask them to tell you what they can remember about the story.
- Play the recording again.
- Ask pupils to read the story in pairs. They can read one or two sentences each. Then can then swap roles. Go round and monitor to check their pronunciation.

## Pupil's Book, Page 72, Exercise 2

- Ask pupils to look at Exercise 2. Choose a pair of pupils to read the example.
- Pupils work in pairs to ask and answer using the word prompts. Go round and monitor and check their pronunciation, especially for words ending in *-ed* (*lived: /d/, travelled: /d/, climbed: /d/, visited: /ɪd/.*)
- Choose a few pairs of pupils to demonstrate their dialogues to the class.

### Answers

(for the questions)

Have you ever lived in the north-east?

Have you ever travelled to Aqaba?

Have you ever climbed Jabal Um Addami?

Have you ever visited the Dead Sea?

Have you ever stayed in a skyscraper?

(for the answers to the questions)

Pupils' own answers

## Activity Book, Page 69, Exercise 2

- Ask pupils to open their Activity Book at page 69. Explain that they are going to hear four sentences. They are going to write down what they hear.
- Play the first sentence. Play it again and ask pupils what they heard.
- Now do the same for the other sentences.
- Pupils can compare answers in pairs. Encourage them to make corrections to each other's spelling if necessary.
- Ask pupils to read the completed sentences to check their answers.
- You can take in their work to check their spelling.

### Audioscript and answers

1. Exercise is good for your heart.
2. We saw a fireworks display.
3. I think that I will design a skyscraper.
4. The Dead Sea is a big and salty.

## 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

### Outcomes

#### It is expected that pupils will:

- participate in simple classroom exchanges
- with a partner, prepare and present a short, simple presentation to the class
- pronounce short, simple words and phrases correctly
- speak clearly with a reasonable speed and volume
- use reading strategies to understand simple reading material
- write two paragraphs on familiar topics
- use and spell correctly learnt vocabulary
- seek advice about appropriate words for a specific topic

### Structures

Revision of:

Contrasting the past simple tense and the present simple tense of the verb *to be* with *there*:

**There weren't any skyscrapers in the past. There are a lot of skyscrapers now.**

The modal verb *will* to make predictions:  
*In a hundred years, I think that scientists will invent roads in the sky for flying cars.*

### Functions

Revision of:

Talking about the past

Predicting outcomes in the future

### Vocabulary

Revision of:

*architect, astronaut, design* (v), *everyone, invent, noise, skyscraper*

### Topic

Revision

### Resources

- Pupil's Book, page 73, Exercise 3, Look and say
- Pupil's Book, page 73, Exercise 4, Talk about you
- Activity Book, page 70, Exercise 3, Look and write
- Flashcards: *skyscraper*
- Wallchart: *Jobs and work*

## Revision

- Use the wallchart *Jobs and work* to revise *architect* and *astronaut*. Ask people where an architect works and elicit *An architect works in an office*. Ask what an architect does and elicit *An architect designs buildings*.
- Use the flashcards to revise *noise*, *skyscraper*.

**3 Look and say**

• skyscrapers • cars • people • mobile phones • noise




**in the past**                      **now**



There weren't any skyscrapers in the past. There are a lot of skyscrapers now.

**4 Talk about you**

- people will travel to
- scientists will invent
- architects will design
- astronauts will discover
- everyone will live




In a hundred years, I think that people will travel to the moon on holiday.

## Pupil's Book, Page 73, Exercise 3

- Ask pupils to open their Pupil's Books at page 73 and to describe the pictures. Revise any vocabulary as necessary.
- Choose a pupil to read the example sentences.
- Explain that they are now going to make more sentences that compare the present with the past.
- Pupils complete the task in pairs. Go round and monitor their work. If they need help, encourage them to seek advice. You can write word prompts on the board, e.g. *phones*, *noise* (pupils might surmise that there is a lot more noise now).
- Choose pupils to say their sentences to the class.

## Suggested answers

There weren't any skyscrapers in the past. There are a lot of skyscrapers now.

There weren't many cars in the past. There are a lot of cars now.

There weren't many people in the past. There are a lot of people now.

There weren't any mobile phones in the past. There are mobile phones now.

There were small houses in the past. There aren't any small houses now.

There weren't any phones in the past. There are phones now.

There were a lot of trees in the past. There aren't a lot of trees now.

There wasn't a lot of noise in the past. There is a lot of noise now.

## Pupil's Book, Page 73, Exercise 4

- Ask pupils to think about the future. Then ask them to look at Exercise 4 and to describe the photo.
- Explain that they are going to talk about what they think will happen in the future using the word prompts and their own ideas. Choose a pupil to read the example sentence.
- Elicit a sentence for the next word prompts (e.g. *architects will design taller skyscrapers*).
- Pupils then work in pairs. They take it in turns to make sentences. Go round and monitor to check their pronunciation. Help them with any vocabulary.
- Choose pupils to say their sentences to the class clearly and with a reasonable speed and volume.

## Suggested answers

In a hundred years, I think that people will travel to the moon on holiday.

In a hundred years, I think that scientists will invent roads in the sky for flying cars.

In a hundred years, I think that architects will design taller skyscrapers.

In a hundred years, I think that astronauts will discover new planets.

In a hundred years, I think that everyone will live in skyscrapers.

## Activity Book, Page 70, Exercise 3

- Ask pupils to open their Activity Books at page 70 and to describe the pictures.
- Explain that they are going to write two paragraphs: one describing the scene twenty years ago, and one describing the scene now.
- Choose pupils to read the incomplete example sentence and elicit the end of the sentence. Remind pupils to use the word prompts in the box.
- Pupils work in pairs to complete the task. They discuss the two pictures and then write their own sentences. Go round and monitor as they do this. Make sure they seek advice about appropriate words, spell the words correctly and use the correct punctuation (capital letters, full stops, commas).
- Give them plenty of time to complete the task, then choose pupils to read their answers to the class.

### Suggested answers

- Twenty years ago, there were a lot of cars. There weren't any flowers or trees. There were a lot of people but there weren't many children here. There were a lot of shops.
- Now, there are a lot of flowers and trees. There are a lot of birds. There aren't many people but there are some children. There are now a lot of skyscrapers. There even is a phone.

### End the lesson

- Ask pupils what is different in their town or area now compared to how it was in the past. Pupils make sentences with *There was/were...* and *Now, there is/are...*

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- recognise and group sounds
- use words and short sentences to participate in short, simple exchanges
- pronounce short, simple words correctly
- use context and visual clues to predict or identify meaning of unfamiliar words
- use reading strategies to understand simple reading material
- write a short entry in a learning log
- use and spell correctly learnt vocabulary

### Structures

#### Revision of:

The past simple tense:  
*Mostafa Salameh **worked** in a hotel for ten years. He **liked** climbing.*  
 The modal verb *will* to make predictions:  
*I think that I **will** climb the highest mountain on Earth.*  
 The modal verb *should* for advice:  
*I think you **should** play sports because you will need a lot of energy.*

### Functions

Revision of:  
 Acquiring appreciation of the value of good health  
 Talking about the past  
 Predicting the future  
 Giving advice about health  
 Recognising the different spellings of different consonant and vowel sounds

### Vocabulary

Revision of:  
*celebration, energy, exercise, fizzy, hard (adv), heart, health, Independence Day, low, muscle*

### Topic

Revision

### Resources

- Pupil's Book, page 74, Exercise 5, Read and say *right* or *wrong*
- Activity Book, page 71, Exercise 4, Read and order, then listen and check.
- Activity Book, page 71, Exercise 5, Complete
- Audio, Activity Book, Unit 18, Exercise 4
- Flashcards: do exercise, heart, muscle

## Revision

- Ask pupils *What is the lowest place on Earth?* Elicit or revise *The Dead Sea is the lowest place on Earth.* Now ask *What is the highest mountain on Earth?* Elicit or present *Everest is the highest mountain on Earth.*
- Ask pupils if it is easy or difficult to climb a mountain. Ask what people need to climb a mountain and elicit or revise *good health.*
- Write *should* on the board and ask pupils *What should we do to be healthy?* Elicit ideas from the pupils, e.g. *We should eat a lot of fruit and vegetables.*
- Use the flashcard to revise *do exercise, heart, muscle.* Ask pupils *What does exercise do to your heart?* Elicit or revise *It makes your heart go faster.* Ask *Is your heart a muscle?* Pupils answer *Yes, it is.*

## Pupil's Book, Page 74, Exercise 5

- Ask pupils to open their Pupil's Books at page 74. Ask them to describe the picture. You can tell them that this is Mount Everest.
- Now ask pupils if they have heard of Mostafa Salameh. If they have, ask them to tell you what they know. Otherwise, tell the class they will read about him. Ask them *What did Mostafa Salameh do on Independence Day 2008?*
- Pupils read the text and answer your question. (*He put the Jordanian flag on the highest mountain.*)
- Now ask pupils to read the sentences 1 to 8. Ask them to read the text again and to decide if the sentences are right or wrong. They can do this individually.
- Then they work in pairs. Pupils take it in turns to read the sentences and say if they are right or wrong. Choose a pair of pupils to read the example sentences. Point out that if a sentence is wrong, they must correct it.
- Pupils work in pairs to complete the task.
- Check answers as a class.

### Answers

1. Wrong. Mostafa Salameh worked in a hotel for ten years.
2. Wrong. Mostafa Salameh liked climbing.
3. Wrong. He said, 'I will climb the highest mountain on Earth'.
4. Right.
5. Wrong. After eight years, his muscles were strong.
6. Right.
7. Right.
8. Wrong. There were celebrations in Jordan.

5 Read and say right or wrong

Mustafa Salameh worked in a hotel for ten years. He liked climbing. He said, 'I think that I will climb the highest mountain on Earth.' His friend said, 'I think you should play sports because you will need a lot of energy.'

Mustafa decided to do a lot of exercise. It was hard work. After eight years, his muscles were strong. His heart worked well. His health was good.

Then, on Independence Day 2008, Mustafa put the Jordanian flag on the highest mountain. There were celebrations in Jordan!



- 1 Mustafa Salameh worked in a school for ten years.
- 2 Mustafa Salameh liked football.
- 3 He said, 'I will visit the lowest place on Earth.'
- 4 He decided to do a lot of exercise because he needed a lot of energy.
- 5 After six years, his muscles were strong.
- 6 Mustafa was healthy.
- 7 He put the Jordanian flag on the highest mountain on Independence Day 2008.
- 8 There were celebrations in his hotel.

Mustafa Salameh worked in a school for ten years.



Wrong. Mustafa Salameh worked in a hotel for ten years.

74

Activity Book, page 71, Exercise 4

- Ask pupils to look at Exercise 4. Explain that the lists of words revise the sounds they have been looking at in the last three units. Ask pupils to say the words aloud to their partners.
- Before they listen, pupils need to write the words with the same sounds, as in the example. Pupils can do this in pairs. Encourage them to say the words aloud, then to write them in the correct place.
- Go round and monitor their work. Check they are pronouncing the words correctly.
- Play the recording for pupils to check their answers.

Audioscript

- |         |          |         |       |       |
|---------|----------|---------|-------|-------|
| 1. /z/  | boys     | friends | fizzy | zoo   |
| 2. /n/  | elephant | knock   | north | windy |
| 3. /aɪ/ | kite     | my      | twice | why   |
| 4. /ʌ/  | young    | up      | some  | touch |

Answers

- |         |          |         |       |       |
|---------|----------|---------|-------|-------|
| 1. /z/  | boys     | friends | fizzy | zoo   |
| 2. /n/  | elephant | knock   | north | windy |
| 3. /aɪ/ | kite     | my      | twice | why   |
| 4. /ʌ/  | young    | up      | some  | touch |

Activity Book, Page 71, Exercise 5

- Ask pupils to look at Exercise 5. Ask them to complete the sentences in the learning log with the three prompts *I think that I learned, I want to learn more about* and *I'm going to*.
- Pupils practise writing the sentence. Go round and check their work. Make sure they are writing clearly and neatly.

End the lesson

- Congratulate the pupils on completing the Activity Book. Explain that in the next lesson, they are going to do a project about their future careers.

Lesson 5

Outcomes

It is expected that pupils will:

- demonstrate understanding of spoken words in simple instructions, exchanges and presentations
- participate in simple classroom exchanges
- speak clearly with a reasonable speed and volume
- use reading strategies to understand simple reading material
- use online and written sources for research

Structures

Revision of:  
The modal verb *will* to make predictions:  
*I think that I will invent a new medicine.*

Functions

Revision of:  
Predicting outcomes in the future  
Talking about jobs

Vocabulary

Revision of:  
*grow up, heart, invent*

Topic

Revision

Resources

- Pupil's Book, page 75, Exercise 6, Project: When I grow up
- Wallchart: *Jobs and work*

Revision

- Use the wallchart *Jobs and work* to revise jobs. Ask pupils to name other jobs that are not on the wallchart, e.g. *teacher, doctor*.
- Revise school subjects. Elicit as many subjects as you can from the pupils and write these on the board, e.g. *English, Arabic, history, science, maths*.

Pupil's Book, Page 75, Exercise 6

- Ask pupils to open their books at page 75. Ask them to read the title. Explain that pupils are going to do a project about what their life will be like in the future.
- Choose pupils to read questions 1 to 6 aloud. Check they ask the questions with the correct intonation.
- Now pupils work in pairs to discuss the questions. Go round and monitor and help them with any vocabulary.
- Choose pupils to tell the class the answers to their questions. Ask pupils to put their hands up if they have the same ideas.
- Now ask pupils to look at part 2. Ask them to say what job is shown in the photo (a doctor or a scientist). Explain that they are going to write a similar text in the next lesson. First, pupils read the text. Ask them *Where does she think she will go for her holidays?*

- Pupils read the text. Ask them the answer to your question: *She thinks she will travel around Jordan for her holidays.*
- Pupils read the text again. Ask a few questions, e.g. *Why does she want to study medicine? (Because she likes science and she likes helping people.) What does she think she will be when she grows up? (She thinks she will be a doctor or a scientist.) Which people will she help? (She will help people who are ill.) What will she invent? (She will invent a new medicine.) Will the medicine help people to be strong? (No, it will help people's hearts to be strong.) Will she live in Aqaba? (No, she will live in Amman.)* Encourage pupils to speak clearly with a reasonable speed and volume.

**6**  **Project: When I grow up**

**1 Read and answer**

1 What do you like?	4 What will you do?
2 What will you study?	5 Where will you live?
3 What will you be when you grow up?	6 Where will you travel?

**2 Write about your life in the future**

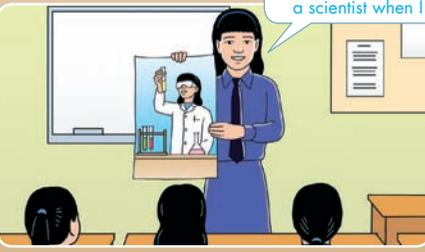
**When I grow up**

I like science and I like helping people. When I grow up, I want to study medicine. I think that I will be a doctor or a scientist. I want to help people who are ill. I think that I will invent a new medicine. This medicine will help people's hearts to be strong.

I think that I will live in Amman. I will travel around Jordan for my holidays. I think that I will be very happy.



**3 Say**



75

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- follow simple oral instructions
- use words and short sentences to participate in short, simple exchanges
- ask questions and give answers in an appropriate tone of voice
- present a short, simple prepared project to the class
- use reading strategies to understand simple reading material
- use a model to plan a short, simple descriptive paragraph
- write a paragraph on a familiar topic
- use and spell correctly learnt vocabulary

### Structures

Revision of:  
The modal verb *will* to make predictions:  
*I think that I **will** be a doctor or a scientist*

### Functions

Revision of:  
Expressing opinion about a future career  
Predicting outcomes in the future  
Talking about jobs

### Topic

Revision

### Resources

- Pupil's Book, page 75, Exercise 6, Project: When I grow up
- Wallchart: *Jobs and work*
- Project Worksheet 4, page 165
- Activity Book, pages 77 and 78, Handwriting Practice

### Revision

- Use the wallchart *Jobs and work* to revise jobs. Ask *Who works in a fire station? (A firefighter.) Who works in an office? (An architect.)*
- Ask about other jobs, e.g. *Who works in a school/a hospital (A teacher/A doctor, etc.)*

### End the lesson

- Explain that pupils will write a similar text in the next lesson. Encourage them to plan some ideas and to bring in some photos or pictures of the job they would like to do.
- Ask them to consider their future and to think of ideas of the kind of job they would like to have. Encourage them to conduct some research about different careers from online sources and books or magazines. For example, they could search using keywords such as job titles (e.g. doctor, teacher) or favourite school subjects (e.g. Maths, English) and look at what careers are open to people who excel in those subjects, or they could look for biographical details of celebrated architects or scientists, say. They should try to produce some pictures to illustrate their possible career choices, or they could draw their own picture (e.g. of themselves as adults in their future workplaces).

## Pupil's Book, Page 75, Exercise 6

- Ask pupils to look at the text in part 2 and to tell you what they can remember about it.
- Choose different pupils to read the text aloud, a sentence at a time.
- Now ask pupils to look at the first two sentences. Explain that these sentences introduce the topic so we clearly know what the paragraph is going to be about.
- Explain that pupils are now going to write their own texts, using the questions they answered in part 1 and the text in part 2 as a model. Hand out copies of Project worksheet 4 (page 165) for pupils to write on.
- First, ask them to write one or two introductory sentences that clearly identify the topic of the paragraph. Go round and monitor and offer help where necessary.
- Now ask them to complete their texts. Again, monitor and help as necessary.
- Pupils can stick or attach the pictures or photos they brought in. They should write a sentence or two explaining the significance of the picture, e.g. *This picture shows an architect working in her office.*, *What my drawing shows is me walking on the moon.* *I am Jordan's first astronaut.*
- When they have finished, pupils can present their work to their partners. Encourage them to offer suggestions or corrections. Pupils can then work together in pairs to present their work to the class.
- Ask pupils to look at part 3 and choose a pupil to read the example.
- Explain that pupils are now going to present their work to the class (or to groups if you have a large class).
- Choose different pupils to present their work. Encourage pupils to ask questions if they wish.

## Classroom assessment

With reference to Unit 18, pupils can:

Scoring criteria	Good	Fair	Poor
recognise sounds of some consonants and vowels			
demonstrate understanding of spoken words in simple exchanges and presentations			
participate in simple classroom exchanges			
discuss own ideas about a simple topic			
prepare and present a project to the class			
use reading strategies to understand simple informational and reading material			
distinguish cause and effect in simple reading materials			
write a short descriptive paragraph			
write short simple paragraphs on a familiar topic			
apply knowledge of the conventions of language			

## End the lesson

- For more handwriting practice, go to pages 77-78 of the Activity Book (Handwriting Practice). You can refer to pages 187-188 of the Teacher's Book to review the formation of individual letters.
- Pupils form words with semi-cursive letters by copying the given sentences. Monitor as they work, correcting the direction of their writing strokes if necessary.
- Congratulate the pupils on completing the course. Tell them how much they have learnt. Ask pupils to tell you some of the things they have learnt about Jordan.
- Ask pupils to complete the assessment found in their Activity Books.

# Wordlist

- ago (U6, U9)  
 all (U2, U3, U5, U7, U15, U17)  
 along (U1)  
 also (U10)  
 answer (v) (U5)  
 Arabian Oryx (U12, U13)  
 architect (U16, U18)  
 astronaut (U16, U18)
- band (U15)  
 baklava (U10)  
 because (U12, U13, U14, U15, U17, U18)  
 become (U15)  
 bee (U2, U7)  
 beginning (U13)  
 blanket (U7)  
 blouse (U8, U9)  
 bowl (n) (U11, U13)  
 bowling (U8)  
 bowling alley (U8)  
 bracelet (U7, U9)  
 butter (U10, U13)
- carefully (U15)  
 celebrate (U15)  
 celebration (U15, U18)  
 chocolate (U8)  
 circle (U2)  
 class (U5)  
 clever (U3)  
 clothes shop (U8, U9, U13)  
 collection (U5)  
 costume (U3, U4)  
 countryside (U2, U12)  
 crowd (n) (U15)  
 cupboard (U10)  
 cut (U11)  
 cut down (U12)
- dear (U3)  
 dentist (U6, U16)  
 dentist's surgery (U6, U9)  
 design (v) (U16, U18)  
 discover (U16, U18)  
 display (n) (U15)
- early (U12, U13, U14)  
 earrings (U7)  
 energy (U14, U18)  
 equal (U2)  
 everyone (U11, U13, U16, U18)  
 excited (U5, U6, U12, U13)  
 exercise (n) (U14, U18)  
 expensive (U7)
- family (U1, U4, U7, U8, U10, U13, U15)  
 farmer (U11, U13)  
 feel (v) (U11)  
 finally (U11, U13)  
 firefighter (U6, U16)  
 fire station (U6)  
 firework (U15, U17)  
 first (U11, U13, U15)  
 fizzy drinks (U14)  
 floor (U16)  
 flour (U10, U13)  
 food (U8, U11)  
 football boots (U8, U9)  
 friendly (U3, U4)  
 frying pan (U11)  
 future (U16)
- Grade (U2, U6)  
 grow up (U16, U18)
- hard (U14, U18)  
 health (U14, U17, U18)  
 heart (U14, U18)  
 heavy (U7)  
 helicopter (U5, U9)  
 helpful (U3, U4)  
 herbs (U10, U13)  
 hexagon (U2)  
 hi (U3)  
 high (U17, U18)  
 history (U6)  
 honey (U2)  
 horse (U2, U7, U9)  
 hour (U7)  
 hunt (v) (U12)
- Independence Day (U15, U18)  
 inside (U2)  
 interesting (U4, U6, U7, U9)  
 invent (U16, U18)  
 iris (U12)
- jeweller's (U8, U9)
- keep (U11)  
 kilo (U7)  
 kind (adj) (U3, U4, U7)  
 King (U15)  
 knock (U15)  
 know (U2, U3, U7)
- lake (U17)  
 land (n) (U17)  
 late (U14)  
 lettuce (U10)  
 look after (U12)  
 lorry (U5, U9)
- lot (U1, U2, U6, U12, U13, U14, U15, U16, U17, U18)  
 love (U10, U15)  
 low (U17, U18)
- mansaf (U10)  
 married (U15)  
 metre (U7)  
 mix (v) (U11, U13)  
 model plane (U1)  
 motorbike (U5, U9)  
 muscles (U14, U18)
- national (U12, U13, U15)  
 nature reserve (U12, U13, U17)  
 need (U18)  
 next (U11, U13)  
 noise (U15, U18)  
 noisy (U11, U13)  
 north-east (U17, U18)  
 now (U2, U3, U5, U12, U15, U18)
- of course (U10)  
 office (U16)  
 Olympic Games (U14)  
 onion (U10, U11, U13)  
 ostrich (U12)
- pepper (U10, U11, U13)  
 picture (U1, U2, U3, U5, U8, U12)  
 place (n) (U17, U18)  
 plate (U10, U11, U13)  
 point (U12, U13)  
 policeman (U6)  
 port (U17, U18)  
 potato (U11, U13)  
 powerful (U5)
- quarter past (U8)  
 Queen (U15)  
 question (n) (U5)
- rattle (U7)  
 rectangle (U2, U3, U4, U13)  
 road (U16)
- sail (U17, U18)  
 salt (U10, U11, U13, U17)  
 salty (U17)  
 same (U12)  
 sauce (U10, U12, U13)  
 saucepan (U11)  
 scientist (U6, U16, U18)  
 seed (U17)  
 serve (v) (U11, U13)
- sewing (U3, U4)  
 shape (U2, U4)  
 shopping centre (U8, U9)  
 shopping list (U10)  
 show (U12)  
 side (U2, U3, U11)  
 skyscraper (U16, U18)  
 sleeve (U3, U4)  
 slide (U1)  
 smell (v) (U7, U11, U13)  
 so (U14, U17)  
 soft toy (U1, U4)  
 soil (U12)  
 something (U2, U16)  
 soon (U6, U8)  
 sound (v) (U11)  
 space (room) (U16)  
 spices (U10, U11, U13)  
 spoon (U11)  
 sports shop (U8, U9)  
 square (U2, U4)  
 study (v) (U3, U18)  
 surprise (U12)  
 swing (n) (U1)
- taste (v) (U11, U13)  
 tell (U13)  
 theme park (U1)  
 then (U11, U13)  
 thing (U6)  
 together (U7, U10)  
 tomatoes (U6)  
 too (U1, U2, U4, U8, U11, U12, U14)  
 transport (U5, U9)  
 triangle (U2, U4, U13)  
 trunk (U7)
- useful (U7, U9)
- vegetables (U10)  
 view (U12)
- want (U6, U12, U18)  
 water park (U1, U3)  
 weigh (U7)  
 wild (n) (U12, U13)  
 wild cat (n) (U12)  
 woman/women (U3)  
 writing (n) (U6)
- yoghurt (U10, U11, U13)

# 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 8, page 35, Exercise 7, *Talk about you* the teacher engages pupils in a 'Show and tell' type activity where pupils talk about an event of importance to them to the class, and they can also bring in a photograph or drawing to further illustrate the task.

*Before the activity*

- Pupils plan what they would like to talk about.
- Pupils consider what they can bring into school to show the class.

*During the activity*

- Pupils talk about the event to the class.

*After the activity*

- Other pupils can ask questions.

Other examples of activity based learning: page 5, exercise 2; page 9, exercise 3; page 19, exercise 7.

## Experiential learning

- This aims at involving pupils in classroom tasks. Thus, the learning process is that of self-construction and not passive reception of input. Your role as an EFL teacher is that of a facilitator in the learning process and provider of related tasks. An example in the Pupil's Book is Exercise 6 on page 55 of Unit 13, Project: *Write a recipe card*.

*Before the activity*

- Ask pupils to look at Exercise 6 on page 55. Go through the exercise as outlined in the Teacher's Book, Unit 13, at the end of Lesson 5 and in Lesson 6.
- Explain to pupils that they will be writing a recipe for their own dish using the recipe in the Pupil's Book as a model. They can research the information at home.

*During the activity*

- Ask pupils to think about what they would like to include in their recipes 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.

*After the activity*

- You can ask pupils to display their recipes on the classroom wall.

All other Projects in the Pupil's Book involve pupils in experiential learning. Examples are Projects in unit 10 (page 39) and unit 13 (page 55).

Other experiential activities are included on: page 11, exercise 6; page 15, exercise 6; page 35, exercise 7; page 37, exercise 3; page 45, exercises 2 and 3; page 57, exercise 3; page 61, exercise 3; page 63, exercise 6; page 69, exercise 2; page 71, exercise 5.

## Games and simulations

These are specific tasks to implement activity-based learning. They provide hands-on experiences that engage pupils. Pupils enjoy doing the tasks and realise that learning can be fun. The role of the EFL teacher is to ensure that pupils have the appropriate material to complete the task. An example in the Pupil's Book is Exercise 3 on page 41 of Unit 10, *Ask and answer*.

*Before the activity*

- Ask pupils to look at page 41 and Exercise 3. Pupils read the example dialogue.
- Go through the different food items listed; ask questions to check that they understand them.

*During the activity*

- Put pupils into pairs and explain that they have to ask and answer questions about each item from the list.
- Pupils ask and answer the questions in order to find out all the items that are on the table.

*After the activity*

- Ask several pupils to perform their dialogues to the class.
- The following are exercises in the Pupil's Book that implement this type of learning: page 7, exercise 7; page 9, exercise 2; page 21, exercise 2; page 23, exercise 6; page 25, exercise 2; page 27, exercise 6; page 29, exercise 2; page 33, exercise 2; page 43, exercise 6; page 49, exercise 2; page 53, exercises 3 and 4; page 57, exercise 2; page 59, exercise 6; page 61, exercise 2; page 67, exercise 6.

## Group work

Group work offers pupils the chance to work according to their own uniqueness, and individual characteristics, styles and preferences. Moreover, they get immediate feedback about their performances from other members of the group. There are various ways to implement group work. Your role as an EFL teacher is to manage this type of activity. You could allocate pupils to groups of equal size or you could ask them to volunteer to be members of a group. Suggest a name for each group using concepts which pupils can easily associate with as part of their experiences, such as colours (blue, green, yellow, etc), animals (giraffe, oryx, camel, etc) or shapes (circle, triangle, square, etc). Pupils will enjoy having a name that gives them a sense of belonging. Group work can take different forms, such as pair work, cooperative learning and collaborative learning. For example, look in the Pupil's Book on page 65 in Unit 16, Exercise 3, *Talk about you*.

*Before the activity*

- Ask pupils to look at Exercise 3 on page 65. Go through the exercise as outlined in the Teacher's Book, Unit 16, Lesson 4.

*During the activity*

- Pupils take it in turns to say what job they think they will have in the future. They listen carefully to other people in the group.

*After the activity*

- Go through any pronunciation issues.

# Teaching strategies

**Pair work** is a type of group work in which two pupils are put together to work on a task. This encourages pupils to participate more enthusiastically in discussions. Pupils feel less threatened about engaging than if they have to face a larger group or the teacher and other classmates in a teacher-fronted class. An example of pair work is Exercise 2, page 5, *Look and say*, in Unit 1 of the Pupil's Book.

*Before the activity*

- Ask pupils to look at the table on page 5.
- Check pupils understand the vocabulary in the table.
- Choose different pupils to read the words aloud and then the example question and answer.

*During the activity*

- In pairs, pupils ask similar questions and answer using the ticks in the table.

*After the activity*

- Check answers as a class.

## Cooperative and Collaborative Learning

Cooperative and collaborative learning takes place during group or pair work. Each pupil has a role that he or she can play according to his or her ability and preference, for example: a guide or spokesperson in a presentation of a Project. You can change the grouping system in every task or every now and then so that pupils take on different roles within the group.

## Critical Thinking

Critical thinking is a mode of thinking about a topic that typically involves (a) raising a question, (b) gathering information, (c) reaching a conclusion, (d) assessing assumptions and (e) communicating. Your role as an EFL teacher is to guide the pupils through the stages starting from asking questions and finding answers to solving problems. Most critical thinking exercises in the Pupil's Book are found in the Read and answer exercises. Pupils have to go beyond the reading task to answer a question that requires various level of thinking, such as connecting, inferring, analysing, judging, etc. An example in the Pupil's Book is in Unit 2, page 9, Exercise 3, *Look and say*.

*Before the activity*

- Say *Open your Pupil's Book. Turn to page 9.*
- Say *Look at the pictures. What shapes can you see?* Pupils answer.

*During the activity*

- Tell the pupils to look at the example. Pupils say what the shapes were and then say what the shapes are now. The other pupil says which number picture is being described.
- Monitor as they are describing the pictures.

*After the activity*

- Ask some pairs to demonstrate their dialogues to the class.

Other examples of critical thinking exercises: page 10, exercise 7; page 14, exercise 4; page 18, exercise 5; page 34, exercise 4; page 46, exercise 4; page 50, exercise 4; page 62, exercise 4.

## Planning routines

One kind of graphic organiser strategy is planning routines. Pupils are encouraged to plan their own routines by using a weekly planner. Guide pupils to do the following in the Pupil's Book exercise 3, page 21.

*Before the activity*

- Prepare a weekly planner for each pupil. The A4 paper should include the following table plus a list of words in boxes that the pupils can copy.

12 o'clock	Planner
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

- Draw your pupils' attention to the list of activities: play with your friends...

*During the activity*

- Give out one weekly planner to every pupil.
- Read the words aloud and ask the pupils to repeat after each word.
- Explain to pupils that they write phrases in the *Planner* column, next to the corresponding day, using the *past continuous*.
- 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. *On Monday at 12 o'clock, I am going to visit a museum because I like history.*  
*On Saturday at 12 o'clock, I am going to buy a computer game with my family.*

*After the activity*

- Pupils share with the class what they were doing.
- Pupils stick their weekly planner on the wall.

Planning routines could also be implemented in exercise 2, page 5 in the Pupil's Book. Encourage your pupils - as an extra activity - to plan the routines they would like to do on certain days.

# Assessment strategies

This section describes and analyses *assessment strategies* and presents samples that show how they might be used in the classroom. There are various ways to group such strategies; different techniques serve different purposes.

## Performance-based assessment (all skills)

Performance-based assessment is the process of using pupils' activities, rather than tests or surveys, to assess skills and knowledge. Use portfolios as a method of reporting such assessment. A portfolio can be a folder that allows the teacher to record pupils' performances during activities such as oral recounts and projects, etc.

The following is a table that can be used to keep a record of a pupil's activity.

Pupil's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity & outline of the topic	Purpose & objectives of the activity	Expected outcomes to be achieved	Achieved outcomes	Is the pupil working towards outcomes?	Has the pupil yet to master the skills you are developing?

When you ask pupils to act or role-play for the class, the performances could be recorded. Review a sample of the performances against a set of criteria.

The following could be used to assess pupils' singing and presentation skills, for example.

### Singing Skills

<p><b>Song:</b> _____</p> <p><b>Pupils being evaluated:</b> _____</p> <p>Skills checklist (20 points possible)</p> <p>_____ energy and projection (3)</p> <p>_____ singing in unison (4)</p> <p>_____ expression (4)</p> <p>_____ tonal quality (3)</p> <p>_____ correct rhythm (3)</p> <p>_____ posture (3)</p> <p>_____ total points for singer(s) (20)</p> <p><b>Comments:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---

### Observation (all skills)

Observation is a direct means of learning about pupils. It involves seeing and recording what they know or do not know and what they can or cannot do. One important method of observation involves taking anecdotal notes, which are either written during a lesson, as pupils work in groups or individually, or written after a lesson. One way to facilitate this process is to select five pupils per day for observation.

Photocopy or write out and copy the following rubrics in the form of tables for each pupil. The first records anecdotal notes of listening and speaking, and the second records pupils' attitudes and social behaviour.

Write the name of the pupil on each sheet. With these sheets you observe each pupil four times a year. You can change this to suit your situation. You can do it more often if you have smaller classes, for example four times a term. Under 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> write the dates you carry out each observation. Ideally, you will see an improvement as time goes on.

# Assessment strategies

Listening and speaking		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Name	Dates				
Code <b>M</b> = Most of the time <b>S</b> = Sometimes <b>N</b> = Not yet					
Understands what the teacher says and what he/she hears in the audio material					
Asks the teacher to repeat utterances he/she cannot understand					
Speaks appropriately to the addressee					
Speaks confidently in front of the class					
Communicates clearly					

Attitudes and social behaviour		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Name	Dates				
Code <b>M</b> = Most of the time <b>S</b> = Sometimes <b>N</b> = Not yet					
Is willing to be challenged					
Is involved during class sessions					
Expresses enjoyment as a result of hard work and achievement					
Cooperates with others, i.e. provides help to others when needed					
Contributes to group work, i.e. is productive					
Displays sensitivity towards others					
Respects others					
Learns from watching others					

## Communication (speaking skills)

Pupils may have difficulty getting their various points across clearly. When it comes to *communication*, what they say and what they do not say are equally important. You can use situations such as interviews and classroom discussions to assess your pupils. Interviews involve observing and questioning pupils to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections and ability to communicate or apply concepts.

The following is an example of a performance task interview which could be used in unit 18.

### Performance Task Interview

*Materials:* Activity chart for different days, frequencies and times.

*Instructions:* Devise a chart/table like the one below. Ask a pair of pupils to come to the front and examine the chart carefully for a couple of minutes. This chart acts as an example. Give pupils a blank chart and ask them to complete the sections so that they are true for them.

Pupil A	At six o'clock	Last week	Next week
Sunday afternoon	help my mother	study English	phone my friend
Monday morning	go to school	read a book	play tennis
Tuesday afternoon	use the computer	do my school project	go to the shopping centre
Wednesday afternoon	send emails to my friends	play volleyball	visit the museum
Thursday afternoon	make model planes	tidy my room	cook a meal

Pupil B	At six o'clock	Last week	Next week
Sunday afternoon	go to the park	send emails to my friends	talk to my father
Monday morning	have a picnic	do my homework	help my mother
Tuesday afternoon	shop	study English	learn about Jordan
Wednesday afternoon	use the computer	play on the swings	visit a nature reserve
Thursday afternoon	read a book	play volleyball	go to school

# Assessment strategies

Pupils then work in pairs and ask and answer the questions below. Firstly, ask pupils to answer the questions according to the information in the sample chart above. Then, pupils can ask and answer the questions according to their own information. Pupils firstly answer the questions about themselves, and then work in pairs to ask their partner the same questions. Pupils then write their partners' answers in the column provided.

Interview Questions	My answers	My partner's answers
1) What were you doing at six o'clock on Tuesday afternoon?		
2) What are you going to do next Thursday afternoon?		
3) What did you do last Monday morning?		
4) Tell me one thing that you did last week.		
5) Tell me one thing that you are going to do next week.		
6) What were you doing at six o'clock on Sunday afternoon?		

## Collecting Data

Data sheet:

Yesterday at six o'clock	Last week	Next week

Using the 'Collecting data' chart above, pupils can then transfer their partner's answers.

Now you can assess the pupils using the following *problem-solving checklist*.

Criteria	Pupil 1	Pupil 2
1. Uses the past continuous tense correctly		
2. Uses the past simple tense correctly		
3. Uses <i>going to</i> for the future correctly		
4. Shows correct intonation and pronunciation		

## Reflection (all skills)

Reflecting on experiences and practices is not just about learning from mistakes, but also about being self-aware. The reflective feedback task that concludes the performance task above provides a good example of this. It helps pupils to make reasoned judgements about their performance and development. Reflection and self-assessment skills are demonstrated by the active and creative seeking of knowledge for problem solving.

Graphic organisers are an important tool to help pupils reflect. They are maps that involve pupils in thinking skills such as sequencing or comparing and classifying, to create representations of concepts and processes. These mental maps depict complex relationships and can make abstract ideas more visible and concrete. Examples of graphic organisers are webbing, *what we Know/Want to know/Learnt* (K-W-L) charts, and both self-evaluation and peer evaluation.

## Reflective Feedback

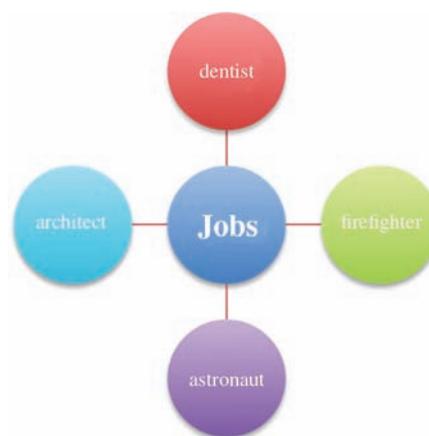
Ask each pupil to circle one of the faces for each question to find out how they felt about the activity. You may use Arabic to give instructions.

### How did you feel about this activity?

1. I understand what I have to do. 😊 😐 😞
2. I find it easy. 😊 😐 😞
3. I don't need help to do it. 😊 😐 😞
4. I would like to do it again. 😊 😐 😞
5. I had enough time to do it. 😊 😐 😞

## Webbing (reading skills)

Webbing is one way of making a visual representation of a lexical set. The pupils can create these in their exercise books or you can ask them to make some to put on the classroom walls. You can then revise lexical sets whenever you have a few spare minutes.



## Assessment Comments:

Understanding of the main lexical set: Good \_\_\_ Fair \_\_\_ Poor \_\_\_  
 Ability to provide examples: Good \_\_\_ Fair \_\_\_ Poor \_\_\_  
 Accuracy in writing examples: Good \_\_\_ Fair \_\_\_ Poor \_\_\_

You can assess the success of such a technique by using the following table.

	Good	Fair	Poor
Understanding of the main lexical set			
Ability to provide examples			
Accuracy in writing examples			

# Assessment strategies

**K-W-L Charts** (what we **K**now, what we **W**ant to know, what we **L**earnt)

Before the unit, *K-W-L* charts enable you to gain an awareness of pupils' backgrounds, prior knowledge and interests. Afterwards, they help you to keep a record of what has now been learnt.

Sample K-W-L Chart

K	W	L
Adverbs of frequency <i>sometimes, always</i>	Adverb of frequency <i>usually</i> and the question <i>How often?</i>	

Before beginning a unit of study, ask pupils to fill in the K and W columns by asking them what they already 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 above, pupils already know the adverbs of frequency *sometimes* and *always* (K) having met them in Action Pack 4 (New Edition); they will learn how to use the adverb of frequency *usually* with the question *How often?* (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 learnt something.

## Self-evaluation and peer evaluation (all skills)

Ask pupils to reflect on, make a judgement about and then report on their own or a peer's behaviour and performance. Use the responses to evaluate both performance and attitude. Typical assessment tools could include sentence completion, Likert scales or checklists.

Likert Scaling is a method in which a concept is measured according to a set of items that can be rated on a 1-to-3 response scale. The following is an example of a peer evaluation checklist for use in a situation in which pupils introduce themselves to the class.

## Peer evaluation of an oral presentation

	3=Good	2=Fair	1=Poor
Spoke appropriately			
Used complete sentences			
Spoke clearly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Used gestures correctly			
Answered questions from other pupils			
Total (out of 21)			

## Peer evaluation of a piece of writing

	3=Good	2=Fair	1=Poor
Use of an introductory sentence for the paragraph (if applicable)			
Use of correct vocabulary			
Use of correct spelling			
Use of correct punctuation			
Use of correct language			
Total (out of 15)			

You can also guide your pupils to assess their own performance:

### Teamwork Score Checklist

NAME:

Circle **Yes** or **No**.

I helped my partner.	YES	NO
I watched my partner closely.	YES	NO
I did my best to gesture clearly.	YES	NO

## Cause-Effect relationship (speaking skills)

One of the objects at this level is that children learn relationships between concepts. *Cause-effect* is a form of assessment that reveals the learner's understanding of consequences that can arise from feelings and actions which can, in turn, affect future feelings and actions. In the following task, you can check pupils understanding of *why* and *because*. Write the questions 1-6. Pupils read the questions, then match the two halves of the answers 1-6 and a-e.

- Why are you going to the nature reserve?
- Why are you going to get up early tomorrow morning?
- Why are you making mansaf?
- Why are you going to visit a farm?
- Why are people waving flags?
- Why are you happy?

- |  |   |
|--|---|
| 1. I am going to the nature reserve because            | a. we are going to have a special meal. |
| 2. I am going to get up early tomorrow morning because | b. we want to see where our food grows. |
| 3. I am making <i>mansaf</i> because                   | c. I want to see the Arabian oryx.      |
| 4. We are going to visit a farm because                | d. I got all the answers right.         |
| 5. People are waving flags because                     | e. our bus leaves at six o'clock.       |
| 6. I am happy because                                  | f. it is Independence Day.              |

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)

# Assessment strategies

## Concepts in systems (speaking skills)

Assessment is organised around the major themes that the pupils have learnt. *Concepts in systems* is a form of assessment that shows the pupils' ability to make connections between concepts and recognise how these fit into larger systems. This reflects whether pupils have acquired a certain level of higher-order thinking skills. The following task shows the pupils' level of understanding *should* for advice.

Tick (✓) the things that you should eat or drink a lot of. Put a cross (X) next to the things that you shouldn't eat or drink a lot of.

Cake Fish Fizzy drink Fruit Ice cream Milk Pizza Sweets Vegetables Water

You can use the following to assess pupils' performance:  
 Cake X Fish ✓ Fizzy drink X Fruit ✓ Ice cream X  
 Milk ✓ Pizza X Sweets X Vegetables ✓ Water ✓

8–10 correct answers: Excellent (4)

5–7 correct answers: Good (3)

3–4 correct answers: Fair (2)

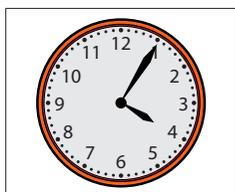
1–2 correct answers: Poor (1)

## Clock graphic organiser (reading and speaking skills)

*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. Pupils look at the words and the adverbs of frequency and say at what time he always, usually, sometimes or never does these things.



usually/  
have a Maths lesson



sometimes/  
visit his friend



usually/  
go to the shops



sometimes/  
go to the park



always/  
study English



never/  
drink fizzy drinks

Use the following criteria to assess the pupils' achievement:

6: Excellent

4–5: Good

2–3: Fair

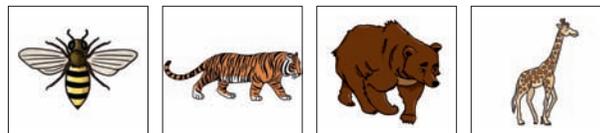
0–1: Poor

## Compare and contrast (speaking and writing skills)

*Comparison and contrast* is a form of assessment that is used to show whether pupils have mastered the skill of depicting similarities and differences. Comparing two things means recognising the ways in which they are alike. Contrasting things means recognising the ways in which they are different. The key frame questions are: *What things are being compared? How are they similar? How are they different?* Exercise 1 is an

oral task based around comparing and contrasting animals. Exercise 2 is a written task, which pupils could do either for homework or as a project. These tasks could be done at the end of *Unit 7*.

### Exercise 1:



tall heavy beautiful fast dangerous

#### Before the activity

- Pupils look at the photos of the animals.
- They need to compare and contrast the animals using the words in the box. They can also use any other words that they can think of.

#### During the activity

- Pupils ask questions: *Is a tiger taller than a giraffe?*
- Pupils respond accordingly: *No, it isn't. A giraffe is taller than a tiger.*
- Pupils swap roles so they both get a chance to ask and answer the questions.

#### After the activity

- Get a few pairs to ask and answer the questions in front of the class.

### Exercise 2



fast slow powerful heavy interesting

#### Before the activity

- Revise the forms of transport depicted in the pictures and the adjectives in the word box, eliciting what they mean.
- Also ask questions to confirm that students understand how to make comparisons.

#### During the activity

- Tell pupils that you would like them to write about the forms of transport. They need to write six sentences using the words in the word box.
- Give them an example: *The helicopter is faster than the car.*
- Pupils can start this in class or they can do it for homework.

#### After the activity

- Display their work on the classroom walls.

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

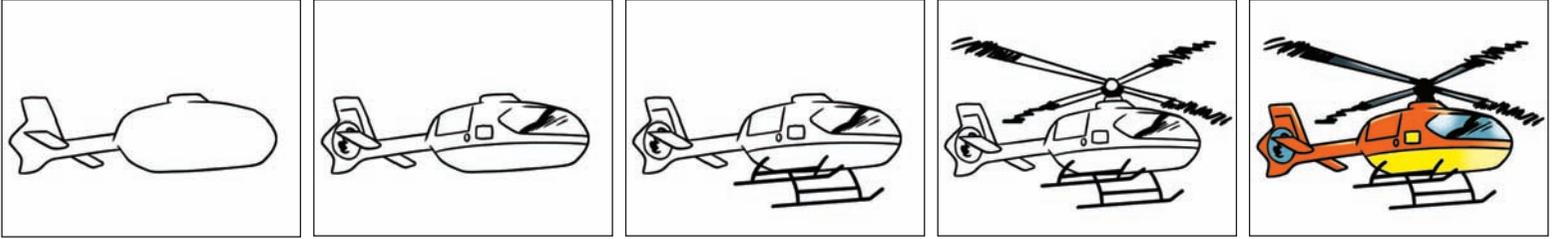
Use the following criteria to assess the pupils' achievement:

6: Excellent 2–3: Fair

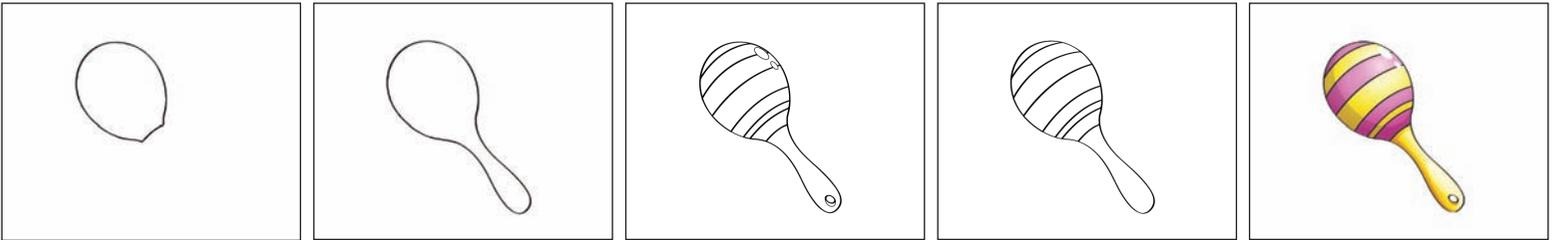
4–5: Good 0–1: Poor

# Example sketches

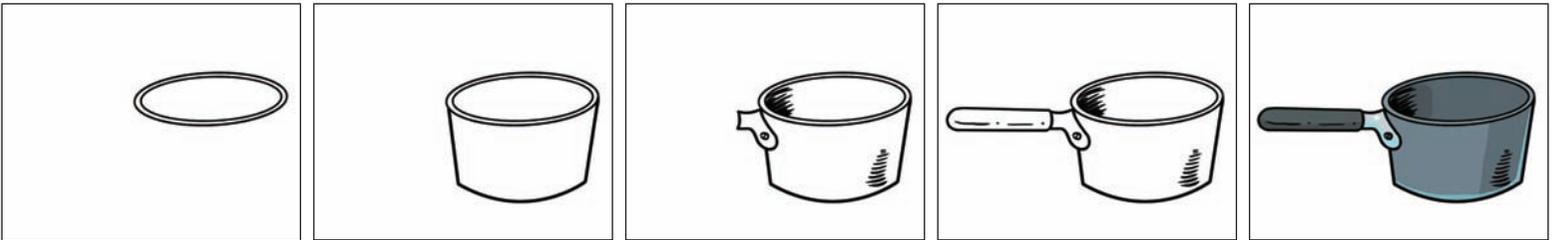
A helicopter



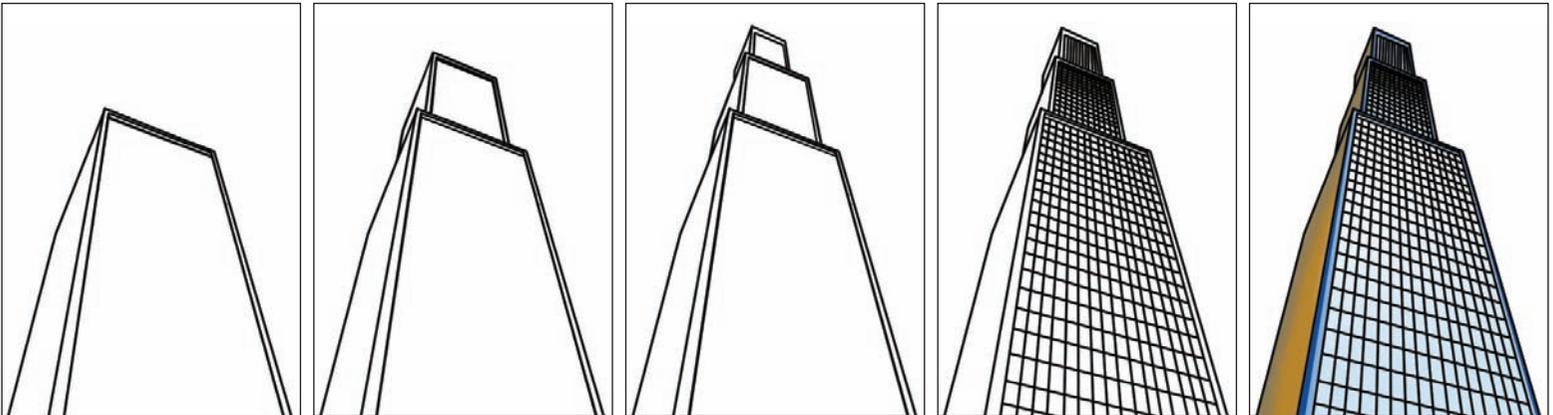
A rattle



A saucepan



A skyscraper



A costume



# Photocopiable project worksheets

## Project worksheet 1: *Our special day*

The worksheet is enclosed in a large rectangular border. On the right side, there is a vertical line that divides the space. To the right of this vertical line, there is a small square box at the top, followed by four horizontal lines for writing.

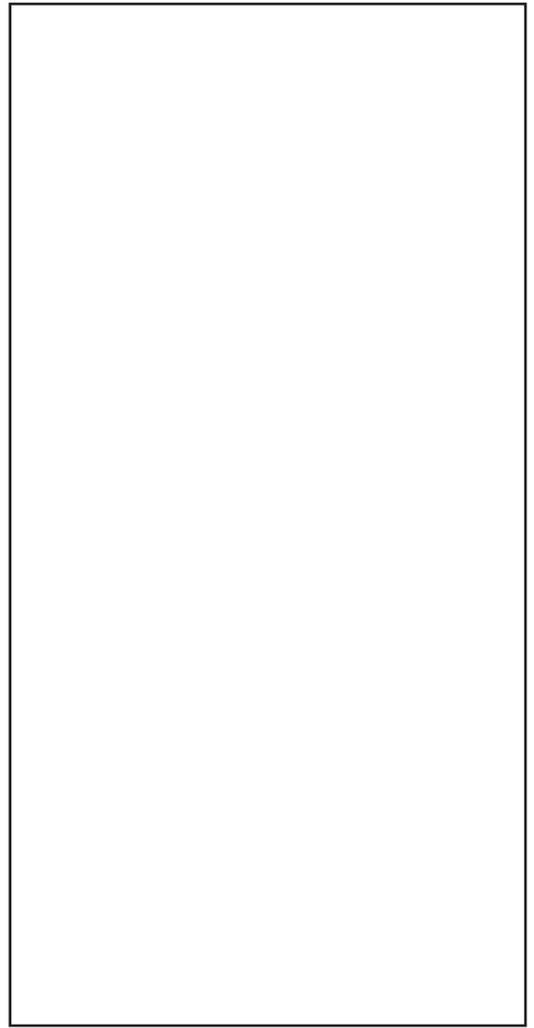
# Photocopiable project worksheets

## Project worksheet 2: *Do a survey about the weekend*

	What did you do on...?	What were you doing at... on ...?	What did you do on...?
Ziad	I went to the mosque with my father.		

# Photocopiable project worksheets

## Project worksheet 3: *Write a recipe card*



First, \_\_\_\_\_

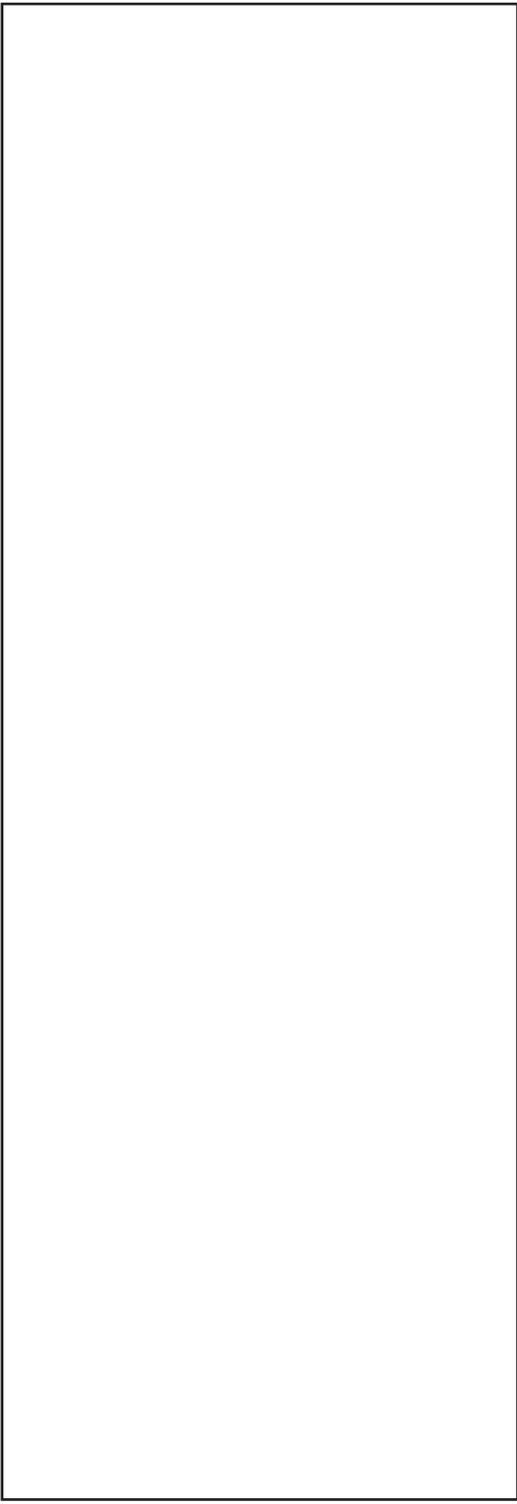
Then, \_\_\_\_\_

Next, \_\_\_\_\_

Finally, \_\_\_\_\_

# Photocopiable project worksheets

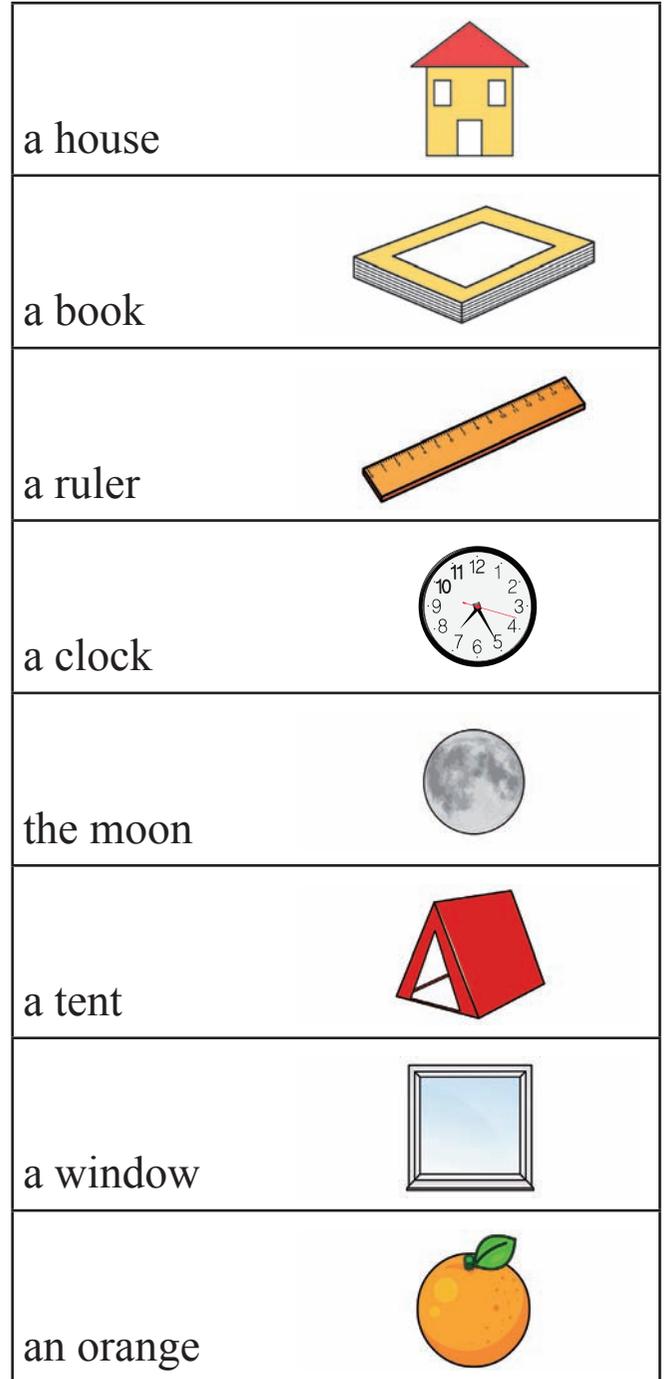
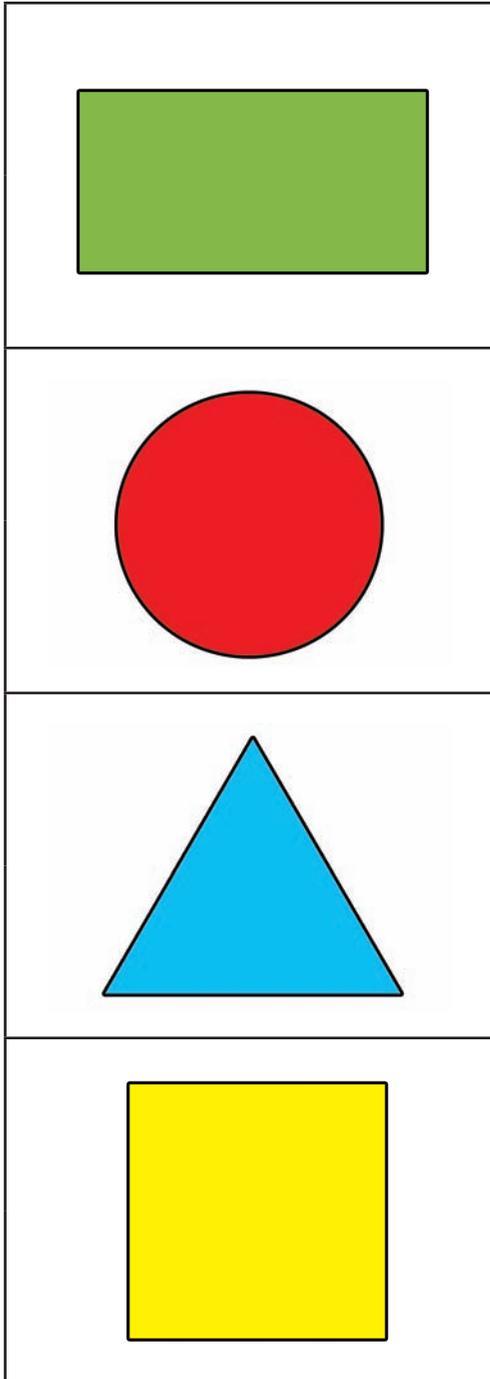
## Project worksheet 4: *When I grow up*



# Photocopiable extra practice worksheets

## Extra practice worksheet 1: Shapes

Match the pictures and the words. Make sentences.



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# Photocopiable extra practice worksheets

## Extra practice worksheet 2: *The time*

Match the clocks with the times.



1. It's ten past four.



2. It's quarter to six.



3. It's five to twelve.



4. It's half past six.



5. It's twenty-five past seven.

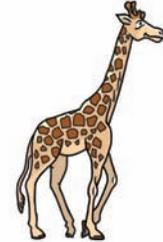
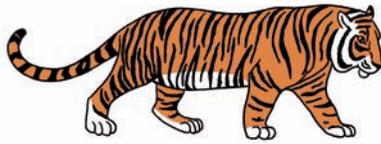


6. It's twenty-five to two.

# Photocopiable extra practice worksheets

## Extra practice worksheet 3: *Comparative and superlative adjectives*

Look at the pictures. Write two sentences comparing the three pictures. Write one sentence using a comparative adjective. Write one sentence using a superlative adjective.



dangerous

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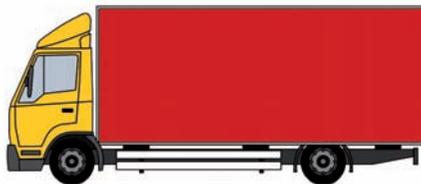
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useful

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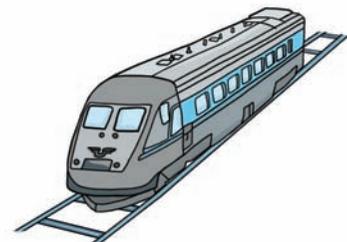
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fast

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powerful

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# Photocopiable extra practice worksheets

## Extra practice worksheet 4: *Sense adjectives*

Look at the pictures. Complete the sentences. Then draw two pictures and write two more sentences.



It tastes \_\_\_\_\_



It looks \_\_\_\_\_



It sounds \_\_\_\_\_



It feels \_\_\_\_\_



It smells \_\_\_\_\_

# Photocopiable extra practice worksheets

## Extra practice worksheet 5: Comparing the past and the present

Look at the pictures. Complete the sentences with *There is/are...* or *There was/were...*

Yesterday \_\_\_\_\_

\_\_\_\_\_



Today \_\_\_\_\_

\_\_\_\_\_



Yesterday \_\_\_\_\_

\_\_\_\_\_



Today \_\_\_\_\_

\_\_\_\_\_



# Photocopiable extra practice worksheets

## Extra practice worksheet 6: *Have you ever ...?*

Complete the questions using the pictures. Answer the questions.

Have you ever (climb)

\_\_\_\_\_?



\_\_\_\_\_

Have you ever (sail)

\_\_\_\_\_?



\_\_\_\_\_

Have you ever (cook)

\_\_\_\_\_?



\_\_\_\_\_

Have you ever (visit)

\_\_\_\_\_?



\_\_\_\_\_

Have you ever (travel)

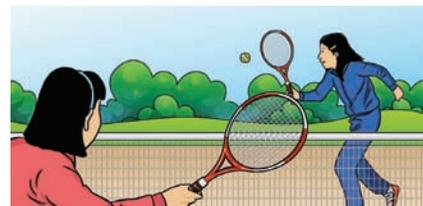
\_\_\_\_\_?



\_\_\_\_\_

Have you ever (play)

\_\_\_\_\_?



\_\_\_\_\_

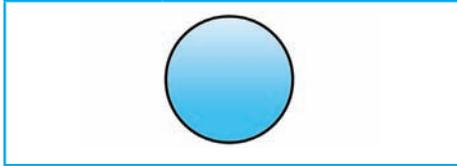
# Listening tests

## 1 Listen and complete

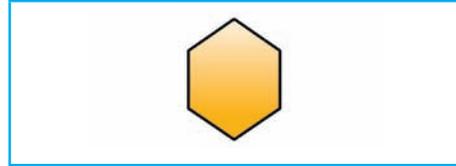
1. Kareem \_\_\_\_\_ makes model planes in the holidays.
2. The children \_\_\_\_\_ go to the park in the holidays.
3. How \_\_\_\_\_ do you visit your grandfather?
4. I \_\_\_\_\_ play on the swings in the park.
5. She \_\_\_\_\_ helps her mother after school.

## 2 Listen and choose

1. a.



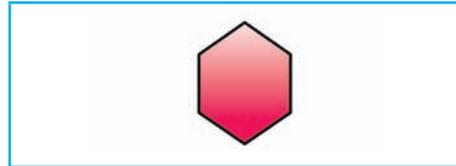
b.



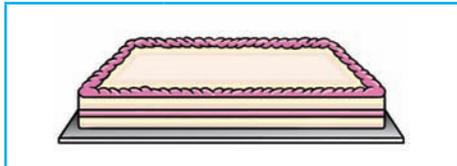
2. a.



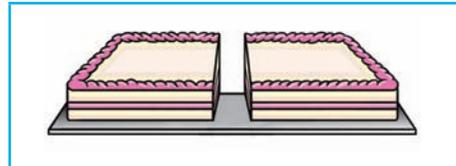
b.



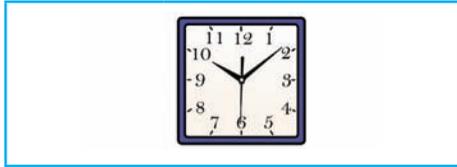
3. a.



b.



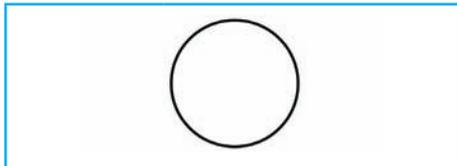
4. a.



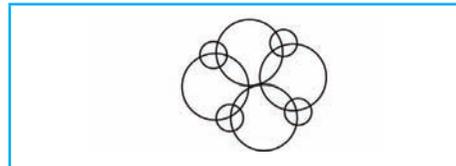
b.



5. a.



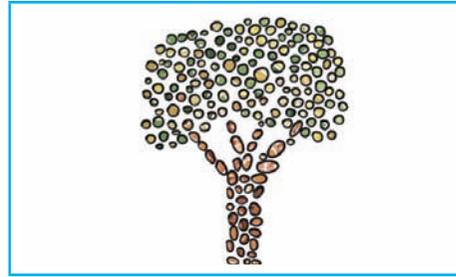
b.



6. a.



b.



# Listening tests

## 3 Listen and complete the questions. Write the answer

1. Did your sister go to the park last \_\_\_\_\_?
2. Did you eat fruit \_\_\_\_\_?
3. Did Kareem write an email this \_\_\_\_\_?
4. Did they help their grandparents last \_\_\_\_\_?
5. Did Sara visit her aunt and uncle last \_\_\_\_\_?
6. Did you play tennis last \_\_\_\_\_?

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## 4 Listen and tick

1. a.




b.




2. a.




b.




3. a.




b.




4. a.




b.




5. a.



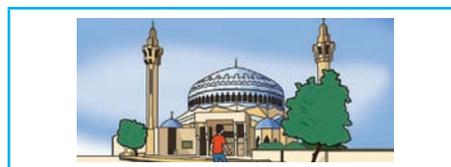

b.




6. a.



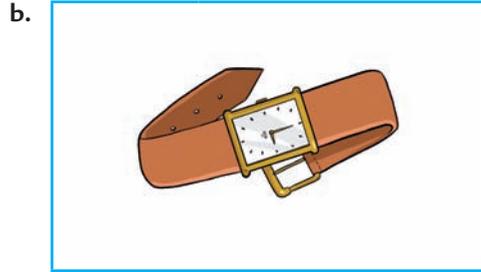

b.



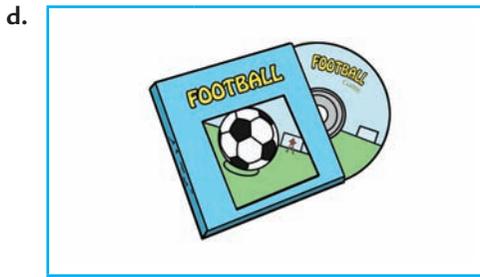
# Listening tests

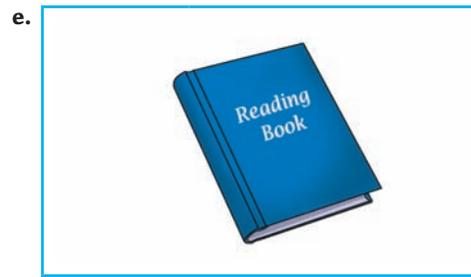
## 5 Listen and match



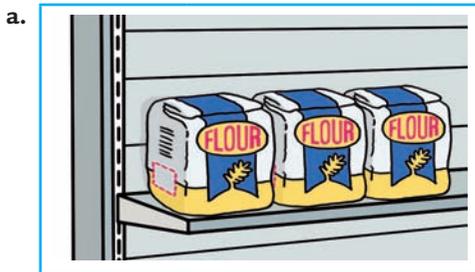


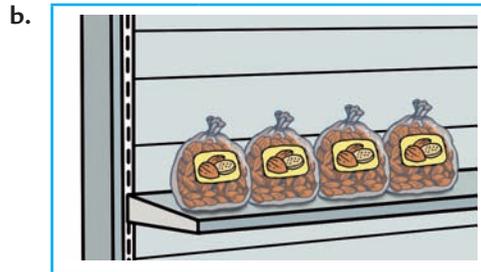


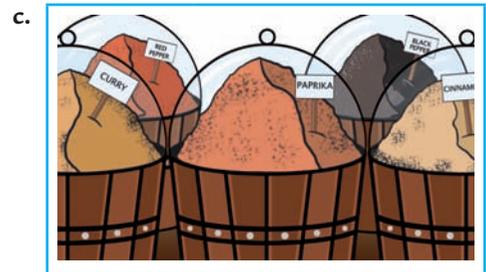


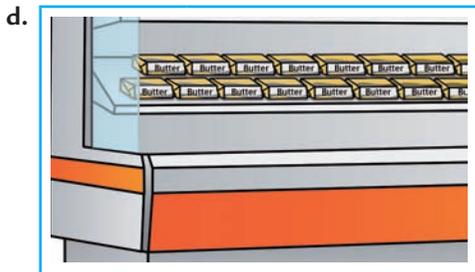


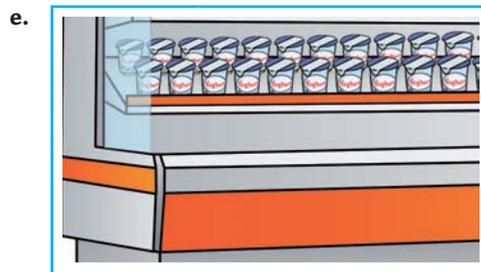

## 6 Listen and tick

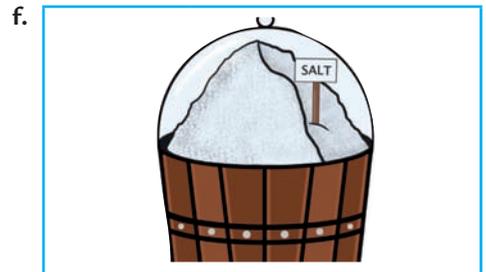




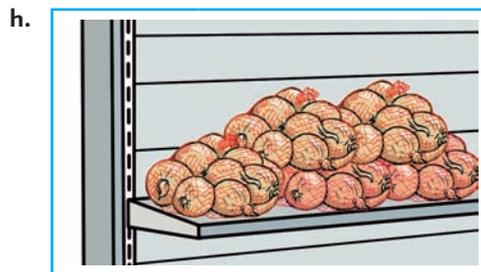


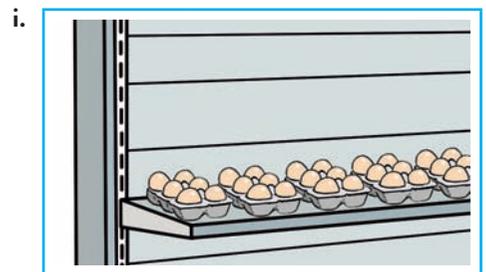










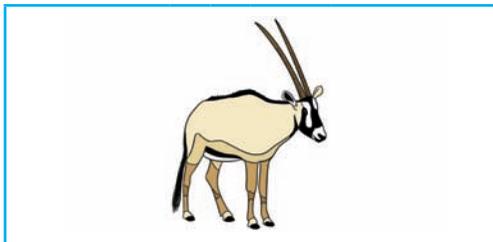


# Listening tests

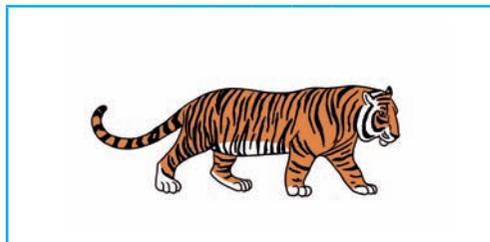
## 7 Listen and tick

1.

a.




b.

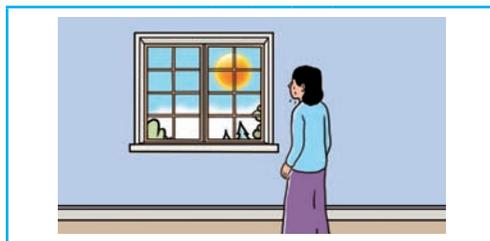



2.

a.




b.

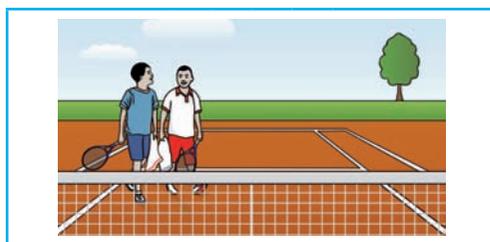



3.

a.




b.




4.

a.




b.




## 8 Listen and complete

Have you ever (1) \_\_\_\_\_ *mansaf*? It is special (2) \_\_\_\_\_ it is the national meal of Jordan. I'm (3) \_\_\_\_\_ to cook *mansaf* today. (4) \_\_\_\_\_, make the sauce. Then, cook the (5) \_\_\_\_\_ in water with salt, pepper, onions and herbs. The water (6) \_\_\_\_\_ noisy! Then, (7) \_\_\_\_\_ the sauce. Mix them together. (8) \_\_\_\_\_, cook the nuts and the rice. Put the sauce in a (9) \_\_\_\_\_. Finally, serve the meal on a big plate. It looks beautiful and it (10) \_\_\_\_\_ delicious.

# Audioscripts and answers

## 1 Listen and complete

Narrator 1: Kareem sometimes makes model planes in the holidays.

Narrator 2: The children usually go to the park in the holidays.

Narrator 1: How often do you visit your grandfather?

Narrator 2: I never play on the swings in the park.

Narrator 1: She always helps her mother after school.

**Answers:** 1. sometimes

2. usually

3. often

4. never

5. always

## 2 Listen and choose

Narrator: 1

Boy 1: What shape is that?

Boy 2: It's a hexagon.

Narrator: 2

Girl 1: Is that a hexagon?

Girl 2: No, it's a rectangle.

Narrator: 3

Man: The cake was a rectangle. It is now two squares.

Narrator: 4

Girl: Look at the clock. It's not a circle. It's a square.

Narrator: 5

Woman: I can see circles in that picture.

Narrator: 6

Man: A lot of small squares make this mosaic.

**Answers:** 1. b

2. a

3. b

4. a

5. b

6. a

## 3 Listen and complete the questions. Write the answer

1 Did your sister go to the park last week?

Yes, she did.

2 Did you eat fruit yesterday?

Yes, I did.

3 Did Kareem write an email this morning?

No, he didn't.

4 Did they help their grandparents last Saturday?

Yes, they did.

5 Did Sara visit her aunt and uncle last year?

No, she didn't.

6 Did you play tennis last summer?

No, I didn't.

**Answers:** 1. week; Yes, she did.

2. yesterday; Yes, I did.

3. morning; No, he didn't.

4. Saturday; Yes, they did.

5. year; No, she didn't.

6. summer; No, I didn't.

## 4 Listen and tick

Narrator: 1

Girl: We're going to go to the market on Monday.

Narrator: 2

Boy: Ali is going to play tennis on Friday.

Narrator: 3

Boy 1: Are you going to go to the museum tomorrow?

Boy 2: No, I'm going to go to the park.

Narrator: 4

Girl: Samira is going to have lunch with Grandma on Thursday.

Narrator: 5

Girl: We're going to do our homework on Tuesday.

Narrator: 6

Boy 1: Are you going to play football on Friday?

Boy 2: No, I'm not. I'm going to go to the mosque.

**Answers:** 1. b

2. b

3. a

4. a

5. a

6. b

## 5 Listen and match

1. What were you doing at three o'clock? I was looking at books in the bookshop.

2. What were you doing at four o'clock? I was choosing a computer game in the computer shop.

3. What were you doing at nine o'clock? I was in the sports shop. I was choosing football boots.

4. What were you doing at eleven o'clock? I was looking at the watches in the jeweller's.

5. What were you doing at twelve o'clock? I was at home. I was reading a book.

**Answers:** 1. e

2. d

3. a

4. b

5. c

# Audioscripts and answers

## 6 Listen and tick

- Woman Is there any flour?  
Girl Yes, there is.  
Woman Are there any nuts?  
Girl No, there aren't, but there are some spices.  
Woman Is there any butter?  
Girl No, there isn't, but there is some yoghurt.  
Woman Is there any salt? No, there isn't, but there is some pepper.  
Girl Are there any onions? No, there aren't, but there are some eggs.

- Answers:** a. ✓  
c. ✓  
e. ✓  
g. ✓  
i. ✓

## 7 Listen and tick

1. He's excited because he's going to see the Arabian oryx tomorrow.
2. She's hot because the window isn't open.
3. They are happy because they are going to go to the beach.
4. The girl is sad because she can't find her book.

- Answers:** 1. a  
2. b  
3. a  
4. a

## 8 Listen and complete

Have you ever cooked *mansaf*? It is special because it is the national meal of Jordan. I'm going to cook *mansaf* today. First, make the sauce. Then, cook the meat in water with salt, pepper, onions and herbs. The water sounds noisy! Then, add the sauce. Mix them together. Next, cook the nuts and the rice. Put the sauce in a bowl. Finally, serve the meal on a big plate. It looks beautiful and it tastes delicious.

- Answers:** 1. cooked  
2. because  
3. going  
4. First  
5. meat  
6. sounds  
7. add  
8. Next  
9. bowl  
10. tastes

# Speaking tests

Speaking tests should evaluate the pupils' skills in presenting correct information using appropriate communication skills, which include error-free language, appropriate choice of vocabulary and good contact with the audience. Pupils should not feel threatened by such an activity; encourage them to approach the speaking tests confidently. Some types of tasks require pupils to present information about themselves to the whole class, while others require pair work. The following are sample tasks that follow the same instructions found in the Pupil's Book.

**1. Talk about you**

Pupils tell their partners what they sometimes, usually, always or never do after school and on Saturdays.

**2. Look and say**

Look at the wallchart *Animals and nature*. Pupils tell their partners about the animals. Use *bigger, biggest, smaller, smallest, faster, fastest, more powerful, most powerful*, etc.

**3. Ask and answer**

Write four or five different times on the board. In pairs, pupils take turns to ask each other *What were you doing yesterday at (five) o'clock?* and answer with *I was... -ing*.

**4. Look and say**

Look at the wallchart *Food and drink*. Pupils tell their partners what *There is/are* on the wallchart.

**5. Look and say**

Look at page 50 of the Pupil's Book. Pupils tell their partners about the national animal, bird, flower and meal of Jordan.

**6. Talk about you**

Look at the wallchart *Food and drink*. Pupils tell their partners what they usually eat to be healthy.

**7. Talk about you**

Pupils tell their partners about the last Independence Day celebrations. They say what was there and what they did. They say how they felt and why.

**8. Talk about you**

Pupils tell their partners about the future. They make predictions using *I think I will* to talk about their job, where they will live, where they will travel, etc.

**9. Talk about you**

Look at a map of Jordan. Pupils take turns to ask their partners where they have been. Pupils answer *Yes, I have* or *No, I haven't*.

**10. Look and say**

Look at the wallchart *Jobs and work*. Pupils tell their partners what people do in these jobs. They say where they work.

**11. Look and say**

Look at the wallchart *Shopping*. Pupils tell their partners when they go shopping and what shops they go to.

**12. Look and say**

Look at the wallcharts *Food and drink* and *In the kitchen*. Pupils tell their partners what food they like. Pupils tell their partners how to cook something using *First, Then, Next, Finally*.

# Speaking tests

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 a logical sequence		
talk without grammatical errors		
talk with correct pronunciation of words		
use a clear voice and appropriate volume		
use appropriate intonation		
maintain eye contact with classmates		
be creative in giving information		

# Reading tests

## 1. Read and tick or cross

Dear Abeer,

I'm on holiday. We usually go to a special place in the holidays. This year we are staying near the Shaumari Nature Reserve. We are going to visit the reserve tomorrow.

Have you ever visited the Shaumari Nature Reserve? It is in the north-east of the country. There are foxes, eagles, ostriches and wild cats in the reserve. I'm very excited because we are also going to see the Arabian oryx. I'm going to take photos of the Arabian oryx because it's my favourite animal.

What were you doing yesterday afternoon? I was travelling to my Uncle Hassan's house. He lives near the reserve with Aunt Alia. She is very clever. She's a doctor. Last year, Uncle Hassan and Aunt Alia visited us on Independence Day. There were planes in the sky and a band was playing. There was a lot of noise!

There isn't any noise at Uncle Hassan's house. Uncle Hassan and Aunt Alia are always kind. They bought me a present yesterday. It's a doll in traditional costume.

Write to me!

Best wishes,

Laila

1. Laila is on holiday in the north-east of Jordan.
2. She visited the Shaumari Nature Reserve yesterday.
3. She's excited because she is going to see a band.
4. Uncle Hassan and Aunt Alia visited Laila last May.
5. It is noisy at Uncle Hassan's house.
6. Aunt Alia is kind and clever.

Right

Wrong

**Answers:** 1. Right 2. Wrong (she's going tomorrow) 3. Wrong (she's excited because she's going to see the Arabian oryx) 4. Right 5. Wrong (there isn't any noise) 6. Right

## 2. Read and answer the questions

Look! In the fridge, there is some butter. There is some meat, too. There isn't any salad but there are some herbs. There are some onions in the cupboard and there is some salt and pepper, too. There aren't any spices. There is some bread on the table.

Now I'm going to show you how to make bread and meat *arayes*. First, mix the meat, the onion, tomatoes, salt, pepper and herbs together in a big bowl. That smells good! Then put the food from the bowl in the bread. Next, put the butter on the bread. Finally, bake the *arayes* and serve them on a big plate. They look beautiful and they taste delicious!

1. Where is the butter?

---

2. Is there any salad?

---

3. What do you mix?

---

4. Do you add any spices?

---

5. Do you serve the *arayes* in a bowl?

---

6. Is it a nice meal?

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**Answers:**

1. The butter is in the fridge.
2. No, there isn't any salad.
3. You mix meat, an onion, tomatoes, salt, pepper and herbs.
4. No, there aren't any spices.
5. No, you serve them on a big plate.
6. Yes, it tastes delicious.

# Writing tests

## 1. Complete the words with the letters

au	ay	as	ck	ea	dg	kn	mb
ph	pb	se	ue				

- yesterd \_\_\_\_\_
- c \_\_\_\_\_ tle
- ja \_\_\_\_\_ et
- la \_\_\_\_\_
- \_\_\_\_\_ oto
- b \_\_\_\_\_ ch
- bri \_\_\_\_\_ e
- cu \_\_\_\_\_ oard
- bl \_\_\_\_\_
- s \_\_\_\_\_ ce
- exerci \_\_\_\_\_
- \_\_\_\_\_ ock

**Answers:** 1. yesterday 2. castle 3. jacket 4. lamb 5. photo  
6. beach 7. bridge 8. cupboard 9. blue 10. sauce  
11. exercise 12. knock

## 2. Use the words from Exercise 1 to complete the sentences

- Mix onions and tomatoes to make the \_\_\_\_\_ .
- \_\_\_\_\_ is important for your health.
- \_\_\_\_\_ on the door and then you can visit.
- It's sunny and the sky is \_\_\_\_\_ today.
- We went to the museum \_\_\_\_\_ .
- It's cold so I am going to wear my \_\_\_\_\_ .
- There is a \_\_\_\_\_ that goes across the river.
- There are some onions and rice in the \_\_\_\_\_ .
- I like \_\_\_\_\_ . It is my favourite meat.
- In the holidays, we visited a \_\_\_\_\_ . It was very old.
- I took a \_\_\_\_\_ of the mountain. It was beautiful.
- We are going to swim at the \_\_\_\_\_ this Saturday.

**Answers:** 1. sauce 2. Exercise 3. Knock 4. blue  
5. yesterday 6. jacket 7. bridge 8. cupboard 9. lamb  
10. castle 11. photo 12. beach

## 3. What are you going to do in summer?

I'm going to...

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## 4. Write about a trip that you went on.

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## 5. Answer the questions using the words in brackets.

- What were you doing at five o'clock yesterday? (read/book)
- What were you doing at half past six yesterday? (eat/cake)
- On Saturday morning, I was playing volleyball. What were you doing? (watch/tennis match)
- What were you doing on Saturday afternoon at four o'clock? (write/email)
- What were you doing at twenty-five past four yesterday? (choose/jacket/clothes shop)

### Answers:

- I was reading a book.
- I was eating a cake.
- I was watching a tennis match.
- I was writing an email.
- I was choosing a jacket in a clothes shop.

## 6. Complete the questions with the correct form of these verbs, then answer the questions.

climb	sail	talk	play	travel	visit
-------	------	------	------	--------	-------

- Have you ever \_\_\_\_\_ from a port? \_\_\_\_\_
- Have you ever \_\_\_\_\_ the Dead Sea? \_\_\_\_\_
- Have you ever \_\_\_\_\_ the highest mountain in Jordan? \_\_\_\_\_
- Have you ever \_\_\_\_\_ table tennis? \_\_\_\_\_
- Have you ever \_\_\_\_\_ on a plane? \_\_\_\_\_
- Have you ever \_\_\_\_\_ to a friend in a different country? \_\_\_\_\_

### Answers:

- sailed; Yes, I have./No, I haven't.
- visited; Yes, I have./No, I haven't.
- climbed; Yes, I have./No, I haven't.
- played; Yes, I have./No, I haven't.
- travelled; Yes, I have./No, I haven't.
- talked; Yes, I have./No, I haven't.

# Vocabulary Activities

## Use of pictures

The following are various activities that require the use of pictures. You can use the Pupil's Book, flashcards and pictures that you or your pupils bring to class.

### Activity 1

1. Sort flashcards into two topic areas, e.g. *jobs* and *animals*.
2. Mix up these cards with a random selection of other items and give the cards out to pupils.
3. Pupils find the cards representing the two topic areas and name each item on the cards.

### Activity 2

1. Choose a topic area, e.g. *forms of transport* (Unit 5).
2. Explain to the pupils that you are going to say a vocabulary term related to transport, e.g. *motorbike*. Pupils have to look through the pages of unit 5 to find as many pictures as they can that show a motorbike.
3. Once they find a picture, they raise their hands. At the end, pupils count how many examples they have of pictures of motorbikes.
4. An alternative could be for them to find examples of all forms of transport in the pictures. See how many they can find.

### Activity 3

1. Pupils bring in photos of famous people. Ask them to work in pairs to say what they think the person was doing at a certain time, e.g. yesterday at seven o'clock.
2. Pupils take turns to make sentences using the past continuous.
3. Alternatively, ask pupils to bring in photos of a busy street or event. Pupils say what people were doing when the photo was taken, or say what there was/were in the photo.

## Letters and concepts

### Activity 1

1. Prepare a handout of a table of six columns, or draw the table on the board as below, and ask pupils to copy it into their notebooks.
2. Choose five themes from the Pupil's Book and write each theme in a column at the top (leave the first column blank, as below).
3. Now ask a pupil to give a letter of the alphabet. Pupils write it in the first column. They then work in pairs and fill in each row with a word that is related to each theme and which starts with that letter. Note that sometimes a column may remain blank if they cannot think of a relevant word.
4. Other pupils can suggest other letters. When the game is over, pupils count the number of words they have filled in. The one who has the largest number is the winner.

	shapes	transport	food and drink	animals	jobs
t	triangle	taxi	tomato	tiger	teacher
c	circle	car	cake	cat	chemist
m		motorbike	meat	mouse	
f			fizzy drink	fox	firefighter
s	square	ship	sauce	stork	scientist

### Activity 2

After a unit is complete, try the following classroom activity for pupils to review the vocabulary.

1. Ask pupils to work in groups. Assign a group leader.
2. The leader gives a letter, and the other pupils write a word that they can remember from the unit.

	Unit 12
a	Arabian oryx
c	cut down
e	early
f	furniture
n	nature reserve
s	soil, surprise
w	wild

## Extra classroom activities

### 1. Odd one out

- Choose three words from a vocabulary set, for example: *lorry, motorbike, helicopter*, plus one 'odd one out', for example: *holiday*.
- You can say the words, use flashcards, draw pictures or write the words on the board in any order.
- Pupils say the odd word out.

### 2. Read and answer the questions

- For this activity, you will need to draw a sequence of pictures on the board, or prepare flashcards that you can display clearly on the wall or board. You will then need to copy the sequence together with two alternative sequences.
- Pupils look at the sequence and find the matching one from the choices.
- They say why the sequence is correct by naming what is in the pictures. The example below uses animals, but any vocabulary set can be used:

Sequence 1: Draw a camel, a camel, a deer, a camel, a camel, a deer, a bear and giraffe.

- Ask which of the following patterns matches sequence 1.

Sequence 2: Draw a camel, a deer, a camel, a camel, a deer, a bear, a giraffe, a camel.

Repeat above Sequence 1 (this is the correct answer).

Sequence 3: Draw a camel, a camel, a deer, a camel, a camel, a bear, a giraffe, a deer.

### 3. What is in a word?

- This activity is useful to develop pupils' general vocabulary and to practise spelling.
- Write three words on the board, for example: *tea, soft, toy*.
- Write *water park* on the board below the three words. Pupils work out which of the three words use the same letters that appear in *water park* (answer: *tea*).

### 4. Read and answer the questions

- When pupils are familiar with game 3, you can develop the game to be more challenging.
- Choose a word they have recently learned. Make sure it is quite a long word. Write it on the board, for example: *helicopter*.
- Pupils make as many words as they can which use the letters from the word, in any order, for example: *the, top, to, hot, or etc.*

### 5. Sequences

- This game can be used for numbers or times.
- Write a sequence of numbers or times on the board, but with one of the sequence missing. Pupils identify the missing item by working out the sequence. For example, for time (the answer is 2 o'clock):

12 12.30 1 1.30 ? 2.30

## Extra classroom activities

### 6. The flower game

- Tell the pupils you have thought of a word. They have to guess the word by working out the letters that spell it.
- Choose a word they have recently learned, for example: *onion*.
- On the board, write underlines for each letter: \_ \_ \_ \_ \_
- Pupils take turns to call out a letter. If the letter is in the word, you add it to the underlines. For example, if they say o, put: o \_ \_ o \_ .
- If they call a letter that is not in the word, for example p, then you draw the first stage of a flower: draw the stem. Write the letter p on the board next to the flower stem so they know not to use this letter again.
- Continue the game until they have spelled the word correctly. If you have drawn the full flower – a stem, two leaves, and a flower with six petals – they have lost.

### 7. What am I?

- Prepare flashcards with the name of a job or an animal on them, for example: teacher, elephant. Give a card to each pupil face down.
- The pupil shows the card to their partner without looking at it. They must then ask questions to find out which job/animal they are, for example: Do I work in a school?
- Pupils continue until they guess correctly. If you wish, ask pupils to count how many questions they need to ask before they guess correctly. The winner is the pupil who guesses after the fewest number of questions.

### 8. The list game

- Say a word from a lexical set they have learned, for example circle for shapes. Pupils then go round the class taking it in turns to say other shapes they know.
- If a pupil is stuck or gets a word wrong, change the lexical set, for example: say *potato* for food. Pupils then continue with other items of food.

# Grammar games

## 1. Who is it?

- Use the following game to practise never and always (language from unit 1).
- Prepare the charts below to photocopy, or copy them onto the board.
- Ask pupils *Who is it?* Say the following sentences (answers in brackets).

*I never go to the bowling alley. (Ali)*

*I always go to a museum. (Samia)*

*I never clean the car. (Samia)*

*I always play on the swings. (Ali)*

### Ali

Sunday	swings ✓	bowling ✗
Monday	swings ✓	bowling ✗
Tuesday	swings ✓	bowling ✗
Wednesday	swings ✓	bowling ✗
Thursday	swings ✓	bowling ✗
Friday	swings ✓	bowling ✗
Saturday	swings ✓	bowling ✗

### Samia

Sunday	museum ✓	clean the car ✗
Monday	museum ✓	clean the car ✗
Tuesday	museum ✓	clean the car ✗
Wednesday	museum ✓	clean the car ✗
Thursday	museum ✓	clean the car ✗
Friday	museum ✓	clean the car ✗
Saturday	museum ✓	clean the car ✗

## 2. Spot the difference

- Use the following game to practise the conjunctions *and* and *but* (language from unit 2).
- Prepare two pictures of a classroom. The pictures are the same in all but a few details. Include items of vocabulary they know, for example: ruler, school books, picture, tables, chairs, clock, bin, desks, displays etc.
- Pupils say what is the same and what is different in each picture using *and* and *but*, for example: *Picture 1 and picture 2 have four school books. Picture 1 has a clock but picture 2 does not have a clock etc.*

## 3. What am I going to do?

- Use the following game to practise the future with *going to* (language from unit 5).
- Draw an Olympic-style podium on the board and divide the class into three teams.
- Bring into the class a selection of items, for example: a swimming towel or goggles, a tennis racquet, a passport/airline ticket (or pretend ones), a sun umbrella etc. Alternatively, you can draw these items on the board.
- Hold up each item or point to each picture. Teams take turns to guess what you are going to do, for example:  
(Hold up the swimming towel/goggles:) *You are going to go swimming.*  
(Hold up the tennis racket:) *You are going to play tennis.*  
(Hold up the passport/ticket:) *You are going to go to the airport/see the planes.*  
(Hold up the sun umbrella:) *You are going to go to the beach.*
- See which team gets the most correct answers. At the end, write each team's name or number on the podium on the board: first, second or third.

## Grammar games

### 4. A story

- This activity practises questions in the past tense which require *Yes/No* answers: *Did you... ? Were you... ?* etc. (language from unit 6).
- Tell the pupils that you had an adventure yesterday. They must find out what happened, but they can only ask you *Yes/No* questions.
- Pupils ask questions about the adventure. What pupils do not realise is that you are going to alternate your answers between *No* and *Yes* for every question. So, for example if the first question is *Were you at home?*, you answer *No*. If the second question is, *Did you visit a friend?*, you answer *Yes*.
- The point of the game is that the adventure that happened to you will be invented by the pupils' questions. This can lead to some interesting and fun ideas! Encourage them to ask as many questions as they can.

### 5. The mime game

- This game can be used to practise the past continuous (language from unit 8).
- Write on the board a time phrase, for example: *yesterday afternoon at three o'clock*.
- Divide the class into two teams, or groups.
- A person from each team or group takes turns to mime what they were doing at that time yesterday. For example, they mime playing tennis. The other team guesses and makes a sentence: *You were playing tennis yesterday afternoon at three o'clock*.
- Continue until all the pupils have had the chance to mime an action. See which team has guessed the most correct answers.

### 6. Add a sentence

- This game can be used to practise *There is/There are* (language from unit 10).
- Go round the class. Each pupil makes a sentence about what is in a large shop. It can be any item of food or drink. For example: *There are some onions*.
- The next pupil repeats the first pupil's sentence and adds a new sentence, for example: *There are some onions and there is some meat*.
- The next pupil repeats the first two pupils' sentence and adds another one, and so on. See how long the pupils can go on for!

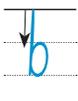
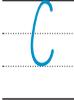
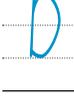
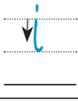
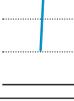
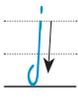
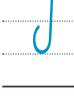
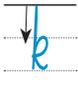
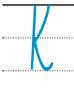
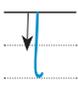
### 7. The best holiday

- This game can be used to practise *There was/There were* (language from unit 15).
- Tell pupils they are going to describe a perfect holiday that they had last summer. It does not have to be a real holiday; they can use their imaginations!
- Go round the class. Each pupil makes a sentence using *There was/There were* to describe the holiday, for example: *There was a big beach. There were beautiful trees*.
- See how many sentences the class can make. Praise pupils who add any adjectives etc.

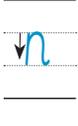
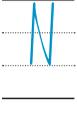
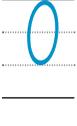
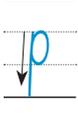
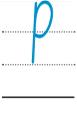
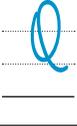
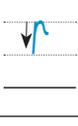
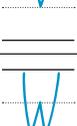
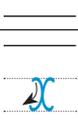
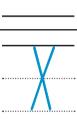
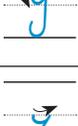
### 8. Noughts and crosses

- This game can be used to practise the present perfect (language from unit 17), or any other grammar point from the course.
- Draw a blank noughts and crosses grid on the board.
- Divide the class into two teams.
- Ask the first team a question using the present perfect, for example: *Have you ever climbed a mountain?* A pupil from that team puts their hand up. They answer truthfully *Yes, I have/No, I haven't*, and then ask the second team a question using the present perfect, for example: *Have you ever watched fireworks in the sky?* If the answer and question are correct, that team chooses where to go first on the grid with a nought.
- A pupil from the second team must now answer the first team's question, then ask another question using the present perfect. If their answer and question is correct, that team chooses where to go next on the grid with a cross.
- Continue until one team gets a line across the grid. That team is the winner.

# Letter formation guidelines

Lower case formation	Upper case formation
 pull back, around, up, and down, add join	 pull down, up, over and down, across
 pull down, up, around, add join	 pull down, up, around and in, around and in
 pull back and around, continue up to next letter if necessary	 pull back and around
 pull back, around, up and down, add join	 pull down, up and around
 pull across, back and around, continue up to next letter if necessary	 pull down, across, across, and across
 look up and around, pull back, down, cross, add join	 pull down, across, across
 pull back, around, up, down and under, loop round if joining	 pull back, around, down
 pull down, up, over, and down, add join	 pull down, pull down, across
 pull down, add join, dot	 pull down
 pull down, curve around, loop around if joining, dot	 pull down, curve around
 pull down, loop around, pull in, pull out, add join	 pull down, slant in, slant out, add join
 pull down, add join	 pull down, across
 pull down, up, over, down and up, over and down, add join	 pull down, slant down, slant up, pull down

## Letter formation guidelines

 pull down, up, over and down, add join	 pull down, slant down, pull up
 pull back and around, add loop if joining	 pull back and around
 pull down, up and around, add loop if joining	 pull down, up and around
 pull back, around, up, down and up, continue to next letter if joining	 pull back and around, cross
 pull down, up, and over, continue to next letter if joining	 pull down, up, around, and in, and slant down
 pull back, in, around and back, add join	 pull back, in, around, down, and back around
 pull down, join to next letter, cross at end of word	 pull down, across
 pull down, around, up and down, continue to next letter if joining	 pull down, around, up, pull down
 slant down, up, add join	 slant down, slant up
 slant down, up, down, up, add join	 slant down, up, down, up
 pull forward and round, lift, pull back and round, continue to next letter if joining	 slant down, slant down
 pull down, curve round, pull up, pull down and loop back and round	 slant in, slant, and down
 across, slant down, and cross, continue to next letter if joining	 across, slant down, across