

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• follow oral instructions</li> <li>• respond to questions before, during and after listening</li> <li>• use teacher introduction and other clues to understand new words when listening</li> <li>• use context to understand new words when listening</li> <li>• use knowledge of verb tenses to understand when things happen</li> <li>• scan simple written materials to preview them for general content before starting to read</li> </ul>
<b>Structures</b>	<p>The modal verb <i>will</i> for decisions made at the moment of speaking:  <i>I'll email them at their hotel.</i>  <i>I'll tidy up.</i>  <i>I'll put the bouquet of flowers in a vase.</i></p>
<b>Functions</b>	<p>Making offers of help  Talking about tasks to do around the house</p>
<b>Vocabulary</b>	<p><i>bookshelf, bouquet, email (v), fantastic, pick up, tidy up, vase, wonderful</i></p>
<b>Topic</b>	<p>Helping Mum before family members come to visit; household tasks</p>
<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 8, Exercise 1</li> <li>■ Flashcards: <i>bookshelf, tidy up, vase</i></li> </ul>

## Revision

- Remind pupils that in Unit 7 they learnt about ways of helping people. Say *How can we help a neighbour or grandparent who is unwell?* Elicit their ideas, and note all reasonable suggestions on the board.
- Tell pupils that in this unit, they are going to learn to talk about ways of helping in the home. Ask pupils to put up their hands if they help at home. Say *Well done! You are very kind.*

## Presentation

- Say *This is a way of helping at home.* Present *tidy up* using the flashcard. Ask volunteer pupils to repeat the words. Say the words again and ask pupils to put their hands up if they help with these things.
- Present *airport, bookshelf* and *vase* using the flashcards, and *bouquet* using a simple drawing on the board. Ask pupils to repeat each word after you. Point to the flashcards or the picture in random order and elicit the words. Say *Well done. That's fantastic! That's wonderful!* Say *fantastic* and *wonderful* again, and get pupils to repeat. Explain that *fantastic* and *wonderful* means the same as *great*.
- Explain *pick up*. Write the words on the board and get pupils to repeat. Explain that it means to go in a car to meet a person and drive them somewhere. Write an example on the board: *Grandpa's coming on the train. I'll go to the station and pick him up.*
- Remind pupils of *email* (thing). Ask them to guess how we can use *email* in other ways. Elicit that *email* can also act as a doing word. You could mime this to quickly review talking about the present (*What am I doing at the moment?*)

- Read the two sentences on the board again, and ask the pupils to repeat after you. Say *I'll go to the station.* Say *I'll...* and get the class to repeat. On the board, write *I'll = I will.* Explain that we say this when we decide to do something. Tell pupils they will find some examples in the story later.
- Ask pupils to take out their books.

## Pupil's Book, Page 40, Exercise 1

- Say *Open your books at page 40.* Ask pupils to look at the pictures and say what the family members are doing. Confirm *They're tidying up.*
- Ask pupils to listen and to find out why the family are tidying up today.
- Play the recording all the way through. Pupils read as they listen.
- Ask the question *Why are the family tidying up?* Elicit *Uncle Hassan, Aunt Muna and Salma are coming to stay.*
- Ask *Is Samira happy about the visit? How do you know?* Ask pupils to read out the words that tell them this (*fantastic, excited*).
- Play the recording again. Pause after each character speaks for the pupils to repeat individually. Then ask individuals to repeat. Make sure that pupils pause between sentences.
- Hold up the flashcards for *bookshelf* and *vase*, and ask pupils to find the words in the story.

**Unit 8 I'll tidy up**

**1 Listen and read**

**1**



**Mum:** Here's a postcard from Uncle Hassan, Aunt Muna and our baby cousin Salma. They're flying back from Lebanon on Saturday.

**Samira:** Can they stay with us before they go back to Petra?

**Dad:** That's a good idea. I'll email them at their hotel.

**2**



**Dad:** Here's an email from Uncle Hassan. They would like to stay with us. We can pick them up at the airport.

**Samira:** That's fantastic. I'm excited about seeing our new baby cousin again.

**Kareem:** Me too!

**3**



**Mum:** It's Saturday tomorrow. Let's get ready to welcome our visitors.

**Kareem:** I'll tidy up. I'll put these books on the bookshelf.

**Samira:** I'll put the bouquet of flowers in a vase.

**4**



**Dad:** Well done, Kareem and Samira!

**Samira:** Can we buy a present for Salma?

**Mum:** That's a wonderful idea! I'll go to the shopping centre now. Would you like to come with me?

**Kareem/Samira:** Yes, please!

**40**

### Audioscript

- 1.**  
Mum: Here's a postcard from Uncle Hassan, Aunt Muna and our baby cousin Salma. They're flying back from Lebanon on Saturday.  
Samira: Can they stay with us before they go back to Petra?  
Dad: That's a good idea. I'll email them at their hotel.
- 2.**  
Dad: Here's an email from Uncle Hassan. They would like to stay with us. We can pick them up at the airport.  
Samira: That's fantastic. I'm excited about seeing our new baby cousin again.  
Kareem: Me too!
- 3.**  
Mum: It's Saturday tomorrow. Let's get ready to welcome our visitors.  
Kareem: I'll tidy up. I'll put these books on the bookshelf.  
Samira: I'll put the bouquet of flowers in a vase.
- 4.**  
Dad: Well done, Kareem and Samira!  
Samira: Can we buy a present for Salma?  
Mum: That's a wonderful idea! I'll go to the shopping centre now. Would you like to come with me?  
Kareem/Samira: Yes, please!

### End the lesson

- Encourage the pupils to tidy up the classroom. Invite them to say one thing they will do, and then perform the action, e.g. *I'll put this book on the bookshelf./I'll tidy up my pencils./I'll put this paper in the bin.*

## Lesson 2

### Outcomes

- It is expected that pupils will:**
- respond to questions before, during and after listening
  - recognise the effect of pauses on understanding when listening
  - prepare and read aloud a short dramatic passage with accuracy, comprehension and expression
  - use knowledge of verb tenses to understand when things happen
  - use and spell correctly learnt vocabulary
  - draw conclusions from simple reading materials
  - write meaningful sentences using given frameworks

### Structures

The modal verb *will* for decisions made at the moment of speaking:  
*I'll email them.*  
*I'll tidy up.*  
*I'll put the bouquet of flowers in a vase.*

### Functions

Making offers of help  
Talking about tasks to do around the house

### Topic

Helping Mum before family members come to visit; household tasks

### Resources

- Pupil's Book, page 40, Exercise 1, Listen and read
- Activity Book, page 38, Exercise 1, Match and write
- Activity Book, page 38, Exercise 2, Write sentences
- Audio: Pupil's Book, Unit 8, Exercise 1

### Revision

- Tell the class that you are going to talk about some problems, and the pupils should think of what they will do to help. Remind them to use *I'll*...
- Say *Grandma is thirsty*. Encourage pupils to say, e.g. *I'll get a glass of water* or *I'll buy some orange juice*.
- Do the same with some more problems, and give time for pupils to respond to each: *The classroom is very hot. (I'll open the window.) A teacher is ill. (I'll send her a bouquet of flowers.) I'm hungry. (I'll make some food.)*
- You could get pupils to mime a problem to their partner, until their partner offers something helpful.

### Pupil's Book, Page 40, Exercise 1

- Ask pupils to open their books at page 40. Ask them to tell you what they can remember about the story.
- Play the story to the class again while they read.
- Ask pupils questions:  
for picture 1: *Who is the postcard from? (Uncle Hassan, Aunt Muna and Salma)*  
*Where are they? (They are in a hotel in Lebanon.)*  
for picture 2: *Why is Samira excited? (She wants to see her baby cousin again.)*  
for picture 3: *What is Samira holding? (A vase for the flowers.)*  
for picture 4: *What does Samira want to do? (She wants to buy a present for Salma.)*
- Put the class into groups of four. Ask them to choose roles and to practise the dialogue. Make sure that they pause between sentences, especially when they want to sound excited. Choose some groups to act out the story for the class.

### Activity Book, Page 38, Exercise 1

- Ask pupils to open their Activity Book at page 38 and to describe the pictures.
- Explain that pupils need to read the pairs of sentences, and match them with the correct picture. Then they need to complete the gaps in the sentences. They should use *I'll* and the correct word from the box each time.
- Invite a pair to read out the first sentence and the example answer, and point to the correct picture (*b*).
- Pupils work in pairs to complete the exercise. When they have finished writing, encourage them to practise reading each dialogue.
- Check answers as a class, choosing pairs to read each complete dialogue, and point to the correct picture.

### Answers

1. b, I'll go    2. e, I'll put    3. d, I'll send    4. a, I'll buy  
5. c, I'll tidy up

### Activity Book, Page 38, Exercise 2

- Ask pupils to look at Exercise 2. Explain that they are going to write what they will do this weekend, based on the pairs of words they read. Read *This weekend ...* and *help / Mum*. Invite a pupil to read out the example sentence. Explain that they can use their own ideas as well as the words given.
- Pupils should work individually to write their sentences. When they have finished writing, encourage them to compare answers in pairs, and practise reading out the sentences. Check answers as a class.

### Suggested answers

1. I'll help Mum in the kitchen.
2. I'll tidy up my bedroom.
3. I'll buy a present for my dad.
4. I'll write an email to my friend.
5. I'll go shopping with my sister.

### Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
use teacher introduction and other clues to understand new words when listening			
use knowledge of verb tenses to understand when things happen			
write meaningful sentences using given frameworks			

### End the lesson

- Point to the end of the story on page 40. Ask *Where are Mum, Kareem and Samira going?* Elicit that they are going to the shopping centre to buy a present.
- Ask the pupils to suggest what present Kareem and Samira will buy for Salma. Accept all reasonable suggestions.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- ask questions after listening to gain understanding of new or unfamiliar words
- use context to understand new words when listening
- use knowledge of verb tenses to understand when things happen
- use and spell correctly learnt vocabulary
- use context and direct instruction to understand the meaning of new and unfamiliar words
- use correct intonation for questions and statements

### Structures

The modal verb *will* for decisions made at the moment of speaking:  
*I'll dry the dishes.*  
*I'll tidy up.*  
*I'll put the books on the bookshop.*

### Functions

Making offers of help  
 Talking about tasks to do around the house

### Vocabulary

*dry the dishes, sandwich, task, wash the car*

### Topic

Helping Mum before family members come to visit; household tasks

### Resources

- Pupil's Book, page 41, Exercise 2, Listen and answer
- Pupil's Book, page 41, Exercise 3, Listen again and tick (✓)
- Activity Book, page 39, Exercise 3, Read and write
- Audio: Pupil's Book, Unit 8, Exercise 2
- Audio: Pupil's Book, Unit 8, Exercise 3
- Flashcards: *dry the dishes, wash the car*

### Revision

- On the board, write two columns of words and phrases:

tidy	the table
set	up
put	lunch
make	the books on the bookshelf

Present *dry the dishes and wash the car* using the flashcard.

Then, invite pupils to come to the board to match one of the words on the left with a word or phrase on the right. The phrases are all things we can do to help in the home (*tidy up, set the table, put the books on the bookshelf, make lunch*). Explain that these helpful activities are called *tasks*.

- Encourage pupils to suggest sentences using *I'll* and one of the phrases from the board, e.g. *I'll set the table for breakfast.*

### Pupil's Book, Page 41, Exercise 2

- Ask pupils to open their books at page 41 and look at Exercise 2. Invite a pupil to read out the question. Explain that they are going to listen to Kareem and Samira talking, and find out the answer to the question.
- Play the recording right through, while pupils listen. Check that they understand what *sandwich* means.
- Read the question again, and elicit the answer.

#### 2 Listen and answer

Which tasks do Kareem and Samira do together?

#### 3 Listen again and tick (✓)

Tasks	Kareem	Samira
tidy up		✓
make the sandwiches		
dry the dishes		
put the books on the bookshelf		
wash the car		

#### 4 Look and say

- put the bouquet of flowers in a vase
- set the table
- tidy up
- make a sandwich
- wash the car
- dry the dishes



### Audioscript

Samira: Mum and Dad are really busy today, Kareem. Let's help them with some tasks.  
Kareem: Good idea, Samira! I'll tidy up.  
Samira: OK. Thanks, Kareem. I'll make the sandwiches, but I need to wash my hands first.  
Kareem: Thanks, Samira. What about the dishes?  
Samira: That's another task. Okay, I'll dry the dishes.  
Kareem: And I'll put my books on the bookshelf in my bedroom.  
Samira: Are there any other tasks, Kareem?  
Kareem: What about the car? We can wash the car for Dad.  
Samira: OK. Let's wash the car together.

### Answer

Kareem and Samira wash the car together.

### Pupil's Book, Page 41, Exercise 3

- Ask pupils to look at the list in Exercise 3. Invite a pupil to read out the tasks on the list. Explain that they are going to listen again to the conversation between Kareem and Samira. They need to find out who does each task mentioned, and tick the person. Point to the ticked example.
- Play the recording, and pause when each task is mentioned for the pupils to tick under the correct name.
- Play the recording a final time for pupils to check their answers. Compare answers as a class.
- Ask pupils what Samira needs to do before making sandwiches (wash her hands), and have a short discussion about hygiene with the class including discussing when they should wash their hands.

### Answer

tidy up – Kareem  
make the sandwiches – Samira  
dry the dishes – Samira  
put the books on the bookshelf – Kareem  
wash the car – Kareem and Samira

### Activity Book, Page 39, Exercise 3

- Ask a pupil to read out the phrases in the box. Tell pupils that they should choose the correct phrase to complete each gap in the dialogue.
- Pupils work individually to complete the exercise. When they have finished writing, encourage them to work in pairs to read the dialogue and compare answers with a partner. Go round the class monitoring for correct pronunciation and intonation. Check answers as a class.

### Answer

1. the dishes   2. I'll tidy up   3. make some sandwiches  
4. I'll put the books   5. I'll wash the car

### End the lesson

- Ask pupils which tasks they like helping with at home. Say *What is your favourite task?* Ask which tasks their brothers and sisters like doing.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- pronounce English words and sentences precisely and correctly
- listen to and participate in simple classroom conversations
- use simple sentences to talk with a partner about familiar situations
- use and spell correctly learnt vocabulary
- use English dictionaries to help understand unfamiliar words
- write meaningful sentences using given frameworks

### Structures

The modal verb *will* for decisions made at the moment of speaking:

*I'll wash the car.*

*I'll tidy up.*

*I'll set the table.*

### Functions

Making offers of help

Talking about tasks to do around the house

### Topic

Helping Mum before family members come to visit; household tasks

### Resources

- Pupil's Book, page 41, Exercise 4, Look and say
- Activity Book, page 39, Exercise 4, Write sentences
- Flashcards: *bookshelf, dry the dishes, tidy up, vase, wash the car*

### Revision

- Put the flashcards for *bookshelf, dry the dishes, tidy up, vase* and *wash the car* face down on a table at the front of the class. Invite five pupils to come forward. They should each pick up one of the flashcards, hold it up and make a sentence starting with *I'll...* (*I'll put the books on the bookshelf/dry the dishes/tidy up/put the flowers in the vase/wash the car.*) Say *Thank you! You're very helpful.* Invite other groups to the front to do the same.

### Pupil's Book, Page 41, Exercise 4

- Ask pupils to open their books at page 41. Go round the class, asking each pupil to read one of the phrases on the left of the exercise. Say *bouquet* and *sandwich* again for the pupils to repeat the pronunciation.
- Tell pupils to look at the pictures. Explain that they are going to make a sentence starting with *I'll...* about each picture in turn. Ask a pupil to read out the example in the speech bubble.
- Ask pupils to work in groups of three or four. In their groups, they take turns to point at a picture and say one of the sentences. Encourage them to talk about each picture several times, starting with a different pupil each time. Go round and monitor.
- Choose a group to say all the sentences for the class to check their answers.

### Answers

- a. I'll set the table.
- b. We'll dry the dishes.
- c. I'll make a sandwich.
- d. I'll put the bouquet of flowers in a vase.
- e. I'll tidy up.
- f. I'll wash the car.

### Further practice

- Ask pupils to cover the list of phrases in Exercise 4, so that they can only see the pictures. Call out the letter for one picture, and elicit the sentence, e.g. call out *Picture e*, and elicit *I'll tidy up*.

### Activity Book, Page 39, Exercise 4

- Ask pupils to look at the pictures, and say what is happening in the first picture. Invite a pupil to read out the example answer.
- Explain that they are going to write a sentence about each picture in the same way. Remind them that each sentence should begin with *I'll ...* Write *I'll* on the board, and remind them about the position of the apostrophe.
- Pupils work individually to write the sentences. Tell them that if they need help with spellings they can use their dictionaries, or look back at page 41 of their Pupil's Books.
- When they have finished writing, encourage them to compare answers with a partner.
- Check answers as a class, asking pupils to read out their sentences. Ask if any pupils wrote a different sentence and ask them to read it out. Accept all correct answers.

### Answers

1. I'll make a sandwich.
2. I'll tidy up (my bedroom).
3. I'll dry the dishes.
4. I'll wash the car.
5. I'll set the table.
6. I'll put the books on the bookshelf.

### End the lesson

- Say *Fantastic! Well done, class. You are very kind and helpful.*

## Lesson 5

### Outcomes

#### It is expected that pupils will:

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

### Structures

The modal verb *will* for decisions made at the moment of speaking:  
**We'll** show you all of our photos.

### Functions

Talking about locations in Jordan and elsewhere in the region  
Talking about leisure activities

### Vocabulary

*cave, cedar tree, enormous, national flag*

### Topic

Visiting locations; leisure activities

### Resources

- Pupil's Book, page 42, Exercise 5, Read and match
- Pupil's Book, page 42, Exercise 6, Read again and complete
- Activity Book, page 40, Exercise 5, Read and complete
- Activity Book, page 40, Exercise 6, Write answers
- Flashcards: *cave, peacock*
- A picture of the national flag and if possible, a picture of a cedar tree

### Revision

- Revise numbers. Write some numbers on the board and invite pupils to read them out: 360; 1,200; 3,000; 52; 4,660.

### Presentation

- Present *cave* using the flashcard. Say the word and ask volunteer pupils to repeat.
- Present *cedar tree*. Ask pupils to repeat the words. Explain that a cedar tree is a type of tree that can grow to be *enormous* and very old. Show a picture if you have one, or do a simple drawing on the board.
- Present *national flag*. Say the words and ask some pupils to repeat them. Show a picture of the Jordanian national flag or draw a picture on the board.

## Pupil's Book, Page 42, Exercise 5

- Ask pupils to open their books at page 42 and look at Exercise 5. Explain that they are going to read an email, which has pictures attached. Ask who the email is from (*Aunt Muna, Uncle Hassan and Salma*) and who it is to (*Kareem and Samira*).
- Point to the paragraphs numbered 1 to 4. Explain that they need to match each paragraph with one of the photographs on the right.
- Pupils work in pairs to read the email and complete the task. Encourage them to use their dictionaries if there are any words they don't understand. Make sure they understand *enormous*.
- Check answers as a class.

**5 Read and match**

Dear Kareem and Samira,

**1** We are having a busy week in Lebanon! On Sunday, we visited the caves at Jeita. They are enormous! There is a river in the caves.

**2** On Monday, we went to a cedar forest in the mountains. It was beautiful. Cedar trees are very important in Lebanon. There is a cedar tree on the national flag.

**3** On Tuesday, we went to Sidon. It is a city by the sea. Some of the buildings are very old. The castle in Sidon is about 800 years old.

**4** On Wednesday, we visited Moussa Castle. A man called Moussa Abdel Karim Al Maamari built the castle. It took sixty years to build! It looks like an old castle, but it's a modern building.

We are excited about coming to see you. We'll show you all of our photos!

Best wishes

Aunt Muna, Uncle Hassan and Salma




**6 Read again and complete**

• their photos • a river • sixty years  
• a cedar tree • about 800 years

1 There is \_\_\_\_\_ in the caves at Jeita.  
2 On Lebanon's national flag, there is \_\_\_\_\_.  
3 The castle in Sidon is \_\_\_\_\_ old.  
4 It took \_\_\_\_\_ to build Moussa Castle.  
5 Aunt Muna and Uncle Hassan will show the children \_\_\_\_\_.

There is a river in the caves at Jeita.



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### Answers

paragraph 1 – picture c  
paragraph 2 – picture a  
paragraph 3 – picture d  
paragraph 4 – picture b

## Pupil's Book, Page 42, Exercise 6

- Ask pupils to look at Exercise 6. Explain that pupils need to choose the correct words to complete each sentence. Ask a pupil to read out the words at the top of the exercise. Remind them that they will need to look back at the email in Exercise 5 to find the correct information.
- Pupils work individually to complete the task. When they have finished writing, encourage them to check their answers with a partner and practise reading the complete sentences.
- Check answers as a class. Invite pairs to read out each sentence.

### Answers

1. a river 2. a cedar tree 3. about 800 years  
4. sixty years 5. their photos

## Further practice

- Say sentences that have mistakes. Ask pupils to correct the mistakes. For example:
  - *Aunt Muna and Uncle Hassan are on holiday in Jordan. (No. They are on holiday in Lebanon.)*
  - *On Monday they visited Moussa Castle. (No. On Monday they went to a cedar forest.)*
  - *The castle in Sidon is a modern building. (No. It's about 800 years old.)*
  - *They visited Moussa Castle on Monday. (No. They visited Moussa Castle on Wednesday.)*

## Activity Book, Page 40, Exercise 5

- Ask pupils to open their Activity Book at page 40. Ask them to look quickly through the email and find out which places are mentioned. (*Qasr Kharana, the bird park in Shmeisani*)
- Revise *peacock*, using the flashcard.
- Explain that they need to read the email and choose the correct words from the box to fill in the gaps.
- Pupils can work in pairs to read the email and complete the task.
- Check answers as a class.

### Answers

1. spent 2. stone 3. walked 4. bought 5. been  
6. I'll 7. were 8. photos

## Activity Book, Page 40, Exercise 6

- Explain to the pupils that they need to write answers to the questions, using information from the email in Exercise 5.
- Ask pupils to work individually to write the sentences. When they have finished, encourage them to read out their sentences to a partner to compare answers. Question 6 is an example of critical thinking question (see page 153).
- Check answers as a class, choosing pupils to read out one sentence each.

### Answers

1. She saw her grandparents.  
2. On Friday they went to Qasr Kharana.  
3. On Saturday they went to the bird park.  
4. Nadia is going to send them a photo of a peacock.  
5. Nadia is going to show Fatima photos of the beautiful trees.  
6. Pupils' own answers.

## End the lesson

- Ask *Have you ever visited a cave?* Encourage pupils to put up their hands if they have. Ask them to describe the cave, and say what they liked about it.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the correct stress of a word in a sentence
- use simple sentences to talk with a partner about familiar situations
- speak with pauses for clarity and emphasis
- use correct intonation for questions and statements
- show appreciation of listening to songs in English
- correct punctuation with the assistance of peers and teachers
- skim simple written materials for the main ideas
- write meaningful sentences about last week
- write an email to a friend

### Structures

The modal verb *will* for decisions made at the moment of speaking:  
*We'll make a cake.*

### Functions

Making offers of help  
Talking about tasks to do around the house  
Demonstrating appreciation of a song

### Vocabulary

*on their way*

### Topic

Helping Mum before family members come to visit; household tasks

### Resources

- Pupil's Book, page 43, Exercise 7, Listen and say
- Pupil's Book, page 43, Exercise 8, Ask and answer
- Pupil's Book, page 43, Exercise 9, Sing
- Activity Book, page 41, Exercise 7, Complete and say. Listen and check
- Activity Book, page 41, Exercise 8, Write about last week
- Activity Book, page 41, Exercise 9, Write an email
- Activity Book, page 75, Handwriting Practice
- Audio: Pupil's Book, Unit 8, Exercise 7
- Audio: Pupil's Book, Unit 8, Exercise 9
- Audio: Activity Book, Unit 8, Exercise 7

## Revision

- Point to objects around the classroom, describing them by saying example, *It's a blue box, It's a brown chair.* Get some pupils to repeat the sentences after you and say some sentences on their own if they are capable.
- Ask pupils *What did you do last weekend?* Elicit different responses, e.g. *I played football. I helped my mum. I read a book.* List some possible activities in note form on the board.
- Tell pupils they will use some of the words to write an email at the end of the lesson.


## Pupil's Book, Page 43, Exercise 7


- Ask pupils to open their books at page 43 and look at the pictures in Exercise 7. Explain that they are going to listen to two sentences. They need to decide which word in each sentence is stressed.
- Play the recording right through while pupils listen. Ask *Which word is stressed in each sentence?* Elicit *Red* and *green*. Confirm that the adjectives (describing words) in the sentences are stressed.
- Play the recording again, pausing after each sentence for the class to repeat.

- Choose individuals to read each sentence with the correct intonation and stress.
- Invite pupils to make sentences using a different adjective (describing words), e.g. *It's a big door. It's a beautiful door.* Make sure they stress the adjective (describing word) each time.

### Audioscript

It's a red door.  
It's a green door.

**7**  **Listen and say**




It's a red door.



It's a green door.

**8** **Ask and answer**



**9**  **Sing**

Hurray, hurray!  
Our grandparents are on their way.  
They're coming to our house today.  
Hurray, hurray!

We're helping Dad to tidy up.  
The books are on the shelf.  
Our games are in our bedroom.  
We really like to help.

Now we're making sandwiches.  
And soon we'll make a cake.  
It's going to be delicious.  
We really like to bake.



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## Pupil's Book, Page 43, Exercise 8

- Tell pupils to look at the picture in Exercise 8. Ask a pair to read out the example dialogue in the speech bubbles.
- Explain that pupils should work in pairs to ask and answer the same question (*How do you help your mother and father?*). Encourage them to use their own ideas and make sentences that are true for them. This activity reflects experiential learning (see page 152). Go round monitoring as they complete the task.
- Invite pairs to ask and answer the question for the class. Encourage them to speak with appropriate pauses.

## Pupil's Book, Page 43, Exercise 9

- Tell pupils they are going to listen to and learn a song. Ask them to look at the pictures and suggest what the song might be about. Tell pupils that *on their way* means *they are coming*.
- Play the recording right through while pupils listen and read the words.
- Play the recording again, pausing after each line for pupils to repeat.
- Play the recording again right through and encourage pupils to sing along.

### Audioscript

Hurray, hurray!  
 Our grandparents are on their way.  
 They're coming to our house today.  
 Hurray, hurray!

We're helping Dad to tidy up.  
 The books are on the shelf.  
 Our games are in our bedroom.  
 We really like to help.

Now we're making sandwiches.  
 And soon we'll make a cake.  
 It's going to be delicious.  
 We really like to bake.

### Activity Book, Page 41, Exercise 7

- Ask pupils to open their Activity Book at page 41. Invite a pupil to read out the adjectives (describing words) at the top of Exercise 7.
- Explain that pupils should choose the best adjective (describing word) to complete each sentence. Pupils work individually to complete the sentences. When they have finished, ask them to compare answers with a partner and practise reading the sentences in pairs. Make sure they stress the adjective in the sentence.
- Say *Now listen and check*. Play the recording right through for some pupils to check their answers.
- Play the recording again, pausing after each sentence for some pupils to repeat.

### Audioscript and answers

1. It's a small chair.
2. It's a beautiful flower.
3. It's an interesting book.
4. It's a long river.
5. It's a delicious meal.
6. It's a new dress.

### Activity Book, Page 41, Exercise 8

- Read the instruction and explain that pupils are going to write about last week, using the words in the box. Ask a pupil to read the example answer.
- Point to *play* in the box, and *played* in the example answer. Remind pupils that they need to write about the past. Tell them that they can complete the rest of the sentence with their own ideas.
- Pupils work individually to complete the task.
- Invite pupils to read some of their sentences out to the class.

### Answers

Pupils' own answers.

### Activity Book, Page 41, Exercise 9

- Tell pupils that they are going to write a short email telling their friend about something interesting they did.
- Remind them to write their own name at the end of the email, and the name of their friend at the beginning, after *Dear ...*
- Pupils work individually to write their emails. Go round monitoring and reminding them to punctuate their sentences correctly.
- Choose some pupils to read out their emails to the class. Encourage them to praise each other's work.

### Answers

Pupils' own answers.

### Classroom assessment

With reference to Unit 8:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
draw conclusions from simple reading materials			
use understanding of when things happen to produce correct verb tenses			
use simple sentences to talk with a partner about helping their parents			
show appreciation of listening to songs in English			
write meaningful sentences using given frameworks			
write a simple email to a friend			

### End the lesson

- Ask pupils to sing the song in Exercise 9 again in three groups, each group singing one of the verses.
- Guide the pupils to practise handwriting the two short paragraphs in the Activity Book on page 75.
- Say *Well done! You worked hard today.*



## Lesson 1

## Outcomes

## It is expected that pupils will:

- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- recognise the effect of pauses on understanding when listening
- make simple inferences when listening
- ask questions after listening to gain understanding of new or unfamiliar words

## Structures

The past continuous and the past simple:  
*We **had** lunch while we **were waiting** for you.*  
*Salma **woke up** while the plane **was landing**.*  
 The conjunction *while*:  
*She started to cry **while** we were checking in.*

## Functions

Talking about the past  
 Talking about airport facilities  
 Talking about journeys

## Vocabulary

*check in (v), collect, cry (v) customs, go through, journey, land (v), passport, suitcase*

## Topic

Airports, journeys and travel

## Resources

- Pupil's Book, page 44, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 9, Exercise 1
- Flashcards: *check in land, suitcase, passport*
- Wallchart: *At the airport*

## Revision

- Revise words for transport. Ask pupils to name as many types of transport as they can, and write them on the board, e.g. *bike, boat, car, helicopter, lorry, motorbike, plane, ship, train*.
- Choose different pupils and ask them, e.g. *Have you ever been in a helicopter?* If they say *Yes, I have*, invite them to tell the class about it.

## Presentation

- Use the flashcards to present *check in, land, suitcase* and *passport*. Ask some pupils to repeat each of the words after you as a class and individually.
- Use the wallchart to present *customs* and *go through*. Ask pupils to repeat the word. Say *At the airport, you go through customs. Then you collect your suitcase*. Mime collecting a suitcase and walking away with it.
- Write *while* on the board. Say the word and ask volunteer pupils to repeat it.
- On the board, write *He saw his friend while he was walking to school*. Read the sentence out and ask the pupils to repeat. Invite a pair of pupils to the front of the class to act out the sentence. Ask one of them to mime walking to school. While he is walking, he should look at the other pupil and wave 'hello'. Repeat the sentence as he walks.
- Explain that we use *while* when something happens when another action is already happening. Tell pupils that they will find some examples in the story.
- Ask pupils to take out their books.

## Pupil's Book, Page 44, Exercise 1

- Ask pupils to open their books at page 44. Ask them to look at the second picture. Ask *Who is arriving at the airport?* (*Uncle Hassan, Aunt Muna and Salma*.)
- Ask *Did Salma enjoy the journey?* *Let's listen and find out*. Check that pupils understand *journey*.
- Play the recording right through while pupils listen and read. Ask the question again and elicit the answer. (*Yes, she did*.) Check that pupils understand *cry*.
- Play the recording again. Pause after each person's speech for the pupils to repeat groups in turns. Make sure they pause a little between sentences, as on the recording.
- Ask pupils to find the three sentences with *while* and read them out. Write the last example on the board: *She woke up while the plane was landing*. Ask *What was happening first?* Elicit *The plane was landing*. Say *What happened then?* Elicit *Salma woke up*.

Unit

9

## We went to the airport

## 1 Listen and read



**Samira:** Here's the airport. Look at the new building!

**Dad:** Yes, it's bigger than the old building.

**Kareem:** Let's look for Uncle Hassan, Aunt Muna and Salma!



**Kareem:** Look! I can see them!

**Uncle Hassan:** Hello everyone! Our plane landed early!

**Aunt Muna:** We collected our suitcases and went through customs. Then we had lunch while we were waiting for you.



**Samira:** Did Salma like the journey?

**Uncle Hassan:** Yes, she did, but she started to cry while we were checking in and showing our passports!

**Aunt Muna:** She slept most of the time on the plane. She woke up while the plane was landing.



**Dad:** I'll put the suitcases in the car.

**Samira:** I'll carry Salma.

**Aunt Muna:** Thank you, Samira. Here's a present for you and Kareem. It's from Lebanon.

**Kareem:** It's a box of sweets! Thank you, Aunt Muna!

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### Audioscript

- 1.**  
Samira: Here's the airport. Look at the new building!  
Dad: Yes, it's bigger than the old building.  
Kareem: Let's look for Uncle Hassan, Aunt Muna and Salma!
- 2.**  
Kareem: Look! I can see them!  
Uncle Hassan: Hello everyone! Our plane landed early!  
Aunt Muna: We collected our suitcases and went through customs. Then we had lunch while we were waiting for you.
- 3.**  
Samira: Did Salma like the journey?  
Uncle Hassan: Yes, she did, but she started to cry while we were checking in and showing our passports!  
Aunt Muna: She slept most of the time on the plane. She woke up while the plane was landing.
- 4.**  
Dad: I'll put the suitcases in the car.  
Samira: I'll carry Salma.  
Aunt Muna: Thank you, Samira. Here's a present for you and Kareem. It's from Lebanon.  
Kareem: It's a box of sweets! Thank you, Aunt Muna!

### End the lesson

- Ask pupils to put their hands up if they have ever been to an airport. Invite pupils with their hands up to describe what the airport was like and what they did there.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- follow oral instructions
- speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happen
- retell what happens in a simple story
- use context and direct instruction to understand the meaning of new and unfamiliar words

### Structures

The past continuous and the past simple:  
*We **had** lunch while we **were waiting** for you.*  
*Salma **woke up** while the plane **was landing**.*  
The conjunction *while*:  
*She started to cry **while** we were checking in.*

### Functions

Talking about the past  
Talking about airport facilities  
Talking about journeys

### Topic

Airports, journeys and travel

### Resources

- Pupil's Book, page 44, Exercise 1, Listen and read
- Activity Book, page 42, Exercise 1, Complete and match
- Activity Book, page 42, Exercise 2, Read and circle
- Audio: Pupil's Book, Unit 9, Exercise 1
- Wallchart: *At the airport*

## Revision

- Revise words using the wallchart. Elicit *land, check in, suitcase, customs, passport*.
- On the board, write these words from the story: *airport, suitcase, present, customs, passport, building, landing*. Ask *What do you notice about the stress on these words? They all have the stress on the first part of the word.*

## Pupil's Book, Page 44, Exercise 1

- Ask pupils to open their books and look at the pictures. Say *Let's tell the story in our own words*. Invite four pupils to come to the front of the class. Encourage each of them in turn to hold up their book and point to one of the pictures in the story. They describe what is happening in this part of the story. Praise the pupils and ask them to sit down again.
- Play the recording while the pupils listen and read again.
- Say some sentences about the story that might be true or false. The pupils say if they are true or false, and correct the false sentences. For example, *The new airport is bigger than the old one. (True.) The family's plane was late. (False. It was early.) They have not collected their suitcases. (False. They have got their suitcases.) Salma laughed while they were showing their passports. (False. She cried.) Aunt Muna has brought a present for Kareem and Samira. (True)*
- Put the class into groups of five. Ask them to choose roles and to practise reading the story. Monitor as they are reading, checking their pronunciation.

## Activity Book, Page 42, Exercise 1

- Ask pupils to open their Activity Book at page 42. Give pupils a minute to look at the pictures in Exercise 1.
- Explain that they are going to complete the sentences with the correct form of the word in brackets. Then they need to match the sentences with the correct pictures.
- Read the completed example. Remind them that the action in the first part of the sentence is finished (*woke up*), but the action after *while* is a long action, with *was* or *were* and the *-ing* form of the verb.
- Pupils work individually to complete the task, then compare their answers with a partner. Go round to monitor and check that pupils are writing the words correctly.
- Check answers as a class. Write the words on the board so that pupils can check their spellings.

### Answers

- woke up, was landing – picture b (1)
- collected, was sleeping – picture d (2)
- had, were waiting – picture a (3)
- put, was talking – picture c (4)
- started, were checking in – picture e (5)

## Activity Book, Page 42, Exercise 2

- Ask pupils to look at Exercise 2. Explain that they need to circle the correct word to complete each sentence. Ask a pupil to read out the completed example.
- Pupils can work in pairs to read the sentences together and decide which word to circle.
- Check answers as a class. Invite pairs to read out each sentence.

### Answers

- was walking
- was watching
- had
- saw
- was listening

## End the lesson

- Write some sentence endings on the board:
  - ... while I was waiting at the airport.
  - ... while he was eating his lunch.
  - ... while she was doing her homework.
- Invite pupils to suggest different ways of starting each sentence. Accept all reasonable answers, with the correct word.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

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

### Structures

The past continuous and the past simple: *Salma **slept** while we **were waiting** for the plane. I **looked for** Salma's teddy bear while we **were boarding** the plane.*  
The conjunction *while*:  
*She started to cry **while** we were checking in.*

### Functions

Talking about the past  
Talking about airport facilities  
Talking about journeys

### Vocabulary

*board the plane, take off (v), teddy bear*

### Topic

Airports, journeys and travel

### Resources

- Pupil's Book, page 45, Exercise 2, Listen and answer
- Pupil's Book, page 45, Exercise 3, Listen again and match
- Activity Book, page 43, Exercise 3, Write
- Audio: Pupil's Book, Unit 9, Exercise 2
- Audio: Pupil's Book, Unit 9, Exercise 3
- Flashcard: *board the plane, teddy bear, take off (v)*
- Photocopiable Extra Practice Worksheet 4, page 167

## Revision

- Ask *What happens when you travel by plane?* On the board, list these phrases:
 

<i>go through customs</i>	<i>buy a ticket</i>
<i>go to the plane</i>	<i>collect your suitcase</i>
<i>check in</i>	<i>the plane takes off</i>
<i>the plane lands</i>	
- Ask pupils to put the events in the correct order. Invite a pupil to come to the front of the class, and write a number before each item on the list. Encourage the other pupils to call out to help them.
- Confirm the correct order: 1. *buy a ticket*, 2. *check in*, 3. *go to the plane*, 4. *the plane takes off*, 5. *the plane lands*, 6. *go through customs*, 7. *collect your suitcase*.

## Presentation

- Present *board the plane* and *take off* using the flashcards. Say the words and ask individual pupils to repeat them.
- Present *teddy bear* using the flashcard. Ask the pupils to repeat the words. Tell pupils to put up their hands if they like teddy bears.

## Pupil's Book, Page 45, Exercise 2

- Ask pupils to open their books at page 45 and look at Exercise 2. Tell them they are going to listen to a story. Ask the pupils to look at the pictures in Exercise 3 and say who is in the story (*Uncle Hassan, Aunt Muna and Salma*).
- Ask a pupil to read out the question in Exercise 2. Tell pupils they need to listen to find out the answer.
- Play the recording right through while pupils listen. Ask the question again and elicit the answer.

**2 Listen and answer**  
What happened to the teddy bear?


**3 Listen again and match**




a looked for / board the plane



b saw us / collect the suitcases




c talked / take off



d started to cry / check in



e slept / wait for the plane



f woke up / land

**4 Look and say**



Salma started to cry while they were checking in.

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### Audioscript

- Aunt Muna: We arrived at the airport at seven o'clock. We went to the check-in desk. Salma started to cry while we were checking in. I gave Salma her teddy bear.
- Aunt Muna: Salma slept while we were waiting for the plane. Uncle Hassan read a book.
- Aunt Muna: I looked for Salma's teddy bear while we were boarding the plane. The teddy bear wasn't in my bag.
- Aunt Muna: I sat down by the window with Salma. We talked while the plane was taking off.
- Aunt Muna: Salma woke up while we were landing. We looked out of the window together.
- Aunt Muna: We got off the plane. A little girl saw us while we were collecting our suitcases. She gave us the teddy bear.

### Answer

Aunt Muna gave Salma the teddy bear while they were checking in. They couldn't find the bear when they boarded the plane. A little girl found the teddy bear and gave it to them.

### Pupil's Book, Page 45, Exercise 3

- Ask pupils to open their books and look at the pictures in Exercise 3. Explain that the pictures tell the story, but they are in the wrong order. Tell them that they need to listen and write the correct number next to each picture.
- Play the recording again, pausing at the end of each section so that pupils can choose the correct picture and write the number.
- Play the recording again right through so that pupils can check their answers.

### Answers

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

### Activity Book, Page 43, Exercise 3

- Ask pupils to open their Activity Book at page 43 and look at the picture in Exercise 3. Ask *Where is the family? What are they doing?* Elicit suggestions.
- Explain to pupils that they need to write sentences about the family's journey. They should use the prompts for each sentence and *while*. Remind students to use *was + ing* after *while*, and a short action word before *while*. Ask a pupil to read out the example answer.
- The pupils work individually to complete the sentences. They can compare answers with a partner.

### Answers

1. Khaled waited while they were checking in.
2. Mrs Najjar bought a book while she was waiting.
3. They talked while they were boarding the plane.
4. Mr Najjar read a book while they were taking off.
5. Khaled woke up while the plane was landing.
6. They phoned us while they were collecting the suitcases.

### Further practice: Photocopiable Extra Practice Worksheet 4

- For further practice of the past continuous and past simple, make a copy of the photocopiable worksheet 4 on page 167 for each pupil.
- Explain to pupils that they need to look at the pictures and complete the sentences with the correct word in brackets. Then they complete the story by drawing another picture and writing.
- Ask pupils to compare their answers in pairs, and read each other's endings to the story.

### End the lesson

- Ask the pupils if they have ever lost something then found it again. Invite pupils to tell the class what they lost and how they found it.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- retell what happens in a simple story
- speak with pauses for clarity and emphasis
- give feedback about aspects of a peer's speech
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks
- write a dictated paragraph using correct punctuation marks

### Structures

The past continuous and the past simple:  
*Salma **slept** while they **were waiting** for the plane.*

*Salma **woke up** while the plane **was landing**.*

The conjunction *while*:

*A girl saw us **while** we were collecting our suitcases.*

### Functions

Talking about the past  
Talking about airport facilities  
Talking about journeys

### Topic

Airports, journeys and travel

### Resources

- Pupil's Book, page 45, Exercise 4, Look and say
- Activity Book, page 43, Exercise 4, Listen and write
- Audio: Activity Book, Unit 9, Exercise 4

### Revision

- Write some sentence beginnings on the board:
  - *She met her aunt while ...*
  - *He slept while ...*
  - *We tidied up while ...*
  - *They arrived at the airport while ...*
- Invite pupils to suggest ways of completing the sentences, using *was/were + -ing*. Accept any reasonable and correct suggestions.

### Pupil's Book, Page 45, Exercise 4

- Explain to pupils that they are going to retell the story from Exercise 3. Ask them to find the picture that starts the story (picture d). Point to and read out the words under the picture (*started to cry/check in*). Invite a pupil to read out the speech bubble in Exercise 4. Tell them that they need to make sentences like this for each picture, in the correct order.
- Pupils work in pairs, taking turns to retell the story. Encourage pairs to help each other find the correct order and to pronounce the words correctly.
- Invite six pupils to come to the front of the class to retell the story. Each pupil talks about one of the pictures.
- Do the same with two or three other groups.

### Suggested answers

Salma started to cry while they were checking in.  
Salma slept while they were waiting for the plane.  
Aunt Muna looked for the teddy bear while they were boarding the plane.  
Aunt Muna and Uncle Hassan talked while they were taking off.  
Salma woke up while they were landing.  
A little girl saw them while they were collecting their suitcases. She gave them the teddy bear!

## Activity Book, Page 43, Exercise 4

- Write *on Saturday uncle Ali drove to the airport* on the board. Do not punctuate it. Ask pupils if it is a correct sentence (no) and ask them what they should add (capital letter in *On Saturday, Uncle and Ali*; comma (,) after *Saturday*; full stop after *airport*. Tell pupils they should always check their work sentence by sentence like this).
- Ask pupils to open their Activity Book at page 43. Say *Listen*. Play the recording right through once, while pupils listen. This kind of exercise is used to check pupils' grasp of spelling, vocabulary and punctuation. It covers the mechanics of good writing.
- Explain that you are going to play the recording again, one sentence at a time, and pupils are going to write each sentence as they hear it. Remind them to punctuate their sentences correctly. Tell them that this is a dictation.
- Play the recording, pausing after each sentence for pupils to write.
- Play the recording again for pupils to read their answer and check it. Go round monitoring, and note any words that pupils are having problems in spelling. They should be given some time after the recording has finished to read their work and check that it makes sense.
- Check answers as a class. Invite a pupil to read out a sentence. Write it on the board and let pupils check their spelling and punctuation.

### Audioscript and answers

On Saturday, Uncle Ali drove to the airport. He met a friend while he was checking in. Then he boarded the plane. He read his book while the plane was landing. He phoned us while he was collecting his suitcases. Then he went to his hotel.

## Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
use context to understand new words when listening			
discuss simple reading materials to compare own ideas with those of peers			
write meaningful sentences using given frameworks such as jumbled sentences			
speak with pauses for clarity and emphasis			
give feedback about aspects of a peer's speech			
write a dictated paragraph using correct punctuation marks			

## End the lesson

- Have a spelling competition. Divide the class into two teams.
- Invite a pupil from each team to come to the front. Say a word, and ask them to write it on the board. The first pupil to write the word correctly gains a point for their team. If they are having problems spelling the word, the other members of their team can help by calling out the correct spelling.
- Continue in this way until all the pupils have had a turn.
- Make sure you include the 'difficult' words from the dictation. Choose other words from this unit and previous units, e.g. *journey, land, teddy bear, cedar, fantastic, bookshelf, email, busy, prescription, problem, tablet, first, excited, race, skating, invite, shade, sand, lizard, storyteller, festival, flagpole*.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- use English dictionaries to help understand unfamiliar words in simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- rewrite a paragraph using a given prompt

### Structures

The past continuous and the past simple:  
*Salma **started** to play while they **were checking** in.*  
The conjunction while:  
*they had lunch **while** they were waiting.*

### Functions

Talking about the past  
Talking about airport facilities  
Talking about journeys

### Vocabulary

*size, square metre*

### Topic

Airports, journeys and travel

### Resources

- Pupil's Book, page 46, Exercise 5, Read and answer
- Pupil's Book, page 46, Exercise 6, Read again and match the sentences
- Activity Book, page 44, Exercise 5, Read and complete
- Activity Book, page 44, Exercise 6, Rewrite the last paragraph
- A metre ruler

## Revision

- Revise numbers in the thousands. On the board, write *2,000; 40,000; 3,500; 65,000; 100,000*. Ask a pupil to read out each number. Confirm their answer by saying the number yourself, and get the class to repeat.
- Write *thousand* on the board. Ask for volunteers to write some of the numbers on the board in words (*two thousand, forty thousand, three thousand five hundred, sixty-five thousand, one hundred thousand*).

## Presentation

- Present *size*. Write the word on the board, say it and ask the class to repeat. Explain that *size* means how large or small something is. On the board, draw a big elephant and a small mouse. Point to the elephant, and ask *What size is it?* Elicit *It's very big* or *It's enormous!* Point to the mouse. Ask *What size is it?* Elicit *It's very small*.
- Choose a pupil to point to an item in the classroom and ask *What size is it?* Encourage the class to reply.
- Present *square metre*. Write it on the board and ask some pupils to repeat. Explain that we measure the size of a building in *square metres*. If the board is large enough, use your metre ruler to draw a square with each side a metre long. Point to the space inside the square and say *This is a square metre*. (If there is not enough space on the board, indicate a square in the air, using a metre ruler to 'draw' each side.)

## Pupil's Book, Page 46, Exercise 5

- Ask pupils to open their books at page 46 and describe the photographs. Explain that they are going to read about an airport.
- Invite a pupil to read out the question. Tell pupils to read the text and find the answer.
- Give pupils time to read the text quietly. Go round and help them as needed. Encourage them to use their dictionaries to check the meanings of words.
- Ask the question again: *Does Samira like the airport?* Elicit the answer (*Yes, she does.*) Ask *Do other people like the airport?* (*Yes, they do. It has won prizes.*)

### 5 Read and answer

Does Samira like the airport?

We went to Queen Alia International Airport on Saturday. It is the biggest airport in Jordan. There is a new airport building. King Abdullah opened the new building in March 2013. It is very big and very modern. I think that it looks beautiful. The windows are really big. You can watch the planes take off and land. There is a mosque. There are also a lot of shops, cafes and restaurants inside the building. It's great!

My father told my brother and me about the airport while we were looking for my uncle and aunt. The new building is more than 100,000 square metres. That's about the same size as two of the old buildings! More than 1,000 planes land and take off from the airport every week. Many people come here every year.

⇒ I liked the airport very much. A lot of other people like the airport too. The airport has won some prizes!



### 6 Read again and match the sentences

- |  |   |
|--|---|
| 1 King Abdullah opened the new building in | a 100,000 square metres.                    |
| 2 In the airport, there are                | b more than 1,000 planes land and take off. |
| 3 The new building is bigger than          | c the airport is beautiful.                 |
| 4 Every week,                              | d March 2013.                               |
| 5 A lot of people think that               | e shops, cafes and restaurants.             |



King Abdullah opened the new building in March 2013.

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## Pupil's Book, Page 46, Exercise 6

- Ask pupils to look at Exercise 6. Explain that they are going to read the text in Exercise 5 again, then match the beginnings and ends of sentences. Choose a pupil to read out the first example.
- Pupils work in pairs to complete the task. Encourage them to read the whole text together first, then match the sentences.
- Check answers as a class.

### Answers

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

## Further practice

- Ask pupils to close their books. Write the numbers from the text on the board: *2013; 100,000; 1,000*.
- Ask pupils to say each number and say what it refers to. (*2013 – the year the new building opened; 100,000 – square metres; 1,000 – planes*)

## Activity Book, Page 44, Exercise 5

- Ask pupils to open their Activity Book at page 44, and to look at Exercise 5. Ask what building is in the picture (*Queen Alia International Airport*).
- Explain that they are going to read about Majeda's plane journey, and complete the sentences below with the correct words.
- Pupils read the text individually and complete the sentences. Go round and answer any questions. When they have finished, encourage them to compare their answers with a partner.
- Check answers as a class. Choose a pupil to read each sentence.

### Answers

1. flown 2. were 3. were checking in 4. had  
5. phoned

## Activity Book, Page 44, Exercise 6

- Explain that pupils are going to rewrite the last paragraph of Majeda's essay. Ask them to look back at the essay. Read the first sentence of the last paragraph: *We enjoyed our journey*. Invite a pupil to read the first sentence in Exercise 6 (*They enjoyed their journey*).
- Ask pupils to say what has changed (*'We' has changed to 'they'*.) On the board, write *we* → *they*. Explain that they need to change this each time. Read the second sentence of the paragraph: *I read my book*. Ask *What will 'I' change to?* Elicit *he*. On the board, write *I* → *she*. Tell them that they could also write *Majeda*.
- Pupils work individually to rewrite the whole paragraph. Go round to monitor and help as needed.
- Compare answers as a class. Ask pupils to read out one sentence at a time.

### Answers

They enjoyed their journey. Alia played with her teddy bear while they were flying. She/Majeda read her book. They ate a meal while they were flying, too. When they landed they phoned their friends. They had a fantastic holiday!

## End the lesson

- Elicit true and false statements about Majeda's journey to Abu Dhabi. Choose one pupil to make a statement, e.g. *Majeda went to the airport by bus.* The rest of the class says *True* or *False*. Choose a pupil to correct each false sentence.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the correct stress of a word in a sentence
- use simple sentences to talk with a partner or a small group about familiar situations
- use knowledge of verb tenses to understand when things happen
- present a simple prepared speech of four or five sentences to the class
- write meaningful sentences using given frameworks

### Structures

The past continuous and the past simple:  
*I met my friend while I was walking to school.*  
**Did Laila email Samira?**  
*Yes, she did/No, she didn't.*  
 The conjunction **while**:  
*The phone rang while I was watching television.*

### Functions

Talking about the past  
 Talking about journeys

### Topic

Journeys and travel, past activities

### Resources

- Pupil's Book, page 47, Exercise 7, Listen and say
- Pupil's Book, page 47, Exercise 8, Ask and answer
- Pupil's Book, page 47, Exercise 9, Talk about you
- Activity Book, page 45, Exercise 7, Complete and say
- Activity Book, page 45, Exercise 8, Match and complete
- Activity Book, page 45, Exercise 9, Write about you
- Activity Book, page 76, Handwriting Practice
- Audio: Pupil's Book, Unit 9, Exercise 7

## Revision

- Revise questions about the past and short answers. Ask some questions and elicit the answers, e.g. *Did you see your grandma last weekend? Did you play football?* Elicit *Yes, I did* or *No, I didn't*.
- Follow up by asking questions about the pupils' weekends, e.g. *Did Faisal play football? Did Huda and Mariam meet their friends?* Elicit short answers, e.g. *Yes, he did. No, they didn't*.

## Pupil's Book, Page 47, Exercise 7

- Ask pupils to open their books at page 47 and look at the pictures in Exercise 7. Explain that they are going to listen to two sentences.
- Play the recording right through while pupils listen. Make sure they stress *walk* and *drive*.

- Play the recording again, pausing after each sentence for groups in the class to repeat in turns.
- Choose individuals to read each sentence.
- Invite pupils to make sentences using a different word, e.g. *I run to school. We walk to our cousin's house.* Make sure they stress this word each time.

### Audioscript

I walk to school.  
 We drive to our cousin's house.

**7 Listen and say**



I walk to school.



We drive to our cousin's house.

**8 Ask and answer**

**1**



email / phone Samira

**2**



eat / bake a cake

**3**



read / recite the Quran

**4**



buy / watch a DVD

Did Laila email Samira?

No, she didn't. She phoned Samira.

**9 Talk about you**

... while I was walking to school.  
 ... while I was eating my lunch.  
 ... while I was playing tennis.  
 ... while I was doing my homework.  
 ... while I was watching television.



I met my friend while I was walking to school.

## Pupil's Book, Page 47, Exercise 8

- Ask pupils to look at the pictures in Exercise 8. Explain that they are going to ask and answer questions about them. Explain that these questions are about the past. On the board, write *Did ...?*
- Ask pupils to look at the first picture. Read the pair of words underneath. Explain that they will use the first word, *email*, to ask the question, and the second word, *phone*, to answer it. Invite a pair to read out the question and answer in the speech bubbles.
- Pupils work in pairs to ask and answer the questions. Go round monitoring, and make sure they are taking turns to ask and to answer.
- If time permits, ask pupils to change pairs and do the same with a different partner.
- Invite pairs to present their questions and answers to the class.

### Answers

Pupils' own answers.

### Pupil's Book, Page 47, Exercise 9

- Point to Exercise 9, and say *Now talk about you*. This activity reflects experiential learning (see page 152). Ask a pupil to read the first sentence ending, and another pupil to read the example in the speech bubble. Explain that they need to use their own ideas to make sentences with each ending.
- Let pupils work in pairs to practise their sentences. Go round to monitor. Make sure that each pupil uses their own ideas, making different sentences from their partner.
- Invite individual pupils to come to the front of the class and say two of their sentences for the class.

#### Answers

Pupils' own answers.

### Activity Book, Page 45, Exercise 7

- Remind pupils of the sentences they heard, where the verb (doing word) was stressed. Give an example: *I walk to school*. Ask the class to repeat.
- Ask pupils to open their Activity Books at page 45 and look at Exercise 7. Ask a pupil to read the completed answer as an example.
- Pupils work individually to complete the task.
- Now ask pupils to work with a partner to read out each sentence. Make sure that they remember to stress the doing word each time.
- Invite pairs to say one sentence each for the class.

#### Answers

1. Hussein ran in the park.
2. They waited for hours.
3. She watched a DVD.
4. Alia looked for her teddy bear.

### Activity Book, Page 45, Exercise 8

- Ask pupils to look at the questions and answers in Exercise 8. Explain that they need to read each sentence and match it with the correct answer. Tell them that they should look carefully, and choose the answer that makes sense. Then they need to complete the answer by writing the correct word in the gap.
- Ask a pupil to read the first question and the completed answer.
- Let pupils work in pairs to read the questions and complete the task.
- Check answers as a class.

#### Answers

1. d – made
2. c – drank
3. a – visited
4. f – went
5. b – met
6. e – tidied up

### Activity Book, Page 45, Exercise 9

- Explain to pupils that they are going to complete the sentences with their own ideas.
- Elicit two or three possible answers for the first sentence.
- Pupils work individually to complete their sentences. When they have finished writing, ask them to read out their sentences to a partner.
- Invite pupils to read out two or three sentences to the class.

#### Answers

Pupils' own answers.

### Classroom assessment

With reference to Unit 9, pupils can:

Scoring criteria	Good	Fair	Poor
use knowledge of verb tenses to understand when things happen			
retell what happens in a simple story			
use and spell correctly learnt vocabulary			
write meaningful sentences using given frameworks such as jumbled sentences			
write a dictated paragraph using correct punctuation marks			
rewrite a paragraph using a given prompt			

### End the lesson

- Guide pupils to practise handwriting the two sentences in the Activity Book on page 76.
- Praise the pupils for their hard work in the unit. Encourage them to clap each other and say *Well done! That was fantastic!*



## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• follow oral instructions</li> <li>• respond to questions before, during and after listening</li> <li>• use teacher introduction and other clues to understand new words when listening</li> <li>• use context to understand new words when listening</li> <li>• make simple inferences when listening</li> <li>• use correct intonation for questions and statements</li> </ul>
<b>Structures</b>	<p>The modal verb <i>can</i> in the past:  <b>Could</b> you use a computer when you were young?          Yes, I <b>could</b>./No, I <b>couldn't</b>.          You <b>could</b> fly a kite.          Aunt Muna <b>could</b> sew.          The conjunction <i>when</i>:          Could you use a computer <b>when</b> you were ten?</p>
<b>Functions</b>	<p>Expressing past ability          Asking and answering questions          Comparing past and present          Talking about hobbies and activities</p>
<b>Vocabulary</b>	<p><i>car engine, kite, mend a car/bike, puncture (n), sewing machine</i></p>
<b>Topic</b>	<p>Activities that family members did when they were young</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 10, Exercise 1</li> <li>■ Flashcards: <i>kite, mend a bike, puncture, sewing machine</i></li> <li>■ Wallchart: <i>Sports and activities</i></li> <li>■ A photograph of yourself as a child or teenager (optional)</li> </ul>

### Revision

- Revise words for sports and activities using the wallchart. Elicit words for the sports and activities that pupils know, e.g. *cross-country running, hiking, jogging, marathon, snorkelling, ice-skating, puppet show*. Tell pupils that they are going to learn about some more crafts and activities in this unit.
- Ask *What do you do in your free time?* Elicit answers and ask pupils to tell the class about what they do.

### Presentation

- Present *kite, sewing machine, mend a bike* and *puncture* using the flashcards. Show the flashcards and say the words. Say *Put up your hand if you've ever used a sewing machine. Put up your hand if you've ever mended a bike. Put up your hand if you've ever flown a kite.*
- Explain *Uncle Hassan loves mending cars. He likes looking at car engines*. Mime opening the bonnet at the front of a car and looking at the engine. Say *car engine* again and ask pupils to repeat.
- Present *could* for past ability. If you have brought a photograph of yourself to class, say, for example, *Look! This is me. I was ten years old*. Let the pupils look at the photograph. If you do not have a photograph, draw a simple picture of a child on the board.

- Tell the class what you could and couldn't do at that age. Say *When I was ten I could run very fast. I couldn't swim*. Write the two sentences on the board and ask the pupils to repeat them. Underline *could* and *couldn't*.
- Tell the class that they are going to listen to the story and find out what people could do when they were young.

### Pupil's Book, Page 48, Exercise 1

- Ask pupils to open their books at page 48 and describe the pictures. Tell them to look at the first and second pictures, and ask *Who are the children in the photographs?* Elicit their ideas.
- Play the recording. Ask pupils to read as they listen, and find out whether they were right. When the recording finishes, confirm the answer (*Uncle Hassan is in the photographs*.)
- Play the recording again. This time, pause after each person finishes speaking for the pupils to repeat as a class and individually. Check pronunciation and intonation.
- Ask some questions to check understanding:
  - *What is Uncle Hassan doing in the first photo? (He's flying a kite.)*
  - *What is Uncle Hassan doing in the second photo? (He's mending a car.)*
  - *What could Aunt Muna do when she was young? (She could sew.)*
  - *Can Samira use a sewing machine? (Yes, she can.)*
  - *Could Uncle Hassan use a computer when he was young? (No, he couldn't.)*
  - *Can he use a computer now? (Yes, he can.)*

**Unit 10** 10 **Could you fly a kite?**

**1** **Listen and read**



**1**

**Dad:** Look! Here are some photos of Uncle Hassan when he was young.

**Uncle Hassan:** I was twelve in this picture.

**Kareem:** You could fly a kite when you were twelve. I can fly a kite, too. It's fun!



**2**

**Kareem:** Look at the old car! Could you mend cars when you were young, Uncle Hassan?

**Uncle Hassan:** Yes, I could. I loved mending cars. I liked looking at car engines.

**Kareem:** I can mend cars with Dad's help. I can mend punctures on my bike, too!



**3**

**Aunt Muna:** I could sew when I was young. I made soft toys for charity.

**Samira:** I can use a sewing machine, too. I like making soft toys for our cousins.



**4**

**Kareem:** Could you use a computer when you were young, Uncle Hassan?

**Uncle Hassan:** No, I couldn't. We didn't have a computer when we were young.

**Aunt Muna:** But now we use a computer every day!

**48**

### Audioscript

- Dad: Look! Here are some photos of Uncle Hassan when he was young.

Uncle Hassan: I was twelve in this picture.

Kareem: You could fly a kite when you were twelve. I can fly a kite, too. It's fun!
- Kareem: Look at the old car! Could you mend cars when you were young, Uncle Hassan?

Uncle Hassan: Yes, I could. I loved mending cars. I liked looking at car engines.

Kareem: I can mend cars with Dad's help. I can mend punctures on my bike, too!
- Aunt Muna: I could sew when I was young. I made soft toys for charity.

Samira: I can use a sewing machine, too. I like making soft toys for our cousins.
- Kareem: Could you use a computer when you were young, Uncle Hassan?

Uncle Hassan: No, I couldn't. We didn't have a computer when we were young.

Aunt Muna: But now we use a computer every day!

### End the lesson

- Ask pupils what they could do when they were five years old. Ask *When you were five ... could you swim? Could you ride a bike? Could you read English? Could you use a computer? Could you run?* Elicit *Yes, I could* or *No, I couldn't*.

## Lesson 2

### Outcomes

- It is expected that pupils will:**
- respond to questions before, during and after listening
  - discuss simple reading materials to compare own ideas with those of peers
  - draw conclusions from simple reading materials
  - use knowledge of verb tenses to understand when things happen
  - use correct intonation for questions and answers
  - use and spell correctly learnt vocabulary

### Structures

The modal verb *can* in the past:  
**Could** you use a computer when you were young?  
 Yes, I **could**./No, I **couldn't**.  
 Hisham **could** mend cars.  
 Aunt Muna **could** make soft toys.  
 The conjunction *when*:  
 Could you use a computer **when** you were ten?

### Functions

Expressing past ability  
 Asking and answering questions  
 Comparing past and present  
 Talking about hobbies and activities  
 Talking about traditional crafts

### Topic

Activities that family members did when they were young  
 Traditional crafts

### Resources

- Pupil's Book, page 48, Exercise 1, Listen and read
- Activity Book, page 46, Exercise 1, Complete. Listen and check
- Activity Book, page 46, Exercise 2, Read again and complete
- Audio: Pupil's Book, Unit 10, Exercise 1
- Audio: Activity Book, Unit 10, Exercise 1
- Flashcards: *kite, mend a bike, puncture, sewing machine*
- Wallchart: *Sports and activities*

## Revision

- Show the class the four flashcards *kite, sewing machine, mend a bike* and *puncture*. Elicit the words. Ask pupils to stand up if they can ride a bike or fly a kite. Ask the pupils who are standing to put up their hands if they can mend a puncture. Say *Can you mend a puncture?* Elicit *Yes, I can.* or *No, I can't*.
- Use the wallchart to revise *mend a car*.

## Pupil's Book, Page 48, Exercise 1

- Ask pupils to open their books at page 48. Ask them to tell you what they can remember about the story.
- Play the recording again while pupils listen.
- Put the class into groups of five. Ask them to choose roles and to practise reading the story. Remind them to use correct intonation. When they have finished, tell them to swap roles and read the story again. Monitor as they are working and make a note of any mistakes in pronunciation or intonation. Go over the mistakes as a class.
- Ask pupils to close their books. Ask *Who says these things?* Say some sentences from the story in random order, and elicit the speaker. For example:
  - I loved mending cars. (Uncle Hassan)*
  - Now we use a computer every day! (Aunt Muna)*
  - I can fly a kite, too. (Kareem)*
  - I made soft toys for charity. (Aunt Muna)*
  - I can use a sewing machine, too. (Samira)*
  - Here are some photos of Uncle Hassan. (Dad)*

## Activity Book, Page 46, Exercise 1

- Ask pupils to open their Activity Book at page 46. Ask them to describe the picture in Exercise 1. Pupils will first employ knowledge of syntax and then check their answers through careful listening.
- Explain that pupils are going to read and complete a dialogue between a boy called Anas and his Dad. Ask a pupil to read out the first sentence as an example.
- Pupils work in pairs to read the dialogue, and decide which words complete each sentence.
- When they have finished writing, play the recording while pupils listen and check their answers. This kind of exercise is used to let pupils check their knowledge of syntax by listening to language in a valid and natural context.
- Check answers as a class, choosing a pair to read out the dialogue to the class.

### Audioscript

- Anas: Dad, I'm doing a project for school. Can I ask you some questions?
- Dad: Yes, of course.
- Anas: Could you use a computer when you were ten?
- Dad: No, I couldn't. We didn't have computers when I was young.
- Anas: Could you fly a kite?
- Dad: Yes, I could. I loved flying my kite. It was my favourite toy.
- Anas: Could you sew?
- Dad: No, I couldn't. And I can't sew now!
- Anas: Could you mend a car when you were young?
- Dad: No, I couldn't. My brother Hisham could mend cars. I could mend my bike. I loved mending my bike.
- Anas: Thanks Dad.

### Answers

1. doing 2. Could 3. couldn't 4. fly  
 5. could 6. No 7. car 8. mending

## Activity Book, Page 46, Exercise 2

- Point to the table in Exercise 2. Explain that pupils are going to complete the table using information from Exercise 1. Read *When he was ten, could he ...* and ask *Who was 'he'?* Elicit *Anas's Dad*.

- Tell pupils to tick the first column for *Yes*, and put a cross in the second column for *No*. Ask them to work individually to complete the task.
- Draw the table on the board and check answers as a class.

Answers		
When he was ten could he ...	Yes, he could [✓]	No, he couldn't [X]
use a computer?		X
fly a kite?	✓	
sew?		X
mend cars?		X
mend his bike?	✓	

### End the lesson

- Ask pupils to choose an older family member and ask them two or three questions like the ones Anas asked his dad. Tell them to note down the answers and bring them to the next lesson. This is an example of activity-based learning (see page 152).

## Lesson 3

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• follow oral instructions</li> <li>• make simple inferences when listening</li> <li>• respond to questions before, during and after listening</li> <li>• use context and direct instruction to understand the meaning of new and unfamiliar words</li> <li>• use knowledge of verb tenses to understand when things happen</li> </ul>
<b>Structures</b>	<p>The modal verb <i>can</i> in the past:  <b>Could</b> you use a computer when you were young?          Yes, I <b>could</b>./No, I <b>couldn't</b>.          You <b>could</b> make models.          Aunt Muna <b>could</b> knit.          The conjunction <i>when</i>:          Could you use a computer <b>when</b> you were ten?</p>
<b>Functions</b>	<p>Expressing past ability          Asking and answering questions          Comparing past and present          Talking about hobbies and activities          Talking about traditional crafts</p>
<b>Vocabulary</b>	<i>knit, speak English</i>
<b>Topic</b>	Activities that family members did when they were young Traditional crafts
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 49, Exercise 2, Listen and choose</li> <li>■ Activity Book, page 47, Exercise 3, Read and complete</li> <li>■ Audio: Pupil's Book, Unit 10, Exercise 2</li> <li>■ Flashcard: <i>knit</i></li> </ul>

### Revision

- Ask a pupil to tell the class about the questions they asked their family member. Encourage them to name the family member, say what question they asked, and what the reply was.
- Ask the class about what the pupil said. For example, *What did Nawal ask her mum? (When you were young, could you sew?) Could she sew when she was young? (Yes, she could.)*

### Presentation

- Present *knit*, using the flashcard. Ask pupils to repeat the word after you. Say *Can you knit?* Invite any pupils who can knit to put up their hand. Ask them to tell the class what they can make.




- Present *speak English*. Say *This is an English lesson. We're learning English*. Ask the class *Can you speak English?* Encourage the whole class to reply *Yes, we can!*
- Choose one pupil, and ask them *When you were a baby, could you speak English?* Elicit *No, I couldn't*.

### Pupil's Book, Page 49, Exercise 2

- Ask pupils to open their books at page 49. Point to the three pictures, and ask pupils to describe what is happening in each of them (*flying a kite, knitting, watering plants*).
- Explain that pupils are going to listen to Samira asking her mum about things she could and couldn't do. Ask a pupil to read out the question, and tell pupils they should listen for the answer.
- Play the recording right through while pupils listen.
- Ask *Which activities did they talk about?* Elicit *Flying a kite and knitting*. Then ask *Which activity didn't they talk about?* Elicit *watering plants*.


**2** **Listen and choose**

Which activity didn't Samira and her mother talk about?


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

1




use a computer

2




fly a kite

3



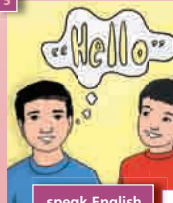
knit

4




make models

5



speak English

6



cook

49

### Audioscript

Samira: Mum, can I ask you some questions for my homework?  
 Mum: Yes, of course.  
 Samira: Thanks, Mum. Could you use a computer when you were ten?  
 Mum: No, I couldn't. We didn't have computers then.  
 Samira: Okay ... could you fly a kite?  
 Mum: No, I couldn't. But my brother could. My brother tried to teach me.  
 Samira: Could you knit when you were ten?  
 Mum: Yes, I could. I loved knitting.  
 Samira: Could you make models?  
 Mum: Yes, I could. I made houses and castles for my toys.  
 Samira: And could you speak English when you were ten?  
 Mum: Yes, I could. We had English lessons when I was at school.  
 Samira: Okay. This is the last question. Could you cook when you were ten?  
 Mum: Yes, I could. I always helped my mother in the kitchen.

### Activity Book, Page 47, Exercise 3

- Ask pupils to look at their Activity Book. Read out the headings in the table, and point to the pictures. Explain that pupils need to look at the information in the table to see what Aunt Muna and Cousin Ibrahim could and couldn't do, and complete the sentences below. Ask a pupil to read out the first complete sentence as an example.
- Pupils can work in pairs to complete the task. Go round to monitor while they are working.
- Check answers as a class. Invite pairs to read out their completed sentences.

#### Answers

1. couldn't knit    2. could use a computer  
3. could fly a kite    4. could speak English  
5. couldn't make models    6. couldn't cook

### End the lesson

- On the board, write *when I was young* and *now*. Make two sentences that are true for you, e.g. *I couldn't make models when I was young. I can make models now.*
- Encourage pupils to say two sentences in the same way about themselves. Encourage the rest of the class to say *Well done!* when they have finished speaking.

## Lesson 4

#### Outcomes

#### It is expected that pupils will:

- make simple inferences while listening
- respond to questions before, during and after listening
- use context to understand new words when listening
- write meaningful sentences using given frameworks
- use and spell correctly learnt vocabulary

#### Structures

The modal verb *can* in the past:  
**Could** you use a computer when you were young?  
Yes, I **could**./No, I **couldn't**.  
You **could** make models.  
Aunt Muna **could** knit.  
The conjunction *when*:  
Could you use a computer **when** you were ten?

#### Functions

Expressing past ability  
Asking and answering questions  
Comparing past and present  
Talking about hobbies and activities  
Talking about traditional crafts

#### Topic

Activities that family members did when they were young  
Traditional crafts

#### Resources

- Pupil's Book, page 49, Exercise 3, Listen again and tick (✓) or cross (X)
- Activity Book, page 47, Exercise 4, Write sentences about your family
- Audio: Pupil's Book, Unit 10, Exercise 3

### Revision

- Ask pupils to look back at the story on page 48 of their Pupil's Books. Ask questions and elicit answers, e.g. *What could Uncle Hassan do when he was twelve? (He could fly a kite.) Can Kareem fly a kite? (Yes, he can.) Could Uncle Hassan mend cars when he was young? (Yes, he could.) Could Uncle Hassan use a computer when he was young? (No, he couldn't.) What could Aunt Muna do when she was young? (She could sew/make soft toys.) Can Samira make soft toys? (Yes, she can.)*

### Pupil's Book, Page 49, Exercise 3

- Ask pupils to open their books. Point to Exercise 2. Say *Who did we listen to in Exercise 2?* Elicit *Samira and her mum*.
- Ask pupils to look at the pictures in Exercise 3. Ask the class to read the words under each picture. Explain that they are going to listen again to Samira and her mum. They need to find out whether Samira's mum could or couldn't do each activity when she was ten. Model writing a tick and a cross on the board. Explain that if she could do an activity they should write a tick in the box. If she couldn't, they should write a cross.
- Play the recording, pausing after each reply from Samira's mum. Allow time for pupils to find the picture and write a tick or cross.
- Let pupils compare their answers with a partner. Then play the recording right through for them to check their answers.
- Confirm correct answers with the class. Ask, e.g. *Could Mum use a computer?* and elicit the answer.

#### Answers

1. X    2. X    3. ✓    4. ✓    5. ✓    6. ✓

### Activity Book, Page 47, Exercise 4

- Ask pupils to open their Activity Book and look at Exercise 4. Explain that they are going to write sentences that are true for their family. Ask a pupil to read out the example sentence.
- Tell them that they can write about any activities from this unit, or use their own ideas. Elicit some activities they could write about and list them on the board.
- Pupils work individually to write their sentences. Go round to monitor and help with ideas as needed.
- Choose pupils to read out two or three of their sentences to the class.

#### Answers

Pupils' own answers.

### Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
use knowledge of verb tenses to understand when things happen			
respond to questions before, during and after listening			
write meaningful sentences using given frameworks			
use and spell correctly learnt vocabulary			

### End the lesson

- On the board, write *When I was five ...* Tell the class that you are going to say two sentences. One is true, the other is false. Say, for example, *I could use a computer when I was five. I could speak English when I was five.* Pupils guess which sentence is true and which is false.
- Invite pupils to come to the front of the class and do the same, making one true sentence and one false. The rest of the class guesses which is true.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- use English dictionaries to help understand unfamiliar words in simple reading materials
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use and spell correctly learnt vocabulary
- write a paragraph using proper organisation (introductory sentence, development sentences, concluding sentence)

### Structures

The modal verb *can* in the past:  
**Could** many women weave in the past?  
 Yes, they **could**./No, they **couldn't**.  
 In the past, many women **could** weave.

### Functions

Asking and answering questions  
 Comparing past and present  
 Talking about hobbies and activities  
 Talking about traditional crafts

### Vocabulary

*collection, cushion, embroider (v), embroidery (n),  
 purse, sell, student, tiny, weave (v), weaving (n)*

### Topic

Traditional crafts

### Resources

- Pupil's Book, page 50, Exercise 4, Read and match
- Pupil's Book, page 50, Exercise 5, Read again and say the craft
- Pupil's Book, page 50, Exercise 6, Read and answer
- Activity Book, page 48, Exercise 5, Read and label A, B, C
- Activity Book, page 48, Exercise 6, Read and circle Yes or No
- Activity Book, page 49, Exercise 7, Write a paragraph
- Flashcards: *cushion, embroidery, purse, student, weaving*
- A piece of embroidery or an embroidered item such as a purse (optional)

## Revision

- Remind pupils of the word *crafts*. Write the word on the board and ask pupils to repeat the word. Ask *What crafts do you know?* List the pupils' ideas on the board.
- Ask *Where can you buy crafts?* Elicit *At a craft market.*

## Presentation

- Present *cushion, embroidery, weaving, purse* and *student* using the flashcards. Show the flashcards and ask the pupils to say the words. Hold up the flashcards in random order and elicit the words. Explain that *weave* and *weaving* are related. *Weave* is a doing word.

- Write *embroider* and *do embroidery* on the board. Explain that they mean the same. Hold up some embroidery, or point to it on the flashcard. Say *This is embroidery*. Mime sewing with a needle and thread. Say *I'm doing embroidery. I'm embroidering*.
- Present *collection*. Explain that a *collection* of things is a group of them, and is often describe a group of objects.
- Present *sell*. Write *sell* on the board and say the word. Ask pupils to repeat. Explain that it means the opposite of *buy*. Ask where people sell things (markets and shops).
- Present *tiny*. Say *Show me enormous*. Spread your arms very wide, and encourage pupils to copy you. Then put your hands together so that they are almost touching. Say *tiny*. Ask pupils to repeat the word. Explain that *tiny* means very small. Elicit some ideas of things that are tiny, e.g. *a baby fish, a drop of rain*.

## Pupil's Book, Page 50, Exercise 4

- Pupils open their books and look at Exercise 4. Ask a pupil to read out the title. Tell the class that they are going to read about three crafts. Ask *Which crafts has Samira written about?* Let pupils look quickly at the text, and elicit the answer (*embroidery, weaving and mosaic making*).
- Explain that pupils need to read the text and match the photographs with the three descriptions.
- Pupils work individually to read and complete the task. Encourage them to use their dictionaries to check the meaning of any difficult words. When they have finished, they can compare answers with a partner.
- Check answers as a class.

### Answers

1. b 2. c 3. a

### 4 Read and match

#### Traditional Jordanian crafts by Samira

##### 1 Embroidery

Embroidery is one of Jordan's most famous traditional crafts. In the past, girls learned to do embroidery when they were young. Many people in Jordan still do embroidery today. They embroider dresses, cushions and purses.



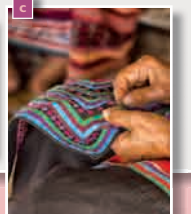
##### 2 Weaving

Weaving is a very important craft. In the past, women in the desert used weaving to make tents for their families. They could weave rugs, too. Today in Mukawir, women weave rugs to sell. People take the rugs to shops in Amman and other cities and towns.



##### 3 Mosaic making

Mosaics are part of Jordan's history. Madaba has Jordan's biggest collection of mosaics. Some of the mosaics are 2,000 years old. Today, students at the Madaba Mosaic School learn how to make mosaics. They make the mosaics from tiny squares of coloured rock.



### 5 Read again and say the craft

- 1 Women in the desert did this to make tents for their families.
- 2 Students learn how to do this at a school in Madaba.
- 3 In the past, girls learned how to do this when they were young.

### 6 Read and answer

Why is it important to learn about traditional crafts?



## Pupil's Book, Page 50, Exercise 5

- Ask pupils to look at Exercise 5. Explain that the three sentences each describe one of the crafts in Exercise 4. Invite three pupils to each read out one of the sentences.
- Ask pupils to work in pairs to read the text again. Then ask them to read each sentence together, and decide which craft it describes.
- Go round to monitor as pupils work. Note any problems with pronunciation. When they have finished, practise the pronunciation of the problem words with the class.
- Check answers as a class. Invite pairs to read out each sentence and name the craft.

### Answers

1. weaving 2. mosaic making 3. embroidery

## Further practice

- Ask some more questions about the reading text. Elicit answers:
  - Which is Jordan's most famous traditional craft? (embroidery)
  - What do people in Jordan embroider? (dresses, cushions and purses)
  - What do women today weave? (rugs)
  - Where is Jordan's biggest collection of mosaics? (Madaba)
  - What are mosaics made from? (tiny squares of coloured rock)

## Pupil's Book, Page 50, Exercise 6

- Tell pupils that they are going to talk about crafts. Ask a pupil to read out the question in the speech bubble. Ask the question again, and get the class to repeat.
- Put the class into groups of four or five. Tell them to talk about the question in their group. This is an example of experiential learning (see page 152). They can note down some ideas if they like. Ask them to choose two answers to present to the class.
- Ask each group to present their answers to the question. Write the best answer from each group on the board. Let the class vote for their favourite answer.

## Activity Book, Page 48, Exercise 5

- Ask pupils to open their Activity Book and look at the photograph in Exercise 5. Ask *What craft is this?* Elicit *It's weaving.*
- Read the three phrases in the box. Explain that when pupils write a paragraph, they should organise their paragraph by using these three types of sentence.
  - Say *Introductory sentence*, and ask pupils to repeat. Explain that this is the first sentence of a paragraph. It tells the reader what the paragraph is about.
  - Say *Development sentences*, and ask pupils to repeat. Explain that these are the sentences that follow. They tell the reader more information.
  - Say *Concluding sentence*, and ask pupils to repeat. Explain that this is the last sentence in a paragraph. It gives the reader the last piece of information.
- Explain that pupils need to read the first paragraph of Nadia's description, and label the sentences *A*, *B* or *C*.
- Pupils work individually to complete the task.
- Check answers as a class.

### Answers

- (A) Weaving is one of Jordan's oldest traditional crafts.  
(B) In the past, Jordanian women made rugs for their families. (B) Mukawir is an important place for weaving.  
(C) Today, the women in Mukawir weave rugs to sell.

## Activity Book, Page 48, Exercise 6

- Explain that pupils are going to read the whole of Nadia's description in Exercise 5. Then they are going to read the statements in Exercise 6, and circle *Yes* or *No*.
- Ask a pupil to read the first statement (*Weaving is one of Jordan's oldest traditional crafts.*) Say *Is that correct?* Elicit *Yes*. Then point to the circle round *Yes*.
- Pupils work in pairs to read the text together. Then they read each statement and complete the task. Go round monitoring as they read.
- Check answers as a class. Ask a pair to read each statement and *Yes* or *No*. If they circled *No*, encourage them to correct the statement.

### Answers

1. Yes 2. No. Nadia's mum has got a beautiful mosaic.  
3. No. They watched a video about weaving. 4. Yes  
5. No. It was a colourful rug.

## Activity Book, Page 49, Exercise 7

- Explain that pupils are going to write a paragraph like Nadia's paragraph about a family trip.
- Ask the class to read the three labels for the different types of sentences they need to include. Tell them that they should write two or three development sentences.
- Pupils work individually to write their paragraphs. Go round helping them as necessary.

## End the lesson

- Invite some pupils to read out the paragraphs they have written. Encourage the other pupils to say *Well done!* when they have finished reading.

## Lesson 6

### Outcomes

- It is expected that pupils will:**
- recognise the correct stress of words in sentences
  - speak with pauses for clarity and emphasis
  - use simple sentences to talk with a partner or a small group about familiar situations
  - give feedback about aspects of a peer's speech
  - present a simple prepared speech of four or five sentences to the class
  - write meaningful sentences and paragraphs using given frameworks
  - write a simple information paragraph of four or five sentences

### Structures

The modal verb *can* in the past:  
**Could** you use a computer when you were eight?  
 Yes, I **could**./No, I **couldn't**.  
 Jaber **could** make models.  
 I **couldn't** speak English.  
 The conjunction *when*:  
 Could you knit **when** you were eight?

### Functions

Expressing past ability  
 Asking and answering questions  
 Comparing past and present  
 Talking about hobbies and activities  
 Talking about traditional crafts

### Topic

Activities that family members did when they were young  
 Traditional crafts

### Resources

- Pupil's Book, page 51, Exercise 7, Listen and say
- Pupil's Book, page 51, Exercise 8, Ask and answer
- Pupil's Book, page 51, Exercise 9, Talk about you
- Activity Book, page 49, Exercise 8, Listen and complete
- Activity Book, page 49, Exercise 9, Write about you
- Activity Book, page 76, Handwriting Practice
- Audio: Pupil's Book, Unit 10, Exercise 7
- Audio: Activity Book, Unit 10, Exercise 8

### Revision

- Ask the class *What crafts can you do?* Invite pupils to tell the class about any crafts they have tried. If they have not tried any crafts, ask *What craft would you like to do?*

### Pupil's Book, Page 51, Exercise 7

- Ask pupils to open their books and look at the pictures in Exercise 7. Explain that they are going to listen to two sentences.
- Play the recording right through while pupils listen.
- Play the recording again, pausing after each sentence for the class to repeat. Make sure they stress *toys* and *clothes*.
- Choose individuals to read each sentence.

#### Audioscript

I can make toys.  
 I can make clothes.

### 7 Listen and say



I can make **toys**.



I can make **clothes**.

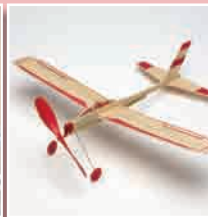
### 8 Ask and answer

- knit
- sew
- make models
- do embroidery
- weave
- use a computer
- paint
- mend a puncture
- play basketball
- speak English
- mend a bike
- swim
- fly a kite
- use a sewing machine



### 9 Talk about you

When I was eight, I could mend a bike with my dad's help. I could make models. I could fly a kite. I am now twelve. I can mend a bike, make models and fly a kite. I can also speak English, use a computer and swim.



### Pupil's Book, Page 51, Exercise 8

- Go round the class, asking each pupil in turn to read out one of the activities listed in Exercise 8.
- Tell pupils that they are going to work in pairs to talk about the activities. This is an example of experiential learning (see page 152). Choose a pair to read out the dialogue in the speech bubbles as an example.
- Go round and monitor while pupils ask and answer. Make sure that they are taking turns to ask and answer the question.
- Tell pupils to swap partners and do the same in their new pair.
- Invite pairs to present their dialogues to the class.

#### Suggested Questions

- Could you knit when you were eight?  
 Could you sew when you were eight?  
 Could you make models when you were eight?  
 Could you do embroidery when you were eight?  
 Could you weave when you were eight?  
 Could you use a computer when you were eight?  
 Could you paint when you were eight?  
 Could you mend a puncture when you were eight?  
 Could you play basketball when you were eight?  
 Could you speak English when you were eight?  
 Could you mend a bike when you were eight?  
 Could you swim when you were eight?  
 Could you fly a kite when you were eight?  
 Could you use a sewing machine when you were eight?

#### Pupils' own answers.

## Pupil's Book, Page 51, Exercise 9

- Ask pupils to look at Exercise 9 and say what is in the pictures. Say *Now you're going to talk about you*. Invite a pupil to read out the example in the speech bubble.
- Write some phrases on the board to help them :
  - *When I was \_\_\_\_\_, I could \_\_\_\_\_.*
  - *I could \_\_\_\_\_.*
  - *I am now \_\_\_\_\_.*
  - *I can \_\_\_\_\_.*
  - *I can also \_\_\_\_\_ and \_\_\_\_\_.*
- Ask pupils to think about the activities they would like to talk about, and write a list. This activity is also an example of experiential learning (see page 152).
- Pupils work in pairs. They take it in turns to present their speech to their partner. Go round and monitor. Encourage them to help each other with pronunciation.
- Invite pupils to come to the front of the class and present their speech to the class. Ask them to speak from memory, without using their notes.
- Make sure the class says *Fantastic! Well done!* when each pupil has finished speaking.

### Further practice

- Ask pupils what they can remember about the activities pupils spoke about. Ask, for example, *What could Jaber do when he was six? What can he do now?*

## Activity Book, Page 49, Exercise 8

- Explain to pupils that they are going to listen to some sentences and write down what they hear. Ask the pupils what kind of things they need to be careful of when doing this kind of exercise. Elicit punctuation, capital letters and spelling.
- Play the first sentence, and ask pupils to read the example answer. Draw their attention to the capital letter at the beginning and fullstop at the end.
- Play the rest of the recording. Make sure pupils are writing as neatly as possible but do not correct mistakes yet. Play the recording again for pupils to check.
- Check answers by having pupils write their finished sentences on the board and correcting as a class.

### Audioscript and answers

1. I can play volleyball.
2. We went to the airport.
3. Your bag is blue.
4. Nadia and Sami walk to school.
5. My teacher is from Amman.
6. Sami can make models.

## Activity Book, Page 49, Exercise 9

- Ask a pupil to read out the activities in the box. Explain that pupils are going to write about their own activities. They should write about things they could and couldn't do in the past, and things they can do now.
- Read out the sentence beginnings, and tell pupils that they need to complete each sentence to make a paragraph.
- Let pupils work individually. Go round and monitor.
- Invite pupils to read out their paragraphs to the class. Encourage the pupils to praise each other's work.

### Answers

Pupils' own answers.

## Classroom assessment

With reference to Unit 10:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
use knowledge of verb tenses to understand when things happen			
draw conclusions from simple reading materials			
discuss simple reading materials to compare own ideas with those of peers			
write paragraphs using proper organisation (introductory sentence, development sentences, concluding sentence)			
present a simple prepared speech of four or five sentences to the class			
write a simple information paragraph of four or five sentences			

### End the lesson

- Guide the pupils to practise handwriting the four short paragraphs in the Activity Book on page 76.
- Praise the pupils for their hard work in the unit. Tell them that in the next unit, they will have the opportunity to review everything they have learnt in Units 8, 9 and 10.



# Review 3

## Lesson 1

### Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen

### Structures

Revision of:  
The modal verb *can* in the past:  
**Could** he speak English?  
Yes, he **could**./No, he **couldn't**.  
He **could** play the piano.  
The conjunction *when*:  
Could he use a computer **when** he was young?

### Functions

Revision of:  
Expressing past ability  
Comparing past and present  
Talking about hobbies and activities

### Vocabulary

Revision of:  
*car engine, dry the dishes, kite, mend a bike, car, puncture, speak English, wash the car*

### Topic

Revision

### Resources

- Pupil's Book, page 52, Exercise 1, Listen and read
- Audio: Pupil's Book, Review 3, Exercise 1
- Flashcards: *dry the dishes, mend a bike, puncture*

### Revision

- Revise *dry the dishes, mend a bike* and *puncture* using the flashcards. Hold up each flashcard and ask the class to say the word. Elicit sentences using each word or phrase. Accept any reasonable suggestions. Ask students about other things they could mend.

### Pupil's Book, Page 52, Exercise 1

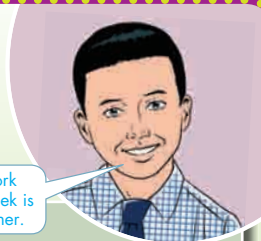
- Explain that this is Kareem's homework project. Ask a pupil to read Kareem's speech bubble.
- Tell pupils that they are going to listen and read. As they do so, ask them *Did Kareem's father like sports when he was young?*
- Play the recording. Pupils listen and read. Elicit the answer to your question. (*Yes, he did. He could play tennis and table tennis. He could swim.*)
- Ask questions to check pupils' understanding:
  - *How old is Kareem's father in the photo? (He is twelve.)*
  - *Where did Kareem's father live when he was young? (In Amman.)*
  - *How many brothers and sisters did he have? (He had one brother.)*
  - *What did Kareem's father like doing? (He liked music, sports, mending things and looking at car engines.)*
  - *What sport does he play now? (He plays basketball.)*
  - *How did Kareem's dad help his mother and father? (He dried the dishes, set the table and tidied up his bedroom.)*

## Review 3

1

Listen and read

My homework project this week is about my father.



### When my father was young

This is a photo of my father when he was twelve. He lived in Amman with Grandma, Grandpa and Uncle Hassan. At the weekend, my father and his brother flew their kites or played games.

My father liked music and he could play the piano. He can use a computer and he can speak English. When he was young, he didn't have a computer.



My father liked sports, too. He was good at playing tennis and table tennis. He could swim. My father enjoys doing sports now. He plays basketball at the sports centre every week.

My father always helped his mother and father around the house. He dried the dishes, set the table and tidied his bedroom.

My father liked cars and bikes. He liked mending things. He could mend a puncture. He helped his father with their car. He liked looking at car engines. He helped to wash the car, too. Now, I help my father to wash the car!



52

### Audioscript

Kareem: My homework project this week is about my father.

This is a photo of my father when he was twelve. He lived in Amman with Grandma, Grandpa and Uncle Hassan. At the weekend, my father and his brother flew their kites or played games. My father liked music and he could play the piano. He can use a computer and he can speak English. When he was young, he didn't have a computer.

My father liked sports, too. He was good at playing tennis and table tennis. He could swim. My father enjoys doing sports now. He plays basketball at the sports centre every week.

My father always helped his mother and father around the house. He dried the dishes, set the table and tidied his bedroom.

My father liked cars and bikes. He liked mending things. He could mend a puncture. He helped his father with their car. He liked looking at car engines. He helped to wash the car, too. Now, I help my father to wash the car!

### End the lesson

- Elicit sentences from pupils about what their parents could or couldn't do when they were young.

## Lesson 2

<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 correct intonation for questions and statements</li> <li>• use knowledge of verb tenses to understand when things happen</li> <li>• draw conclusions from simple reading materials</li> <li>• complete meaningful sentences using given frameworks</li> <li>• use and spell correctly learnt vocabulary</li> </ul>
<b>Structures</b>	<p>Revision of: The modal verb <i>can</i> in the past: <b>Could</b> she play tennis when she was young? Yes, she <b>could</b>. / No, she <b>couldn't</b>. She <b>could</b> sew. The conjunction <i>when</i>: Did she live in Amman <b>when</b> she was young?</p>
<b>Functions</b>	<p>Revision of: Expressing past ability Comparing past and present Talking about hobbies and activities</p>
<b>Vocabulary</b>	<p>Revision of: <i>embroidery</i> (n), <i>tidy up</i>, <i>weave</i> (v)</p>
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 52, Exercise 1, Listen and read</li> <li>■ Activity Book, page 50, Exercise 1, Read and complete</li> <li>■ Audio, Pupil's Book, Review 3, Exercise 1</li> <li>■ Wallchart: <i>Sports and activities</i></li> </ul>

### Revision

- Revise words for sports and activities using the wallchart. Invite a pupil to come to the front of the class and name a sport or activity on the wallchart. Ask the pupil questions, e.g. *Can you play tennis? When you were eight, could you play tennis?*
- Invite other pupils to the front to do the same.

### Pupil's Book, Page 52, Exercise 1

- Ask pupils to open their books at page 52. Ask them to say what they remember about Kareem's homework project.
- Play the recording while pupils read. Ask five pupils to each read one paragraph to the class.
- Ask pupils to practise reading the text to each other in pairs. Encourage them to take turns reading each paragraph. Monitor their pronunciation as they read.

### Further practice

- Ask a volunteer to come to the front of the class to play the role of Kareem's father. Encourage the other pupils to ask him questions, e.g. *When you were young, what did you do at the weekend?* Help the pupil to reply. Check for correct pronunciation and intonation.
- Let other pupils take a turn to play the role.

### Activity Book, Page 50, Exercise 1

- Ask pupils to open their Activity Book at page 50.
- Point to the dialogue, and ask *Who is speaking?* Elicit *Khaled* and *Raed*. Explain that Khaled is telling *Raed* about his grandmother.
- Tell pupils that they need to read the dialogue and complete the gaps with the correct phrases from the box. Ask pupils to read out the phrases in the box.
- Encourage pupils to work in pairs to complete the task. Go round to monitor and help.
- When they have finished writing, encourage the pairs to practise reading the dialogue.
- Check answers as a class, asking different pairs to read each part of the dialogue.

#### Answers

1. Did she live in Amman when she was young? (E)
2. My grandmother learned to weave (D)
3. Could your grandmother sew (B)
4. Yes, she could. (F)
5. she couldn't speak (A)
6. Could she play tennis (G)
7. when she was young (H)
8. She tidied up (C)

### End the lesson

- Ask pupils *Do you like mujaddara? Can you cook? What is your favourite meal?* Elicit responses.

# Lesson 3

## Outcomes

### It is expected that pupils will:

- show appreciation of listening to rhymes and songs in English
- make simple inferences when listening
- use prior knowledge and experience to listen when participating in simple conversations
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- speak with pauses for clarity and emphasis
- write meaningful sentences and paragraphs using given frameworks
- write a simple information paragraph of four or five sentences
- use and spell correctly learnt vocabulary
- correct punctuation with the assistance of peers and teachers

## Structures

Revision of:  
The modal verb *will* for decisions made at the moment of speaking:  
*I'll email them.*  
*I'll tidy up.*  
*I'll put the bouquet of flowers in a vase.*  
The modal verb *can* in the past:  
*Could you use a computer when you were young?*  
*Yes, I could./No, I couldn't.*  
*You could mend cars.*  
*Aunt Muna could make clothes.*  
The conjunction *when*:  
*Could you fly a kite when you were six?*

## Functions

Revision of:  
Making offers of help  
Talking about tasks to do around the house  
Expressing past ability  
Comparing past and present  
Talking about hobbies and activities

## Vocabulary

Revision of:  
*vase*

## Topic

Revision

## Resources

- Pupil's Book, page 53, Exercise 2, Listen and answer
- Pupil's Book, page 53, Exercise 3, Listen again and choose
- Pupil's Book, page 53, Exercise 4, Look and say
- Activity Book, page 51, Exercise 2, Listen, write and say
- Activity Book, page 51, Exercise 3, Listen and complete
- Activity Book, page 51, Exercise 4, Write about Grandpa
- Audio: Pupil's Book, Review 3, Exercise 2
- Audio: Pupil's Book, Review 3, Exercise 3
- Audio: Activity Book, Review 3, Exercise 2
- Audio: Activity Book, Review 3, Exercise 3

## Revision

- Ask pupils to look back at the song on page 43 of their books. Tell them to describe what is happening in the pictures. Play the recording while pupils listen and read the words. Play the recording again and encourage the pupils to sing along.

## Pupil's Book, Page 53, Exercise 2

- Ask pupils to open their books at page 53. Tell them to look at Exercise 2 and ask a pupil to read out the question.
- Play the recording right through. Pupils listen to find out the answer.
- Ask the question again: *What tasks do the family talk about?* Elicit the answers. (*Putting flowers in a vase, washing the car, tidying up.*)

## Audioscript

1. Mum: Grandma and Grandpa are coming to visit us today.  
Samira: Great. I'll put some flowers in a vase.
2. Mum: Dad's really busy today. Can you help him, please?  
Kareem: Yes, of course. I'll wash the car.
3. Mum: Can you help me in the living room, please, Samira?  
Samira: Yes, of course. I'll tidy up.
4. Mum: Uncle Hassan sent you a present this morning. Here it is.  
Kareem: It's a poster about animals! I'll phone him to say 'Thank you'.

## 2 Listen and answer

What tasks do the family talk about?

## 3 Listen again and choose



## 4 Look and say

- dry the dishes
- tidy up
- put flowers in a vase
- buy a present
- wash the car
- make a cake
- set the table
- water the flowers
- tidy my bedroom
- help my mum



## Pupil's Book, Page 53, Exercise 3

- Ask pupils to look at the four pairs of pictures in Exercise 3. Explain that they need to listen to the conversations again, and choose which picture is correct for each conversation. Tell them that they should tick the box next to the picture they choose.
- Play the recording, pausing after each conversation for pupils to look and tick a box.
- Say *Let's check our answers.* Play the recording again. Pause after each conversation and encourage pupils to repeat the final sentence each time. Then ask volunteer pupils to say which picture they ticked.

## Answers

1. b 2. a 3. b 4. a

## Pupil's Book, Page 53, Exercise 4

- Ask pupils to read the list of tasks in Exercise 4. Explain that they are going to talk in pairs about how they can help, using *I'll...* Invite a pair to read out the example dialogue in the speech bubbles using pauses appropriately.
- Encourage pupils to talk about preparing for a visit from a family member in the same way. The pupil making offers of help should choose four or five items from the list to talk about. Make sure they swap roles, so that both pupils practise making offers. Ask pupils to do the same with a different partner. This is an example of simulation (see page 152). Go round and monitor. Invite pairs to say their dialogues for the class.

## Activity Book, Page 51, Exercise 2

- Ask pupils to open their Activity Books on page 51 and look at Exercise 2. Ask pupils what they notice about the sentences. Elicit *They don't have any punctuation.*
- Read out the first unpunctuated sentences as though this is one sentence, without a pause: *lets help dad ill wash the car*
- Say *Is that right? Is this one sentence?* Elicit *No. It's two sentences.* Read the example answer, and ask pupils to notice what has been changed. (*Capital letters at the beginning of sentences, full stops at the end, apostrophes in 'Let's' and 'I'll' and commas to separate when clauses from the rest of the sentence.*) Explain that pupils should do the same with the other sentences.
- Pupils work individually to complete the task. When they have finished writing, let them compare answers with a partner. Say *Let's listen and check.* Play the recording while the pupils read the sentences they have written.
- Play the recording again, pausing after each pair of sentences for pupils to repeat. Make sure that they pause between sentences. Check answers as a class. Invite pupils to write each pair of sentences correctly on the board.

### Audioscript and answers

1. Let's help Dad. I'll wash the car.
2. It's a mosaic. It's very old.
3. When he was young, he could fly a kite.
4. This is Aqaba. It's my favourite city.

## Activity Book, Page 51, Exercise 3

- Ask pupils to look at exercise 3. Play the recording right through while pupils listen and read.
- Write the example sentence on the board: *Dad drives his car.* Ask *Who is doing the action?* Elicit *Dad.* Ask *What does he drive?* Elicit *His car.*
- The exercise tests pupil's aural understanding of pronouns and their related verb endings. Pupils should be able to correctly transcribe the information they hear, intuitively recognising the relation between pronoun and verb ending, rather than relying on grammatical rules.

### Audioscript and answers

1. Dad drives his car.
2. Mum learned embroidery.
3. He played volleyball.
4. I dried the dishes.
5. They bought new toys.
6. We made lunch at half past twelve.

## Activity Book, Page 51, Exercise 4

- Tell pupils they are going to write a paragraph about Grandpa when he was young.
- Ask a pupil to read out the list of activities. Point to the ticks and crosses, and remind pupils that these tell them

whether Grandpa could do an activity or not.

- Ask a pupil to read the first example sentence. Pupils work on their own to write their paragraphs. Go round and monitor, encouraging them to check their punctuation and spelling. Invite pupils to read out their finished paragraphs to the class.

### Suggested answer

When Grandpa was young, he couldn't ride a bike. He could drive a car. He could mend cars. He could fly his kite. He couldn't speak English. He couldn't make soft toys.

## End the lesson

- Ask pupils to look at Exercise 4 in their Activity Book again. Invite a pupil to come to the front to play the role of 'Grandpa'. Encourage pupils to ask him questions about what he can do now, e.g. *Can you ride a bike now? Can you drive a car?* Encourage 'Grandpa' to answer *Yes, I can* or *No, I can't.*
- Choose other pupils to play the role of Grandpa in the same way. They do not need to give the same answers each time!

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- skim simple written materials for the main ideas
- scan simple written materials to preview them for general content before starting to read
- use context and direct instruction to understand the meaning of new and unfamiliar words
- draw conclusions from simple reading materials
- retell what happens in a simple story
- prepare and read aloud a short dramatic passage with accuracy, comprehension and expression speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happens
- write a simple story of short paragraphs following a guided composition process

### Structures

Revision of:  
The past continuous and the past simple:  
*Salma's father **stood up** while she **was reading**.*  
*The wind **got** stronger while the plane **was taking off**.*  
The conjunction *while*:  
*Salma heard a noise **while** the plane was landing.*

### Functions

Revision of:  
Talking about airport facilities  
Talking about journeys

### Vocabulary

Revision of:  
*board the plane, check in (v), journey, land (v), suitcase, take off (v)*

### Topic

Revision

### Resources

- Pupil's Book, page 54, Exercise 5, Read and answer
- Pupil's Book, page 54, Exercise 6, Read again and match the sentences. Tell the story
- Activity Book, page 52, Exercise 5, Read and complete
- Activity Book, page 52, Exercise 6, Complete
- Activity Book, page 52, Exercise 7, Write a story. Read aloud
- Wallchart: *At the airport*

## Revision

- Revise vocabulary for plane journeys and airport facilities. Show pupils the wallchart and ask them to describe what they can see. Ask pupils to say the individual words.

## Pupil's Book, Page 54, Exercise 5

- Ask pupils to open their books at page 54. Ask a pupil to read out the heading, and the question at the top of the exercise. Tell pupils they are going to read the story and find out the answer to the question. Give pupils time to read the story individually. When they have finished, elicit answers to the question.

### Suggested answers

It was raining.  
It started to rain while they were waiting for the plane.  
It was windy.  
The wind was very bad.  
The wind got stronger when the plane was taking off.

**5 Read and answer**  
What was the weather like on the journey?

**My story - The plane journey** by Salma

It was the beginning of the school holidays. I was at the airport with my mum and dad. We were going to Aqaba to visit our cousins. It was my first journey by plane.

We checked in and then we waited for our plane. It started to rain while we were waiting for our plane. It was windy, too.

"It's okay," said Mum, "The weather is good in Aqaba." Mum gave me my favourite book. Dad stood up while I was reading. "It's time to board the plane," he said.


We climbed the stairs to the plane and we sat down. The wind got stronger while the plane was taking off. "I hope that the plane is safe," I thought. We were soon high in the sky. The pilot talked to everyone on the plane. "The wind is very bad today," he said "but don't be frightened. The plane is safe and we are landing soon."

I heard a noise while the plane was landing. "It's alright," Dad said. "It's just the wind." The plane landed safely on the ground. We arrived in Aqaba. I was very happy!

**6 Read again and match the sentences. Tell the story**

1 It started to rain	a the plane was taking off.
2 Salma's father stood up	b the plane was landing.
3 The wind got stronger	c they were waiting.
4 Salma heard a noise	d Salma was reading.

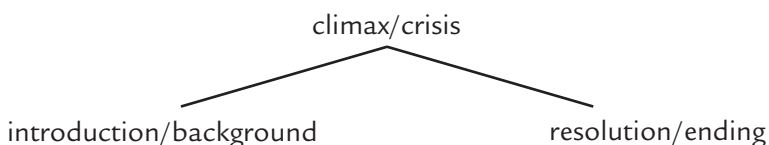
while



54

## Pupil's Book, Page 54, Exercise 6

- Tell pupils they are going to read Salma's story again, and match the beginnings and ends of the sentences. Make sure they understand that each sentence has *while* in the middle.
- Ask pupils to work in pairs to read the story again, and complete the task. Check answers as a class. Ask different pupils to read out each complete sentence. Tell pupils that they are going to tell the story in their own words.
- Introduce pupils to the concept of a 'story mountain'. You should draw a large triangle on the board, and label it as follows:



- Explain to pupils that this is how they can check stories have good structure, and also use it to write their own.

- Explain that *background* is an introduction and get pupils to point out the *introduction* in Salma's story (the first paragraph). Next tell them that the *crisis* is when there's a *problem* or action in the story. Can they point to this part? (third paragraph). Finally, tell them that the *resolution* is the *ending* where the problem or the action of the story is fixed or comes to an end. Ask them if Salma's story does this (It does).
- Put pupils into groups of three or four. Ask them to take turns retelling the story. Encourage them to use the sentences they made in Exercise 6, and to help each other if they forget what happens next in the story. Go round to monitor and make sure all the pupils have a turn.

### Answers

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

## Activity Book, Page 52, Exercise 5

- Ask pupils to open their Activity Book and look at the story in Exercise 5. Elicit the name of the story (*The wrong suitcase*).
- Invite a pupil to read out the words in the box. Explain that they are going to read the story and choose the correct words to complete each gap. Pupils can complete the task in pairs. Check answers as a class.

### Answers

1. visited 2. plane 3. went 4. suitcase 5. arrived

## Activity Book, Page 52, Exercise 6

- Ask pupils to look at the table in Exercise 6. Ask a pupil to read the headings out loud. Ask pupils to say what speech is (*words that are spoken*). Ask *How is it shown?* (*with speech marks*).
- Explain that *text* means all the words in the story that are not spoken by the characters in the story. Give some examples, e.g. *I like airports*.
- Tell pupils that they need to choose three examples of *speech* from the story, and three examples of *text*. They should write them in the correct column in the table. Pupils work individually to complete the task. Monitor to make sure they are punctuating the speech correctly. Choose pupils to read out some of the examples they have written.

### Answers

Pupils' own answers, using correct examples from the story

## Activity Book, Page 52, Exercise 7

- Tell pupils that they are going to write a story about visiting an airport. Say that they need to give their story a title. Elicit some ideas and write them on the board.
- Explain that they should write three or four short paragraphs. Ask them to note their ideas first to plan their story and remind them of the 'story mountain'. Then they write their complete story in their exercise books.
- Remind pupils that it is good to include some speech in a story. Tell them to look back at Tareq's story to check how to punctuate this.
- Pupils work individually to write their stories. Go round and help as needed. When they have finished writing, encourage pupils to read through their stories again, and correct any mistakes they notice. Invite some pupils to the front to read out their stories. Say *Good work! Well done!*

### Answers

Pupils' own answers.

## End the lesson

- Remind pupils that Salma felt frightened on the plane journey. Ask *When do you feel frightened?* Pupils answer.

# Lesson 5

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>locate and use English reference materials found in the classroom and school library</li> <li>use table of contents and keyword search to locate specific information in print or electronic sources</li> <li>write a simple story of short paragraphs following a guided composition process</li> <li>prepare and read aloud a short dramatic passage with accuracy, comprehension and expression use and spell correctly learnt vocabulary</li> <li>speak with pauses for clarity and emphasis</li> </ul>
<b>Structures</b>	<p>Revision of: The past continuous and the past simple: <i>Jaber <b>started</b> to cry while we <b>were walking</b> onto the boat.</i> The conjunction <i>while</i>: <i>A girl saw us <b>while</b> we were collecting our suitcases.</i></p>
<b>Functions</b>	Revision of: Talking about journeys
<b>Vocabulary</b>	Revision of: <i>cry (v)</i>
<b>Topic</b>	Revision
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 55, Exercise 7, Project: Write a story</li> <li>Project Worksheet 3, page 162</li> <li>Activity Book, pages 77, Handwriting Practice</li> </ul>

- Put pupils into pairs. Ask them to tell their partner their ideas for their story, and the information they will use. Encourage them to praise good ideas and make suggestions to help each other.
- Ask pupils to look at the story in part 3. Elicit what they can see in the photo. Invite pupils to read out the story, one paragraph each.
- Give pupils time to write their stories individually. Go round monitoring and helping. Encourage them to use their dictionaries to help with spellings and to check meanings of words.
- When they have finished writing, invite pupils to the front of the class to read out their stories using correct pauses. Get the class to clap their good work and say *Well done!*


**7** **Project: Write a story**

**1 Choose a title for your story**

• a boat trip • a bus trip • a plane journey • a train journey

**2 Read and answer**

- Who is in the story?
- Where does the story happen?
- What happens in the story?
- Is there a problem? What is it?
- What happens at the end?
- How does the problem get better?



**3 Write your story and tell the class**


**A boat trip** **by Rakan**


I was in Aqaba with my mother, my father and my brother, Jaber. We wanted to go on a boat trip. I was very excited.

The boat arrived. Jaber started to cry while we were walking onto the boat. "It's OK," said Mother. My mother gave Jaber his favourite toy. There was a noise and the boat started. Jaber was very frightened.

Then, I had an idea. I took Jaber to the window.

"We can look at the sea," I said. Jaber smiled. He watched the other boats. The trip was fun!





I was in Aqaba with my mother, my father and my brother, Jaber.

55

## Revision

- As a class, review the story from Exercise 5 on page 54, without opening books. Pupils should talk in pairs first and then share ideas. Write these on the board.

## Pupil's Book, Page 55, Exercise 7

- Ask pupils to suggest describing words to describe feelings. Elicit their ideas and write them on the board, e.g. *excited, frightened, sad, happy, tired, interested*. Pupils then mime a feeling to their partner, and guess what is being mimed.
- Tell pupils they are going to write a story. Say that they should include descriptions of how their characters feel. Explain that this makes readers more interested in a story.
- Ask pupils to open their books at page 55. Point to part 1, and explain that pupils should choose a title for their story.
- Ask pupils to work in pairs to read the different titles and tell their partner which title they have chosen. Make sure they understand that they do not need to choose the same title as their partner. Ask a few pupils to tell the class which title they have chosen.
- Tell pupils to look at the questions in part 2. Explain that they are going to think about answers to the questions. This will help them to plan their story. Ask pupils to read out the questions.
- Give out project worksheet 3. It's a graphic organiser to help pupils plan to write their stories just like a mind map. This project is an example of activity-based learning, (see page 152). You can also implement the jigsaw technique (see page 153).
- Let pupils work on their own to think about each question and note down possible answers and ideas. Tell them that they do not need to write full sentences. Lead the discussion to pinpoint the elements of a story mountain. (setting, characters, events, climax, ending)
- Encourage pupils to use books and other reference sources to find out facts about the places in their story or the type of transport used.

## Classroom assessment

With reference to Review 3, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
draw conclusions from simple reading materials			
use knowledge of verb tenses to understand when things happen			
use and spell correctly learnt vocabulary			
speak with pauses for clarity and emphasis			
write a simple paragraph of four or five sentences about Grandpa			
write a simple story of short paragraphs following a guided composition process			
prepare and read aloud with accuracy, comprehension and expression a short dramatic passage			

## End the lesson

- Encourage other pupils to say what they liked about other pupils' stories, e.g. *I liked Salma's story. It was very exciting!*
- Guide pupils to practise handwriting the paragraph in the Activity Book on pages 77.

## Lesson 1

## Outcomes

## It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- make simple inferences when listening
- use knowledge of verb tenses to understand when things happen

## Structures

What is it made of?  
It's made of clay/glass/metal.

## Functions

Talking about a visit to a museum  
Talking about objects from the past  
Asking and answering questions

## Vocabulary

bottle, clay, coach, curator, glass, guidebook, jug, metal, object, spoon, striped

## Topic

Museum artefacts and what they are made of

## Resources

- Pupil's Book, page 56, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 11, Exercise 1
- Flashcards: *bottle, coach(n), curator, jug, guidebook, spoon*
- Wallchart: *At a museum*
- Items made of glass, metal, clay and wood (optional)

## Revision

- Revise talking about the future using *going to*. Ask pupils *What are you going to do this evening? What are you going to do this weekend?*
- Ask pupils to talk about what other pupils said. For example, ask *What is Mahmoud going to do this weekend?* Elicit *He's going to ...* Ask *What are Huda and Alia going to do this evening?* Elicit *They're going to ...*

## Presentation

- Present *bottle, coach, jug, guidebook* and *spoon* using the flashcards. Show the flashcard and say the word, then ask pupils to repeat it as groups and individually. Ask a pupil to find a *bottle*, a *spoon* and a *vase* on the wallchart.
- Show the class objects made of different materials (or flashcards of different objects). Say *These are objects*. Get the pupils to repeat *objects*.
- Pick up or point to an object made of wood. Ask *What is it made of?* Encourage pupils to repeat the question. Say *It's made of wood*. Ask pupils to repeat the answer. Write the question and answer on the board.
- Repeat with objects made of glass, metal and clay. Present *glass, metal* and *clay*, asking volunteer pupils to say the words after you. If possible show pupils more than one object made of each material, to make the meaning clearer.
- Tell pupils that they are going to hear about some very old objects in a museum. Ask them to take out their books.

## Pupil's Book, Page 56, Exercise 1

- Ask pupils to open their books at page 56 and to describe the pictures.
- On the board, write *striped*. Tell pupils they are going to listen to and read the story. They should try to work out the meaning of this new word.
- Play the recording right through while pupils read along.
- Ask *What does 'striped' mean?* Draw two jugs on the board. On one, draw spots. On the other, draw stripes. Say *Which one is striped?* Pupils point to the correct drawing. If there is an object in the classroom that is striped, point to it and say *This is striped*, too. If not, draw a striped jumper on the board.
- Ask *What does curator means? What task do you think a curator performs?* Elicit answers from the class and refer to the flashcard for explanation.
- To check pupils' understanding, make some incorrect statements about the story and ask pupils to correct them:
  - *The objects in the museum are new. (No. They're very old.)*
  - *The children go to the museum by train. (No. They go in a coach.)*
  - *The jug is made of clay. (No. It's made of glass.)*
  - *There is a pencil next to the jug. (No. There is a spoon.)*
  - *The bottle is 250 years old. (No. It's 2,500 years old.)*
  - *Ali has bought a guidebook about the museum. (No. Kareem has bought a guidebook.)*
- Finally, refer pupils to the first frame, where the teacher says *Look both ways when you cross the road*. Ask pupils if they always do this. Get them to write these important rules for road safety, and if there is time, make posters to illustrate them. You could give this to pupils to do for homework.

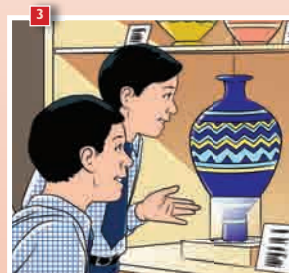
## 1 Listen and read



**Mr Yousof:** Today we're going to the Jordan Museum. We're going to see lots of objects from the past. Here is the coach, children. Look both ways when you cross the road.



**Curator:** This jug is from the second century and it's made of glass. People used this jug to carry water. Can you see the spoon next to the jug? It's from the second century, too. It's made of metal.



**Ali:** Kareem, look at this bottle. It's 2,500 years old!

**Kareem:** It's a beautiful, striped bottle. The colours are very bright. What is the bottle made of?

**Ali:** It's made of clay.



**Ali:** I've really enjoyed our trip. The museum is very interesting.

**Kareem:** Look, I've bought a guidebook about the museum to read at home. Then, I can learn more about all the different objects.

**Ali:** That's great. You can use the information for your school project.

### Audioscript

1.  
Mr Yousuf: Today we're going to the Jordan Museum. We're going to see lots of objects from the past. Here is the coach, children. Look both ways when you cross the road.
2.  
Curator: This jug is from the second century and it's made of glass. People used this jug to carry water. Can you see the spoon next to the jug? It's from the second century, too. It's made of metal.
3.  
Ali: Kareem, look at this bottle. It's 2,500 years old!  
Kareem: It's a beautiful, striped bottle. The colours are very bright. What is the bottle made of?  
Ali: It's made of clay.
4.  
Ali: I've really enjoyed our trip. The museum is very interesting.  
Kareem: Look, I've bought a guidebook about the museum to read at home. Then, I can learn more about all the different objects.  
Ali: That's great. You can use the information for your school project.

### End the lesson

- Ask pupils *Have you ever been to a museum?* Invite pupils who say *Yes* to tell the class about their visit.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- draw conclusions from simple reading materials
- use context and direct instruction to understand the meaning of new and unfamiliar words
- use and spell correctly learnt vocabulary

### Structures

*What is it made of?*  
*It's made of clay/glass/metal.*

### Functions

Talking about a visit to a museum  
Talking about objects from the past  
Asking and answering questions

### Topic

Museum artefacts and what they are made of

### Resources

- Pupil's Book, page 56, Exercise 1, Listen and read
- Activity Book, page 53, Exercise 1, Read, look and circle
- Activity Book, page 53, Exercise 2, Complete
- Audio: Pupil's Book, Unit 11, Exercise 1
- Wallchart: *At a museum*

### Revision

- Revise the words for museum artefacts using the wallchart. Point to the wallchart and elicit words they know for objects they can see in the museum (*bottle, jug, spoon, vase, jewellery*). List the words on the board as pupils say them.
- Ask pupils if they can think of any other objects they could find in a museum. Add all reasonable suggestions to the list, e.g. *books, photos, coins, costumes*.

### Pupil's Book, Page 56, Exercise 1

- Ask pupils to open their books at page 56. Ask what they can remember about the story.
- Ask *Which object has bright colours? Let's listen and find out.* Play the recording right through while pupils listen and read.
- Elicit the answer. (*The bottle has bright colours.*)
- Put the class into groups of four. Ask them to choose roles and to practise the dialogue. Then ask them to change roles within their group and practise the dialogue again. Monitor as they are working and help with pronunciation and vocabulary.

### Activity Book, Page 53, Exercise 1

- Ask pupils to open their Activity Book at page 53. Ask the pupils to look at the pictures and describe them.
- Explain that they need to read each description and circle the correct word. They should use the pictures to help them.
- Choose a pupil to read the example and point to the picture that goes with it.
- Pupils work in pairs to complete the task.
- Check answers as a class. Make sure they understand all the vocabulary.

### Answers

1. clay 2. bottle 3. jug 4. spoon



## Activity Book, Page 53, Exercise 2

- Ask pupils to look at their Activity Book at page 53. Ask them to describe the pictures in Exercise 2.
- Invite a pupil to read the words in the box. Tell pupils that they should choose the correct words to complete each sentence. Ask a pupil to read the example sentence.
- Pupils work individually to complete the task. When they have finished, let them compare answers with a partner.
- Check answers as a class.

### Answers

1. bottle, clay   2. jug, old, glass   3. spoon, of, metal  
4. vase, made

## End the lesson

- Invite a pupil to come to the front of the class. Point to the list of objects on the board. Ask the pupil to choose one, without telling the class. Then ask them to draw the object on the board. Ask them to pause while they are drawing to see if the class can guess the object.
- Choose one of the pupils who has guessed correctly to come to the front and do the same with a new object from the list.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- show understanding of main ideas from a simple oral presentation
- respond to questions before, during and after listening
- make simple inferences when listening
- speak with pauses for clarity and emphasis
- use correct intonation for questions and answers
- use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations
- write meaningful sentences using given frameworks

### Structures

*What is it made of?*  
*It's made of clay/glass/metal.*

### Functions

Talking about a visit to a museum  
Talking about objects from the past  
Asking and answering questions

### Vocabulary

*knife, pot, stone*

### Topic

Museum artefacts and what they are made of

### Resources

- Pupil's Book, page 57, Exercise 2, Listen and answer
- Pupil's Book, page 57, Exercise 3, Listen again and choose
- Activity Book, page 54, Exercise 3, Complete, ask and answer
- Audio: Pupil's Book, Unit 11, Exercise 2
- Audio: Pupil's Book, Unit 11, Exercise 3
- Flashcards: *knife, pot, stone*

## Revision

- Hold up classroom objects made of different materials. Ask *What is it made of?* Pupils reply, e.g. *It's made of metal.*
- Give one of the objects to a pupil. Encourage them to hold it up and ask the question. The class responds. Repeat with other objects.

## Presentation

- Present *pot, knife* and *stone* using the flashcards. Say the words and ask the pupils to repeat after you.
- Hold up the flashcards for *pot, knife* and *stone* in random order several times and elicit the words.
- Point to the word *knife* again and say the word. Ask pupils what they notice about the spelling and pronunciation. Confirm that the letter *k* is silent.

## Pupil's Book, Page 57, Exercise 2

- Ask pupils to open their books at page 57. Invite a pupil to read out the question in Exercise 2.
- Explain that they are going to listen to a conversation between Ali and Kareem. They need to listen for the answer.
- Play the recording right through while pupils listen.
- Ask the question again: *What do Ali and Kareem talk about?* Pupils reply. Accept all reasonable answers, e.g. *They talk about objects in a museum.*

### Audioscript

1.

Kareem: Look, Ali, it's a Roman pot.

Ali: What is it made of?

Kareem: It's made of clay.

2.

Kareem: This knife is thousands of years old.

Ali: That's really old! What is it made of?

Kareem: It's made of stone.

3.

Kareem: This spoon is very long!

Ali: Yes, it is. What is it made of?

Kareem: It's made of metal.

4.

Kareem: This is a Roman vase.

Ali: Oh yes. It isn't made of glass. What is it made of?

Kareem: It's made of clay.

5.

Kareem: Look at this bottle!

Ali: I haven't seen a bottle like that before. What is it made of?

Kareem: It's made of glass.

6.

Kareem: This jug is two thousand years old.

Ali: What is it made of?

Kareem: It's made of clay.

**2 Listen and answer**  
What do Ali and Kareem talk about?

**3 Listen again and choose**

**1**



The pot is  
 made of stone.  
 made of clay.

**2**



The knife is  
 made of stone.  
 made of metal.

**3**



The spoon is  
 made of wood.  
 made of metal.

**4**



The vase is  
 made of clay.  
 made of glass.

**5**



The bottle is  
 made of metal.  
 made of glass.

**6**



The jug is  
 made of clay.  
 made of stone.

**4 Ask and answer**

What is the spoon made of?



It's made of metal.

### Pupil's Book, Page 57, Exercise 3

- Ask pupils to look at the pictures in Exercise 3 in their books at page 57. Tell them they are going to listen to the recording again, and tick the correct phrase to complete each sentence.
- Play the recording, pausing after each item for pupils to tick the box.
- Ask pupils to compare answers in pairs.
- Play the recording again to check answers as a class.

#### Answers

1. made of clay.   2. made of stone.   3. made of metal.  
4. made of clay.   5. made of glass.   6. made of clay.

### Further practice

- Ask a pupil to describe one of the objects in the pictures on page 57, without saying what it is. Encourage them to say what it is made of, and give some other information, e.g. *It's brown.*
- Pupils guess which object the pupil is describing.

### Activity Book, Page 54, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book at page 54 and describe the pictures.
- Pupils work individually to complete the sentences.
- When they have finished writing, ask them to work in pairs to practise asking and answering questions about each object. Remind them to use correct intonation. Go round and check their pronunciation.
- Check answers as a class, asking pairs to say each question and answer for the class.

#### Answers

- What is the knife made of? It's made of stone.
- What is the vase made of? It's made of clay.
- What is the jug made of? It's made of glass.
- What is the bottle made of? It's made of clay.

### End the lesson

- Ask pupils to look at the final picture in the story on page 56. Point to the book that Kareem is holding, and ask *What is this book?* Pupils answer (*It's a guidebook.*) Ask if pupils have ever bought a guidebook. Encourage them to tell you what sort of information you find in a guidebook.

## Lesson 4

#### Outcomes

#### It is expected that pupils will:

- use correct intonation for questions and statements
- listen to and participate in simple classroom conversations
- speak with pauses for clarity and emphasis
- use simple sentences to talk about familiar and unfamiliar situations
- write dictated sentences using correct punctuation marks
- correct punctuation with the assistance of peers and teachers

#### Structures

*What is it made of?*  
*It's made of clay/glass/metal.*

#### Functions

Talking about a visit to a museum  
Talking about objects from the past  
Asking and answering questions

#### Topic

Museum artefacts and what they are made of

#### Resources

- Pupil's Book, page 57, Exercise 4, Ask and answer
- Activity Book, page 54, Exercise 4, Listen and write
- Audio: Activity Book, Unit 11, Exercise 4
- Flashcards: *bottle, jug, knife, pot, spoon, vase*

### Revision

- Hold up the flashcards for *bottle, jug, knife, pot, spoon* and *vase*, one at a time. Elicit the word, and then invite pupils to make a question including the word, e.g. *What is the bottle made of?* Elicit possible answers.

## Pupil's Book, Page 57, Exercise 4

- Ask pupils to look at Exercise 4 in their books at page 57. Explain that they are going to ask and answer questions about what objects are made of. Invite a pair to read out the example question and answer.
- Tell pupils that they should first talk about the objects in Exercise 3. Then they can ask and answer about objects in the classroom, e.g. *What is the ruler made of? It's made of wood.*
- Pupils work in pairs to complete the task. Go round and monitor. Make sure that pupils are taking turns to ask and answer and that their question intonation is clear.
- Invite pairs to say some questions and answers for the class.

### Answers

Pupil's own answers.

## Activity Book, Page 54, Exercise 4

- Ask pupils to open their Activity Book at page 54 and describe the two pictures.
- Explain that they are going to listen to a description of each object, and write the description in their books. Remind them that they will need to punctuate their sentences correctly.
- Play the recording right through while pupils listen and look at the pictures. Ask them how many sentences they think they heard (6). Ask them how they know (*there are gaps when the person takes a breath*).
- Play the recording again, this time pausing after each sentence for the pupils to write.
- Pupils work individually to complete the task. When they have finished writing, ask them to compare their answers with a partner. Invite them to help each other with punctuation as needed.
- Play the recording a final time, and check answers as a class.

### Audioscript and answers

1. This is a bottle. It's made of clay. It's 2,500 years old.
2. This is a Roman vase. It's 2,000 years old. It's made of glass.

## Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
write meaningful sentences using given frameworks			
use simple sentences to talk about familiar and unfamiliar situations			
write dictated sentences using correct punctuation marks			
correct punctuation with the assistance of peers and teachers			

## End the lesson

- Tell pupils that in the next lesson they are going to read about the Jordan museum. Ask them to name any other museums they know.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use simple sentences to talk with a small group about what museums teach us
- use English dictionaries to help understand unfamiliar words in simple reading materials
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary

### Structures

*What is the museum made of?  
It's made of stone and glass.*

### Functions

Talking about a visit to a museum  
Talking about objects from the past  
Asking and answering questions

### Vocabulary

*era, million, technology*

### Topic

Museum artefacts and what they are made of

### Resources

- Pupil's Book, page 58, Exercise 5, Read and answer
- Pupil's Book, page 58, Exercise 6, Read again and complete
- Pupil's Book, page 58, Exercise 7, Read and answer
- Activity Book, page 55, Exercise 5, Read and complete
- Activity Book, page 55, Exercise 6, Read and circle *Yes* or *No*

## Revision

- Ask the class what they can remember about the story on page 56. Ask *Which museum did Ali and Kareem visit? What did they see there?* Pupils answer.

## Presentation

- Write new words from the reading text on the board: *era, million, technology*. Say the words and ask some pupils to repeat them. Encourage pupils to use their dictionaries to find the meanings of each word.
- Check pupils' understanding of the words. Ask *Which word means a time in history?* Elicit *era*. Say *Give me some examples of modern technology*. Elicit answers, e.g. *television, telephone, computers*.
- On the board, write *1,000,000*. Say *What number is this?* Elicit *A million*. (*One million* is also correct.)

## Pupil's Book, Page 58, Exercise 5

- Ask pupils to open their books at page 58 and describe the photograph in Exercise 5.
- Choose a pupil to read the question. Tell pupils that they are going to read some information about the Jordan Museum and find the answer to the question.
- Ask pupils to read the text on their own.
- When they have finished reading, repeat the question: *Are all of the objects in the museum old?* Elicit the answer *No. There are modern objects in the museum too.*


**5 Read and answer**  
Are all of the objects in the museum old?

**The Jordan Museum**

The Jordan Museum is in Amman. It opened in 2013. The modern building is made of stone and glass.

The museum has lots of information about the history of Jordan. Inside the museum, there are more than 2,000 objects. The oldest objects in the museum are more than a million years old. Most of the objects from this time are made of stone.

Some of the objects in the museum are from the Roman era. They are made of clay, stone and glass.



There are modern objects in the museum, too. You can see computers and you can learn about technology.


The museum has also got a library, a shop and a café.

**6 Read again and complete**

• clay • stone • library • history • million • 2,000

- 1 The museum is made of \_\_\_\_\_ and glass.
- 2 The museum tells us about the \_\_\_\_\_ of Jordan.
- 3 There are more than \_\_\_\_\_ objects in the museum.
- 4 The oldest objects are more than a \_\_\_\_\_ years old.
- 5 The Roman objects are made of \_\_\_\_\_, stone and glass.
- 6 The museum has got a \_\_\_\_\_, a shop and a café.

**7 Read and answer** What do museums teach us about?



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## Pupil's Book, Page 58, Exercise 6

- Ask pupils to open their books at page 58.
- Choose a pupil to read the words at the top of the exercise. Explain that pupils are going to read the text in Exercise 5 again, and complete the sentences using the words. Tell students that the questions are in the same order as the text.
- Pupils work in pairs to read the text and complete the task. Go round and monitor.
- Check answers as a class. Invite pairs to read out each completed sentence.

### Answers

1. stone
2. history
3. 2,000
4. million
5. clay
6. library

## Pupil's Book, Page 58, Exercise 7

- Ask pupils to open their books at page 58.
- Invite a pupil to read the question in the speech bubble. Tell pupils that there are many possible answers.
- Ask pupils to work in groups of three or four to discuss the question. This is an example of experiential learning (See page 152). Ask them to write down as many ideas as they can.
- Invite groups to present their ideas to the class. Accept any reasonable answers and praise pupils' good ideas.

### Suggested answers

Museums teach us about the history of a country. They also teach us about modern objects.

## Activity Book, Page 55, Exercise 5

- Ask pupils to open their Activity Book at page 55. Tell them that they are going to read a project about a museum. Elicit the name of the museum (*The Petra Museum*). Explain that *this* museum has very old objects that people have dug out of the ground.
- Ask a pupil to read the words at the top of the exercise. Tell the pupils to use these words to complete the sentences about the museum. Get another pupil to read out the sentence with the example answer.
- Pupils can work in pairs to read the text and complete the task.
- Check answers as a class.

### Answers

1. years
2. objects
3. stone
4. bottles
5. clay
6. metal

## Activity Book, Page 55, Exercise 6

- Ask pupils to open their Activity Book at page 55.
- Tell pupils to read the sentences and circle *Yes* if they are correct and *No* if not. Remind them that they need to look back at Exercise 5 to find the information.
- Pupils work individually to complete the task, then compare answers with a partner.
- Check answers as a class.

### Answers

1. Yes
2. No. There are more than 600 objects in the museum.
3. Yes
4. No. They put olives in clay jugs.
5. No. There is a collection of coins.

## End the lesson

- Encourage pupils to correct the incorrect sentences in the last exercise.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- recognise the effect of pauses on understanding when listening (e.g. to indicate punctuation)
- speak with pauses for clarity and emphasis
- present a simple prepared speech of four or five sentences to the class
- write a dictated paragraph using correct punctuation marks
- write meaningful sentences using given frameworks
- write a simple information paragraph of four or five sentences

### Structures

*What is it made of?  
It's made of clay/glass/metal.*

### Functions

Talking about a visit to a museum  
Talking about objects from the past  
Asking and answering questions

### Vocabulary

*plastic*

### Topic

Museum artefacts and what they are made of

### Resources

- Pupil's Book, page 59, Exercise 8, Listen and say
- Pupil's Book, page 59, Exercise 9, Look and say
- Pupil's Book, page 59, Exercise 10, Look and say
- Activity Book, page 56, Exercise 7, Listen, write and say
- Activity Book, page 56, Exercise 8, Look and write
- Activity Book, page 56, Exercise 9, Write sentences
- Activity Book, page 77, Handwriting Practice
- Audio: Pupil's Book, Unit 11, Exercise 8
- Audio: Activity Book, Unit 11, Exercise 7
- Flashcards: *coach, bottle, jug, knife, pot, spoon, vase, guidebook*

### Audioscript

There's a spoon, a knife, a vase and a jug.

#### 8 Listen and say



There's a spoon, a knife, a vase and a jug.

#### 9 Look and say

1 In the museum, there is



2 In my city, there is



#### 10 Look and say

- rug
- clock
- computer
- television
- table
- shelf
- vase
- chair
- metal
- plastic
- wool
- wood
- clay
- glass

There's a clock in my living room.  
It's made of metal and glass.



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### Revision

- Revise some of the vocabulary from the unit. Display these flashcards at the front of the class: *coach, bottle, jug, knife, pot, spoon, vase, guidebook*.
- Invite a pupil to come to the front of the class and choose one of the flashcards, without telling the class.
- Encourage the class to ask questions about the object, e.g. *What is it made of? What colour is it? What size is it?* The pupil at the front answers without saying the name of the object.
- Pupils put up their hands if they think they know what the object is. Choose one pupil with their hand up and if they answer correctly, they can take a turn at the front.

### Pupil's Book, Page 59, Exercise 8

- Ask pupils to look at Exercise 8 in their books at page 59. Elicit what they can see in the pictures. Explain that they are going to listen to a sentence that includes all of the words.
- Play the recording. Pupils repeat the sentence as a class.
- Write the sentence on the board. Play the recording again and ask pupils to listen to where the pauses in the sentence are. Confirm that there are short pauses where there are commas in the sentence.
- Ask several pupils to read out the sentence, pausing in the correct places.

### Further practice

- Encourage pupils to say the sentence again, but with the objects in a different order, e.g. *There's a vase, a spoon, a knife and a jug*. Hold up flashcards to prompt them.

### Pupil's Book, Page 59, Exercise 9

- Ask pupils to look at Exercise 9 in their books at page 59.
- Ask a pupil to read out the first sentence beginning (*In the museum there is ...*). Explain that they need to make a sentence including the three things they see in the pictures.
- Ask pupils to work in pairs to look at the pictures and make sentences. Ask them to practise the sentences, pausing in the correct places. Go round and monitor.
- Ask several pairs to say the sentences for the class.

### Answers

1. In the museum there is a library, a shop and a café.
2. In my city there is a hotel, a mosque and a park.

## Pupil's Book, Page 59, Exercise 10

- Ask pupils to look at Exercise 10 at page 59.
- Tell pupils they are going to talk about some objects they have at home. Invite pupils to read out the list of objects, and explain that they should choose some of these and the materials on the right to give their talk. This is an example of experiential learning (see page 152). Check that pupils understand the meaning of *plastic*.
- Let pupils prepare their talk individually, then say their sentences to a partner.
- Invite pupils to present their sentences to the class.

### Answers

Pupils' own answers.

## Activity Book, Page 56, Exercise 7

- Ask pupils to open their Activity Book at page 56.
- Explain to pupils that they are going to listen to some sentences and write them with correct punctuation.
- Ask pupils when we need to use a full stop (*at the end of a sentence*) Then ask them when we need to use a comma (*when we pause in a sentence; in a list*). Get a pen, a pencil and a rubber and show them to pupils, saying *There is a pen, a pencil and a rubber*. Ask pupils where they would put the comma, but tell them not to answer straight away. Instead, you can write the sentence with no punctuation on the board, and add the punctuation as a class. You can leave the capital letter off the beginning and add it when a pupil notices.
- Play the recording all the way through while pupils listen.
- Play the recording again, pausing after each sentence for pupils to write and add correct punctuation.
- Check answers as a class.

### Audioscript and answers

1. There's a bottle, a jug and a spoon.
2. There's a vase, a knife and a plate.
3. There's a bowl, a spoon and a jug.

## Activity Book, Page 56, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book at page 56 and describe what is in each picture.
- Tell them they should write a description of each object, using the words in the box. Ask a pupil to read out the example sentences.
- Pupils can work in pairs to complete the task.
- Compare answers as a class.

### Answers

1. This is a spoon. It's made of wood.
2. These are bottles. They're made of plastic.
3. This is a jacket. It's made of wool.
4. This is a window. It's made of glass.
5. This is a pot. It's made of clay.
6. These are coins. They're made of metal.

## Activity Book, Page 56, Exercise 9

- Ask pupils to open their Activity Book at page 56.
- Explain to pupils that they are going to write a paragraph about objects they have in their bedroom.
- Ask a few confident pupils to talk for a short time about what is in their bedroom. The rest of the class can silently put up their hands at the end of a sentence, or when the pupil who is speaking pauses in a list (where there would be a comma in writing). Try writing down a sentence or two of what they say and putting in the punctuation as a class. (where there would be a full stop in writing)
- Pupils work individually to write their paragraphs. Encourage them to use dictionaries to check spellings as necessary.
- Invite pupils to read out the paragraphs they have written.

### Answers

Pupils' own answers.

## Classroom assessment

With reference to Unit 11, pupils can:

Scoring criteria	Good	Fair	Poor
draw conclusions from simple reading materials			
respond to questions before, during and after listening			
write dictated sentences using correct punctuation marks			
recognise the effect of pauses on understanding when listening (e.g. to indicate punctuation)			
speak with pauses for clarity and emphasis			
present a simple prepared speech of four or five sentences about objects at home to the class			
write a simple paragraph of four or five sentences about objects in their bedroom			

## End the lesson

- Ask *Do you prefer old objects or modern ones?* Elicit answers and reasons.
- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on page 77.
- Praise pupils' good work in this unit.

## Lesson 1

### Outcomes

#### It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- use correct intonation for questions and answers
- use knowledge of verb tenses to understand when things happen
- identify cause and effect in simple reading materials

### Structures

The zero conditional:  
*What happens if we put an orange in water? It floats.*  
*If I put an orange in the water, it floats.*

### Functions

Talking about science  
 Conducting an experiment  
 Expressing conditions  
 Asking and answering questions

### Vocabulary

*competition, experiment* (n), *float* (v), *peel* (n, v), *sink* (v)

### Topic

Scientific experiments

### Resources

- Pupil's Book, page 60, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 12, Exercise 1
- Flashcards: *float, peel* (n, v), *sink*
- Objects: a coin and a wooden ruler; an orange

### Revision

- Hold up a coin. Ask *What's this? What is it made of?* Pupils answer. *It's a coin. It's made of metal.*
- Hold up a wooden ruler. Ask the same question and elicit answers.

### Presentation

- Present *float* and *sink* using the flashcards. Say the words and ask individual pupils to repeat after you. Do actions for floating and sinking with your hands and get pupils to say the words. This unit is an example of activity-based learning (see page 152).
- Present *peel* using the flashcard. Hold up an orange. Point to the skin on the outside of the orange, and say *This is the peel*. Start taking the peel off the orange, saying *Look! I'm peeling the orange*.
- Write *competition* and *experiment* on the board. Ask pupils to repeat them. Tell them that they will hear these words in the story. They must try to guess the meaning of the words.
- Ask pupils to take out their books.

## Pupil's Book, Page 60, Exercise 1


- Ask pupils to open their books at page 60 and describe what is happening in the pictures.
- Ask pupils to listen to the recording and listen for the two words on the board.
- Play the recording right through. Pupils listen to the story and read.
- Ask pupils to read out the sentences that include the words *competition* and *experiment*. Ask them to guess the meaning, then look in their dictionaries to check.
- On the board, write *What happens if...?* Ask some questions starting with these words and elicit answers, e.g. *What happens if you go to bed late?* (*You feel tired in the morning.*) Make sentences, e.g. *If you go to bed late, you feel tired in the morning.* Ask volunteer pupils to repeat.
- Ask some questions to check understanding, for example:
  - *(for picture 1) What happens if Mr Yousuf puts a coin in water? (It sinks.)*
  - *Why does the ruler float? (It's made of wood.)*
  - *(for picture 2) What is happening at school this week? (A science competition.)*
  - *What is the prize? (A science book.)*
  - *(for picture 3) What do Laila and Ali use for their experiment at home? (An orange.)*
  - *(for picture 4) What did Ali discover about the orange? (If you peel it, it sinks.)*
  - *Is Mr Yousuf pleased with Ali? (Yes, he is. He gives Ali the prize.)*

Unit  
**12**

## Let's do an experiment

**1** Listen and read

**1**




**Mr Yousuf:** If I put this coin in water, it sinks. But a ruler floats. Why?

**Ali:** The coin is made of metal, so it sinks. It's small and heavy.

**Kareem:** The ruler is made of wood, so it floats. It's big, but it's light.

**2**




**Mr Yousuf:** That's right! Well done, boys. This week, there's a school science competition. You must do an interesting experiment to find out about objects that sink or float. The prize is this science book.

**Ali:** Great! I love competitions.

**Kareem:** Me too.

**3**




**Laila:** What happens if we put an orange in water?

**Ali:** Look, it floats. But what happens if we peel the orange? Does it still float?

**Laila:** Let's find out.

**4**



**Ali:** If I put an orange in the water, it floats. But look! If I peel the orange, it sinks.

**Mr Youssef:** Why does this happen, Ali?

**Ali:** The orange peel has air in it. This makes the orange float.

**Mr Yousuf:** Well done, Ali. You've won the competition. Here's your prize!

### Audioscript

- 1.**  
Mr Yousuf: If I put this coin in the water, it sinks. But a ruler floats. Why?  
Ali: The coin is made of metal, so it sinks. It's small and heavy.  
Kareem: The ruler is made of wood, so it floats. It's big, but it's light.
- 2.**  
Mr Yousuf: That's right! Well done, boys. This week, there's a school science competition. You must do an interesting experiment to find out about objects that sink or float. The prize is this science book.  
Ali: Great! I love competitions.  
Kareem: Me too.
- 3.**  
Laila: What happens if we put an orange in water?  
Ali: Look, it floats. But what happens if we peel the orange? Does it still float?  
Laila: Let's find out.
- 4.**  
Ali: If I put an orange in the water, it floats. But look! If I peel the orange, it sinks.  
Mr Yousuf: Why does this happen, Ali?  
Ali: The orange peel has air in it. This makes the orange float.  
Mr Yousuf: Well done, Ali. You've won the competition. Here's your prize!

### End the lesson

- Ask pupils to guess whether other types of fruit float in water. Ask, e.g. *What happens if you put a banana in water?* Elicit the pupils' guesses.
- Ask them to try out the experiment with different objects at home and find out if they were right. Make sure they ask for their parents' permission first.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happen
- write meaningful sentences using given frameworks
- use and spell correctly learnt vocabulary
- correct punctuation with the assistance of peers and teachers

### Structures

The zero conditional:  
*What happens if we put an orange in water?*  
*It floats.*  
*If I put an orange in the water, it floats.*

### Functions

Talking about science  
Conducting an experiment  
Expressing conditions  
Asking and answering questions

### Topic

Scientific experiments

### Resources

- Pupil's Book, page 60, Exercise 1, Listen and read
- Activity Book, page 57, Exercise 1, Complete and match. Listen and check
- Activity Book, page 57, Exercise 2, Write
- Audio: Pupil's Book, Unit 12, Exercise 1
- Audio: Activity Book, Unit 12, Exercise 1

### Revision

- Ask pupils if they experimented with different types of fruit. If any of them did, ask, for example *What happens if you put a banana in water? Does it float?* Elicit answers.

### Pupil's Book, Page 60, Exercise 1

- Ask pupils to open their books at page 60. Ask them to tell you what they remember about the experiments in the story.
- Play the recording. Ask pupils to listen and read.
- Put the class into groups of four. Ask them to choose roles and to practise the dialogue. Then ask them to change roles within their group and practise the dialogue again. Monitor as they are working and help with pronunciation.
- Ask pupils to close their books. Say the first half of the sentences from the story, and ask pupils to complete them from memory:
  - *If I put this coin in water, (it sinks).*
  - *If I put an orange in the water, (it floats).*
  - *If I peel the orange, (it sinks).*

### Activity Book, Page 57, Exercise 1

- Ask pupils to open their Activity Book at page 57 and describe pictures **a** to **d** in Exercise 1.
- Explain that pupils first need to complete the sentences with the words from the box. Then they need to match the sentences with the correct picture.
- Pupils work individually, then compare answers with a partner.
- Play the recording. Pupils listen and check their answers.



### Audioscript

1. This ruler is made of wood. If we put it in water, it floats.
2. This coin is made of metal. If we put it in water, it sinks.
3. This is an orange. If we put it in water, it floats.
4. Let's peel the orange. If we put it in water, it sinks.

### Answers

1. wood, d, floats
2. metal, c, sinks
3. orange, b, floats
4. peel, a, sinks

### Activity Book, Page 57, Exercise 2

- Ask pupils to open their Activity Book at page 57.
- Ask pupils to look at the jumbled sentences in Exercise 2. Explain that pupils need to reorder the words to make correct sentences.
- Choose a pupil to read out the example sentence. Point to the comma and the full stop in the sentence and remind pupils that they need to punctuate the sentences they write in the same way.
- Pupils work individually to complete the task, then compare answers in pairs. Ask them to check each other's punctuation.
- Check answers as a class.

### Answers

1. If you put a ruler in water, it floats.
2. If you put a coin in water, it sinks.
3. If you put an orange in water, it floats.

### Classroom assessment

With reference to Lessons 1 and 2, pupils can:

Scoring criteria	Good	Fair	Poor
use context to understand new words when listening			
identify cause and effect in simple reading materials			
speak with pauses for clarity and emphasis			
write meaningful sentences using given frameworks			
correct punctuation with the assistance of peers and teachers			

### End the lesson

- Ask pupils to close their books. Read out sentences from the story on page 60, and ask who is speaking. Say, for example *Great! I love competitions.* (Ali)

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- use simple sentences to talk with a partner about scientific experiments
- speak with pauses for clarity and emphasis
- identify cause and effect in simple reading materials
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary
- write meaningful sentences to answer questions
- correct punctuation with the assistance of peers and teachers

### Structures

The zero conditional:  
*What happens if we put a glass in water?*  
*It sinks.*  
*If you put wood in water, it floats.*

### Functions

Talking about science  
Conducting an experiment  
Expressing conditions  
Asking and answering questions

### Topic

Scientific experiments

### Resources

- Pupil's Book, page 61, Exercise 2, Look and say
- Activity Book, page 58, Exercise 3, Read and write
- Flashcards: *float*, *sink*

### Revision

- Revise *float* and *sink* using the flashcards. Hold up the flashcards and elicit the words.
- Point to various classroom objects in turn. For each one, ask *What is it made of?* Pupils answer. Then ask, for example, *What happens if we put a ruler in water?* Elicit *It floats.*

### Pupil's Book, Page 61, Exercise 2

- On the board, write the sentence frame: *If you put \_\_\_\_\_ in water, it \_\_\_\_\_.* Read it out with pauses for the missing words. Volunteer pupils repeat. Make sure they pause at the comma. Explain that they are going to make sentences using this frame.
- Ask pupils to open their book at page 61 and look at the pictures and their accompanying words. Read out *float* and *sink* and tell them to complete the sentence frame *If you put \_\_\_\_\_ in water, it \_\_\_\_\_* for each picture, using either *float* or *sink*. Ask a pupil to read out the example sentence.
- Pupils work in pairs to make sentences about each picture. Go round and monitor, making sure they take turns to say each sentence. Encourage them to practise saying each sentence two or three times.
- Invite pairs to say two or three sentences for the class.

### Answers

If you put metal in water, it sinks.  
 If you put wood in water, it floats.  
 If you put glass in water, it sinks.  
 If you put plastic in water, it floats.  
 If you put paper in water, it floats.

**2 Look and say**  
 • float • sink



**3 Ask and answer**



What happens if you put the coin in water? It sinks.  
 What happens if you put the boat in water? It floats.

### Activity Book, Page 58, Exercise 3

- Ask pupils to open their Activity Book at page 58 and describe the picture in Exercise 3.
- Ask the first question, and point to the picture. Choose a pupil to read the example answer.
- Explain that pupils are going to read each question and write the answer. Remind them to look back at Exercise 2 in their Pupil's Book if they are not sure of the answer.
- Pupils work individually to complete the task, then compare their answers in pairs. Encourage them to check in pairs that they have punctuated their sentences correctly.
- Check answers as a class.

### Answers

1. If you put glass in water, it sinks.
2. If you put paper in water, it floats.
3. If you put wood in water, it floats.
4. If you put metal in water, it sinks.
5. If you put plastic in water, it floats.

### End the lesson

- Divide the class into two groups. Call out one of the materials, e.g. *Metal*. Encourage the first group to ask the question: *What happens if you put metal in water?* The other group answers with a complete sentence, e.g. *If you put metal in water, it sinks.* Repeat for the other materials.
- Swap the groups around so that the first group is answering the second group's questions.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- use correct intonation for questions and answers
- use simple sentences to talk with a partner about experiments
- with a partner, prepare and present a simple dialogue to the class
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

### Structures

The zero conditional:  
*What happens if you put the coin in water?*  
*It sinks.*  
*If you put the boat in water, it floats.*

### Functions

Talking about science  
 Conducting an experiment  
 Expressing conditions  
 Asking and answering questions

### Vocabulary

ring (n)

### Topic

Scientific experiments

### Resources

- Pupil's Book, page 61, Exercise 3, Ask and answer
- Activity Book, page 58, Exercise 4, Listen, write and say
- Audio: Activity Book, Unit 12, Exercise 4

### Revision

- Ask pupils to name materials that objects can be made of. List these on the board, e.g. *glass, metal, paper, plastic, wood, wool.*

### Presentation

- Revise *crayon*. Say the word and ask pupils to repeat.
- Say *Show me a crayon*, and get pupils to hold up their crayons. Ask individuals *What colour is your crayon?* Encourage them to reply, e.g. *It's a yellow crayon.*
- Present *ring*. Point to the ring on your finger if you are wearing one. If not, draw a ring on the board. Say the word and ask some pupils to repeat.

### Pupil's Book, Page 61, Exercise 3

- Ask pupils to open their books at page 61 and look at the pictures in Exercise 3. Point to each picture, and choose a pupil to say the word (*coin, ball, crayon, ring, boat, car*).
- Explain that pupils are going to work with a partner to make a dialogue about each object. Invite a pair to read out the example dialogue in the speech bubbles.
- Pupils work in pairs to complete the task. Go round to monitor intonation and pronunciation. Make sure that they take turns to ask and answer the questions.
- If time permits, ask pupils to work with a different partner to ask and answer the questions.
- Invite several pairs to present their dialogues to the class.

#### Suggested questions and answers

**Q:** What happens if you put the coin in water?

**A:** It sinks.

**Q:** What happens if you put the ball in water?

**A:** It floats.

**Q:** What happens if you put the crayon in water?

**A:** It floats.

**Q:** What happens if you put the ring in water?

**A:** It sinks.

**Q:** What happens if you put the boat in water?

**A:** It floats.

**Q:** What happens if you put the car in water?

**A:** It sinks.

### Further practice

- Ask pairs to choose a different object from the classroom. They ask and answer the question about it in the same way, e.g. *What happens if you put the rubber in water? It floats.*
- Ask the rest of the class if they agree with the answer.

### Activity Book, Page 58, Exercise 4

- Ask pupils to open their Activity Book at page 58 and look at Exercise 4. Explain that they need to listen and write down what they hear. Elicit what they need to focus on (full stops and other punctuation marks, capital letters and spelling).
- Get a pupil to read out the first question and answer. Ask what punctuation marks they see and how many capital letters. How many people are speaking? (two)
- Play the recording through once. Pupils listen. On the second play through pupils should write down what they hear.
- Check answers as a class. Ask pairs to read out the completed questions and answers.

#### Audioscripts and answers

1. **A:** What happens if you put the bottle in water?

**B:** It floats.

2. **A:** What happens if you put the coin in water?

**B:** It sinks.

3. **A:** What happens if you put the plastic boat in water?

**B:** It floats.

4. **A:** What happens if you put the paper boat in water?

**B:** It floats.

5. **A:** What happens if you put the jug in water?

**B:** It sinks.

### End the lesson

- Write some objects or foods on the board that pupils might have at home: *a bowl, an egg, a grape, a rubber, a toothbrush*. Ask them to choose one of the objects.

- Ask pupils to do the experiment at home, and see if the object floats or sinks. Tell them that they must ask their parents' permission first.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- use context and direct instruction to understand the meaning of new words
- use English dictionaries to help understand new words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen
- discuss simple reading materials to compare own ideas with those of peers

### Structures

The zero conditional:

*What happens to air when it gets hotter? It rises.*

### Functions

Talking about science

Conducting an experiment

Expressing conditions

Asking and answering questions

### Vocabulary

*enjoyable, hot air balloon, inflate (v), normal, observe, rise (v)*

### Topic

Scientific experiments

### Resources

- Pupil's Book, page 62, Exercise 4, Read and choose
- Pupil's Book, page 62, Exercise 5, Read again and answer
- Activity Book, page 59, Exercise 5, Read and order the pictures
- Activity Book, page 59, Exercise 6, Read and circle *Yes* or *No*
- Flashcards: *hot air balloon, rise*

### Revision

- Ask pupils to put up their hands if they did an experiment at home. Invite pupils with their hands up to tell the class about their experiment. Encourage pupils who didn't put up their hands to ask questions.

### Presentation

- Present *hot air balloon* and *rise* using the flashcards. Ask some pupils to repeat the words after you.
- Explain *enjoyable*. Say *I enjoy cooking*. Then ask *Do I like cooking?* Elicit *Yes*. Confirm the answer, saying *Yes. Cooking is enjoyable*. Ask volunteer pupils to repeat the sentence.
- Write *inflate* on the board. Ask volunteer pupils to check the meaning of the word using their dictionaries. Then ask *If a balloon inflates, does it get bigger or smaller?* Elicit *It gets bigger*.
- Write *observe* on the board. Ask *if I'm observing an experiment, am I doing it or am I watching it?* Elicit *watching it*.
- Ask *if something is normal, is it regular or different?* Elicit *regular*.
- To check understanding, elicit sentences using each of the new words.

## Pupil's Book, Page 62, Exercise 4

- Ask pupils to open their books at page 62 and describe the pictures in Exercise 4.
- Ask a pupil to read out the question at the top of the exercise, and the two possible answers. Explain that pupils are going to read about an experiment and find out the answer.
- Pupils read the text on their own. When they have finished reading, elicit the answer to the question. (*The balloon gets bigger.*)

**4 Read and choose**


What happens in the experiment?  
 The balloon floats in the water.  The balloon gets bigger.

**My favourite science experiment** by Nader

What happens to air when it gets hotter? Try this science experiment at home and observe the results. It's enjoyable!


You need ...

- a plastic bottle
- a balloon
- a bowl of hot water



- 1 Put the balloon over the top of the bottle.
- 2 Put the bottle in the bowl of hot water.
- 3 Watch what happens. The balloon inflates!

Why does it happen?  
 If air gets warm, it rises. In this experiment, the warm air goes into the balloon and the balloon gets bigger. This is how hot air balloons work, too.



**5 Read again and answer**

- 1 What do you need for the experiment?
- 2 Do you put the balloon in the bottle?
- 3 Do you put the bottle in a bowl of cold water?
- 4 Why does the balloon inflate?
- 5 How do hot air balloons work?

What do you need for the experiment?

You need a plastic bottle, a balloon and a bowl of hot water.

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## Pupil's Book, Page 62, Exercise 5

- Ask pupils to open their books at page 62.
- Explain that pupils should work with a partner. They are going to read the description of the experiment again. Then they need to ask and answer the questions in Exercise 5.
- Choose a pair to read out the example question and answer in the speech bubbles.
- Pupils work in pairs to complete the task. Make sure they read through the text together before starting to ask and answer the questions. Go round and monitor. Note any problems with pronunciation, and go over these when pupils have completed the task.
- Check answers as a class. Invite a pair to say each question and answer. Encourage the class to say whether the answer is correct. Ask *What do you think? Is that the right answer?*

### Answers

1. You need a plastic bottle, a balloon and a bowl of hot water.
2. No, you don't. You put the balloon over the top of the bottle.
3. No, you don't. You put it in a bowl of hot water.
4. The balloon inflates because the warm air goes into the balloon and rises.
5. Hot air balloons rise because the warm air inside the balloon rises.

## Activity Book, Page 59, Exercise 5

- Ask pupils to open their Activity Book at page 59 and look at the pictures at the bottom of the exercise. Ask them to say what they think is happening in the experiment.
- Explain that pupils need to read about the experiment and then put the pictures in the correct order.
- Pupils work individually to read the text and complete the task. Then they compare answers with a partner.
- Check answers as a class.

### Answers

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

## Activity Book, Page 59, Exercise 6

- Ask pupils to open their Activity Book at page 59.
- Explain to the pupils that they need to read the sentences about the experiment and decide if they are correct or not. They must circle *Yes* if a statement is correct or *No* if it is not. Remind them to look back at the experiment in Exercise 5 to find the information they need.
- Pupils can work in pairs to complete the task.
- Check answers as a class. Invite pupils to read each sentence aloud and say *Yes* or *No*. Encourage them to correct the incorrect sentences.

### Answers

1. No. It sinks.
2. Yes
3. No. Put water into the glass first.
4. No. It floats.
5. Yes

## End the lesson

- Ask *Have you ever seen a hot air balloon? What colour was it?* Then ask *Have you ever travelled in a hot air balloon? Would you like to?* Elicit pupils' answers.

## Lesson 6

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>recognise the correct stress of syllables in multi-syllable words</li> <li>use context to understand new words when listening</li> <li>make simple inferences when listening</li> <li>respond to questions before, during and after listening</li> <li>write meaningful sentences using a given framework</li> <li>write a dictated paragraph using correct punctuation marks</li> </ul>
<b>Structures</b>	<p>The zero conditional:  <i>What happens if you put a glass of water in the sun?</i>  <i>If you put a glass of water in the sun, you see lots of different colours.</i></p>
<b>Functions</b>	<p>Talking about science          Conducting an experiment          Expressing conditions          Asking and answering questions</p>
<b>Vocabulary</b>	<i>gently, heat (v), ink, purple, quietly, slowly</i>
<b>Topic</b>	Scientific experiments
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pupil's Book, page 63, Exercise 6, Listen and say</li> <li>Pupil's Book, page 63, Exercise 7, Listen and choose</li> <li>Pupil's Book, page 63, Exercise 8, Listen again and order the pictures</li> <li>Activity Book, page 60, Exercise 7, Listen, write and say</li> <li>Activity Book, page 60, Exercise 8, Read and complete</li> <li>Activity Book, page 60, Exercise 9, Listen and write</li> <li>Activity Book, pages 77 and 78, Handwriting Practice</li> <li>Audio: Pupil's Book, Unit 12, Exercise 6</li> <li>Audio: Pupil's Book, Unit 12, Exercise 7</li> <li>Audio: Pupil's Book, Unit 12, Exercise 8</li> <li>Audio: Activity Book, Unit 12, Exercise 7</li> <li>Audio: Activity Book, Unit 12, Exercise 9</li> <li>Photocopiable Extra Practice Worksheet 5, page 168</li> </ul>

### Revision

- Invite pupils to tell you what they remember about the balloon experiment from the last lesson. Ask questions, e.g. *What do you need for the experiment? What happens first? Then what happens? Why?* Pupils reply from memory, with their books closed.
- Then ask some more questions: *What colour was the balloon in the experiment? How many hot air balloons were there in the photo?* Pupils guess, if they do not know the answers.
- Then ask pupils to open their books at page 62 and check their answers.

### Presentation

- Present *ink*. Write the word on the board, say it and get pupils to repeat. Show the pupils some ink in a bottle, or point to the ink in a ballpoint pen. Say *This is ink. We write with ink. Ink can be many different colours.*


## Pupil's Book, Page 63, Exercise 6

- Ask pupils to open their books at page 63 and look at the pictures in Exercise 6. Explain that they are going to listen to two sentences. They need to decide which word in each sentence is stressed.
- Play the recording right through while pupils listen. Ask *Which word is stressed in each sentence?* Elicit *carefully* and *slowly*. Confirm that the *-ly* words (adverbs) in the sentences are stressed.
- Ask the pupils to explain the meaning of *heat*. Tell them to look at what is happening in the second picture.
- Play the recording again, pausing after each sentence for pupils to repeat individually.
- Choose individuals to read each sentence with the correct intonation and stress.
- Get pupils to work in pairs to mime an action and an adverb (*-ly* word). Their partner must guess what the sentence is.
- Invite pupils to make sentences using a different *-ly* words, e.g. *Mix the colours slowly. Heat the water gently. Do the experiment quietly.* Make sure they stress the adverb each time and are aware of its meaning.


### Audioscript

Mix the colours carefully.  
 Heat the water slowly.

**6** Listen and say





Mix the colours carefully.






Heat the water slowly.




**7** Listen and choose

What is the experiment about?

**8** Listen again and order the pictures

## Pupil's Book, Page 63, Exercise 7

- Tell pupils they are going to listen to Samira and Laila doing an experiment. Miss Salma tells them how to do the experiment.
- Ask a pupil to read out the question in Exercise 7 at page 63. See if pupils can guess the answer, based on the pictures. Check that pupils understand the meaning of purple.
- Play the recording. Pupils listen and check if they were right.
- Elicit the right answer from the class: *The experiment is about colours.*

**Audioscript**

Miss Salma: Today we're going to do an experiment about colours.  
 We need three different coloured pens – green, orange and purple.  
 We need some special paper and we need some water.  
 Samira, put some ink from the green, orange and purple pens onto the paper, please.

Samira: OK.

Miss Salma: What happens if we add water to the green ink?

Samira: I don't know. Do we get different colours?

Miss Salma: Let's find out. Laila, please put some water on the green ink.

Laila: OK.

Miss Salma: What colours do we get?

Laila: We get yellow and blue.

Miss Salma: That's right! Let's try the orange ink.

Laila: We get red and yellow.

Miss Salma: And what happens if we put water on the purple ink?

Laila: We get red and blue!

Miss Salma: That's right! Well done, girls.

**Pupil's Book, Page 63, Exercise 8**

- Ask pupils to open their books at page 63.
- Ask pupils how many colours they can remember from the recording. List them on the board.
- Explain that you are going to play the recording again. Pupils should look at the pictures in Exercise 8 and put them in the right order.
- Play the recording again. Pupils listen and order the pictures.
- Check answers as a class.

**Answers**

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

**Activity Book, Page 60, Exercise 7**

- Ask pupils to open their Activity Book at page 60. Explain that they are going to listen to instructions for an experiment.
- Play the recording, pausing after each sentence for the pupils to write it down. Remind them to punctuate the sentences properly, pointing out the punctuation in the example sentence.
- Play the recording right through while pupils read the sentences they have written.
- Check answers as a class, writing each sentence on the board.
- Play the recording again for groups of pupils to repeat the words in turns, using correct stress and pronunciation.

**Audioscript and answers**

1. Put the egg into the water slowly.
2. Put the water into the glass gently.
3. Please speak quietly.
4. Peel the orange carefully.

**Activity Book, Page 60, Exercise 8**

- Ask pupils to describe what is happening in the picture at page 60.
- Choose a pupil to read out the words in the box. Explain that they need to complete the sentences with the correct words.
- Pupils work individually to complete the task. Then ask them to compare their answers in pairs.
- Compare answers as a class.

**Answers**

1. experiment 2. water 3. paper 4. water 5. colours

**Activity Book, Page 60, Exercise 9**

- Ask pupils to open their Activity Book at page 60.
- Explain that pupils are going to listen to a description of an experiment and write it down.
- Play the recording a first time. Pupils listen.
- Play the recording again, pausing after each sentence for the pupils to write. Remind them to check their punctuation.
- Check answers as a class.

**Audioscript and answers**

This is my experiment. What happens if you put oil and water into a glass?  
 Put some water into a glass.  
 Put some olive oil into the glass.  
 Watch what happens.  
 If you put oil and water into a glass, the oil floats!

**Further practice: Photocopiable Extra Practice Worksheet 5**

- For further practice of the zero conditional, make a copy of the photocopiable worksheet 5 on page 168 for each pupil.
- Explain to pupils that they need to match the words in the box with the pictures. They have to write the word below the pictures. Then write a sentence for each picture.
- Ask pupils to complete the task individually, then compare answers with a partner.

**Classroom assessment**

With reference to Unit 12, pupils can:

Scoring criteria	Good	Fair	Poor
use context to understand new words when listening			
identify cause and effect in simple reading materials			
use simple sentences to talk with a partner about experiments			
with a partner, prepare and present a simple dialogue about an experiment			
make simple inferences when listening			
write meaningful sentences using a given framework			
write a dictated paragraph using correct punctuation marks			

**End the lesson**

- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on pages 77 and 78.
- Praise pupils' good work in the unit. Tell them that in the next unit, they are going to learn about jobs.

## Lesson 1

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• follow oral instructions</li> <li>• respond to questions before, during and after listening</li> <li>• use teacher introduction and other clues to understand new words when listening</li> <li>• use context to understand new words when listening</li> <li>• make simple inferences when listening</li> <li>• use English dictionaries to help understand unfamiliar words</li> </ul>
<b>Structures</b>	<p><i>What do you want to be when you're older?</i>  <i>I want to be an accountant.</i>  The conjunction <i>because</i>:  <i>I want to be an accountant because I like working with numbers.</i>  The present perfect with <i>for</i>:  <b>How long</b> have you been a computer programmer?  <i>I've been a computer programmer for three years.</i></p>
<b>Functions</b>	<p>Talking about future jobs and careers  Expressing aspirations</p>
<b>Vocabulary</b>	<p><i>accountant, computer programmer, job, money, organise, perfect (adj), programme, put up (your hand), talk (n)</i></p>
<b>Topic</b>	Jobs and careers
<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 13, Exercise 1</li> <li>■ Flashcards: <i>accountant, computer programmer</i></li> </ul>

- Point to the list of jobs on the board, and ask the pupils *What do you want to be when you're older? Put up your hands.* Choose a pupil with their hand up to say a job. Make a sentence for them to repeat, e.g. *I want to be a doctor.* Then ask that pupil *Why do you want to be a doctor?* Help the pupil to reply, e.g. *I want to be a doctor because I like helping people.*
- On the board, write *How long have you been \_\_\_\_?* Explain that *how long* means *how many years*. Ask *How long have you been a teacher?* Encourage the class to ask you the question. Answer the question with the correct answer, e.g. *I've been a teacher for ten years.* Write the answer on the board and ask pupils to repeat it.

## Pupil's Book, Page 64, Exercise 1

- Say *Open your books at page 64.* Ask pupils to describe the pictures. Revise *visitor* and *fascinating*.
- Play the recording right through. The pupils listen and read.
- There are two other new words in the story (*a talk, perfect*). See if pupils can work out the meaning of these other new words from context. If not, encourage them to use their dictionaries.
- Play the recording and pause after the first picture. Ask questions, e.g. *What is the name of the visitor? (Miss Sabban.) What is her job? (She is a computer programmer.) What does a computer programmer do? (A computer programmer designs programmes for computers.) Does she like her job? (Yes, she does.)* Check that pupils understand the meaning of *programme*.
- Play the recording again, pausing after the second picture. Ask questions, e.g. *What do the pupils do if they have a question? (They put up their hands.) How long has Miss Sabban been a computer programmer? (For three years.)*
- Play the next part of the recording, pausing after the third picture. Ask questions, e.g. *What does Laila want to be? (She wants to be an accountant.) Why? (Because she likes working with numbers.) What does an accountant do? (An accountant helps people organise their money).* Check that pupils understand both *organise* and *money*.
- Play the final part of the recording. Ask questions, e.g. *What does Samira want to be? (A computer programmer.) What does Laila think? (She thinks it's the perfect job for Samira.)* Check understanding of *perfect* and *talk*.

## Revision

- Ask *What work does Miss Salma do? What is she?* Elicit *She's a teacher*.
- Elicit other words for jobs that pupils already know, and write them on the board, e.g. *architect, astronaut, doctor, dentist, firefighter, guide, nurse, scientist*.

## Presentation

- Point to the list on the board. Say *These are all jobs.* Say *jobs* again, and ask pupils to repeat. Write the word at the top of the list.
- Present *accountant* and *computer programmer* using the flashcards. Say each word and ask the class to repeat it. Say *Accountants work with numbers.* Volunteer pupils repeat.
- Present *put up your hand* using an example. Ask some pupils to repeat the phrase and do the action.
- Ask *What do you want to be?* Get pupils to repeat the question. Write it on the board. Underneath, write the sentence frame: *I want to be \_\_\_\_ because \_\_\_\_.*

1 Listen and read



**Miss Salma:** This week, we're going to talk about jobs. We've got a visitor today. This is Miss Sabban. She is a computer programmer.

**Miss Sabban:** Hello, everyone. I'm a computer programmer. I design programmes for computers, it's a fascinating job. Do you like computers?

**Samira:** Yes, I do.



**Miss Salma:** Have you got any questions for Miss Sabban? Please put up your hands.

**Samira:** How long have you been a computer programmer?

**Miss Sabban:** I've been a computer programmer for three years.



**Samira:** What do you want to be when you're older, Laila?

**Laila:** I want to be an accountant.

**Samira:** Why do you want to be an accountant?

**Laila:** I want to be an accountant because I like working with numbers. Accountants help people to organise their money.



**Laila:** What about you, Samira? What do you want to be?

**Samira:** I want to be a computer programmer. I think that it's an important job. I really enjoyed Miss Sabban's talk.

**Laila:** It's the perfect job for you. You're very good at using a computer!

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Audioscript

1. **Miss Salma:** This week, we're going to talk about jobs. We've got a visitor today. This is Miss Sabban. She is a computer programmer.  
**Miss Sabban:** Hello, everyone. I'm a computer programmer. I design programmes for computers, it's a fascinating job. Do you like computers?  
**Samira:** Yes, I do.
2. **Miss Salma:** Have you got any questions for Miss Sabban? Please put up your hands.  
**Samira:** How long have you been a computer programmer?  
**Miss Sabban:** I've been a computer programmer for three years.
3. **Samira:** What do you want to be when you're older, Laila?  
**Laila:** I want to be an accountant.  
**Samira:** Why do you want to be an accountant?  
**Laila:** I want to be an accountant because I like working with numbers. Accounts help people to organise their money.
4. **Laila:** What about you, Samira? What do you want to be?  
**Samira:** I want to be a computer programmer. I think that it's an important job. I really enjoyed Miss Sabban's talk.  
**Laila:** It's the perfect job for you. You're very good at using a computer!

End the lesson

- Say *Samira wants to be a computer programmer. It's the perfect job to her.* Ask *What's your perfect job?* Pupils respond.

Lesson 2

Outcomes

It is expected that pupils will:

- follow oral instructions
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen
- use correct intonation for questions and answers
- use and spell correctly learnt vocabulary
- complete meaningful sentences using given frameworks
- write meaningful sentences using jumbled words

Structures

*What do you want to be when you're older?*

*I want to be an accountant.*

The conjunction *because*:

*I want to be an accountant because I like working with numbers.*

The present perfect with *for*:

*I've been a computer programmer for three years.*

Functions

Talking about future jobs and careers

Expressing aspirations

Talking about the past

Topic

Jobs and careers

Resources

- Pupil's Book, page 64, Exercise 1, Listen and read
- Activity Book, page 61, Exercise 1, Read and complete
- Activity Book, page 61, Exercise 2, Write sentences
- Audio: Pupil's Book, Unit 13, Exercise 1
- Flashcards: *accountant*, *computer programmer*

Revision

- Hold up the flashcards for *accountant* and *computer programmer*. Ask *What does Samira want to be?* Encourage pupils to point at the right flashcard and elicit *She wants to be a computer programmer*. Ask *Why?* Elicit the full sentence *She wants to be a computer programmer because it's an important job*. Do the same for Laila. (*She wants to be an accountant because she likes working with numbers.*)

Pupil's Book, Page 64, Exercise 1

- Ask pupils to open their books at page 64. Ask them what else they can remember about the story.
- Tell pupils that you want them to listen for words which describe jobs.
- Play the recording again while pupils read. Elicit any adjectives (describing words) they found (*fascinating, important, perfect*). Write them on the board. Confirm that these are all words that can describe jobs.
- Put the class into groups of four. Ask them to choose roles and to practise reading the story. Monitor, checking their pronunciation and intonation.

Activity Book, Page 61, Exercise 1

- Ask pupils to open their Activity Book at page 61.
- Ask a pupil to read out the words in the box. Tell them that they need to complete the dialogue using the words.
- Point to the first dialogue. Choose a pair to read out the completed example.
- Pupils work in pairs to read and complete the dialogues.
- Check answers as a class, choosing pairs to read each dialogue.



### Answers

1. How long
2. for three years
3. What
4. accountant
5. computer programmer
6. because she's good at
7. Why
8. because Maths

### Activity Book, Page 61, Exercise 2

- Ask pupils to look at Exercise 2 at page 61. Explain that they need to write sentences using the given words and *for* and *been* to say how long they have done their job. Tell them they should use the structure [Miss Nawal] + has [been] [a teacher] for [four years].
- Ask a pupil to read out the example answer.
- Pupils work individually to write the sentences. When they have finished, ask them to compare answers with a partner.
- Check answers as a class. Choose pupils to read their sentences out.

### Answers

1. Miss Nawal has been a teacher for four years.
2. Mrs Mallah has been an accountant for six years.
3. Mr Asmar has been a firefighter for eight years.
4. Mr Wakil has been a policeman for three months.

### End the lesson

- Point to the adjectives (describing words) on the board. Ask pupils to suggest any other adjectives that could describe jobs. Accept any reasonable suggestions and add them to the list.

## Lesson 3

<b>Outcomes</b>	<p><b>It is expected that pupils will:</b></p> <ul style="list-style-type: none"> <li>• use teacher introduction and other clues to understand new words when listening</li> <li>• make simple inferences when listening</li> <li>• respond to questions before, during and after listening</li> <li>• use knowledge of verb tenses to understand when things happen</li> </ul>
<b>Structures</b>	<p><i>The present perfect with for:</i>  <b>How long</b> have you worked as a librarian?  <i>I've worked as a librarian for fifteen years.</i></p>
<b>Functions</b>	<p>Talking about future jobs and careers          Expressing aspirations          Talking about the past</p>
<b>Vocabulary</b>	<i>interested, librarian</i>
<b>Topic</b>	Jobs and careers
<b>Resources</b>	<ul style="list-style-type: none"> <li>■ Pupil's Book, page 65, Exercise 2, Listen and choose</li> <li>■ Pupil's Book, page 65, Exercise 3, Listen again and choose</li> <li>■ Activity Book, page 62, Exercise 3, Read and circle</li> <li>■ Audio: Pupil's Book, Unit 13, Exercise 2</li> <li>■ Audio: Pupil's Book, Unit 13, Exercise 3</li> <li>■ Flashcard: <i>librarian</i></li> </ul>

### Revision

- Invite pupils to talk about jobs that members of their family do. Say *Who has the perfect job?* Elicit answers, e.g. *My uncle is a doctor.* Ask questions, e.g. *Why does he like his job?*



### Presentation

- Present *librarian* using the flashcard. Explain that if you are *interested* in something you find it enjoyable. Ask students what they are interested in.

### Pupil's Book, Page 65, Exercise 2

- Ask pupils to open their books at page 65. Invite a pupil to read out the question in Exercise 2. Ask them to say what the two jobs in the pictures are (*accountant* and *librarian*).
- Explain that they are going to listen to Laila talking to her Uncle Ali, and find the answer to the question.
- Play the recording right through while pupils listen. Ask *Which picture is Uncle Ali? What job does he do?* Elicit the answer (*the second picture – he's a librarian*).

**2** **Listen and choose**  
 What job does Laila's uncle do?

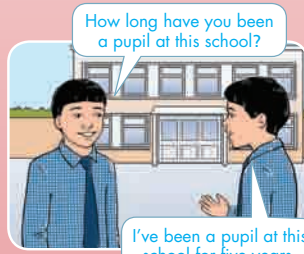
**3** **Listen again and choose**

How long have you ...

1 been interested in libraries?	for twenty / thirty years
2 worked as a librarian?	for five / fifteen years
3 worked at the University of Jordan?	for twelve / two years

**4** **Ask and answer**

- 1 How long have you been a pupil at this school?
- 2 How long have you lived in your house?
- 3 How long have you studied English?
- 4 How long have you known your best friend?



How long have you been a pupil at this school?

I've been a pupil at this school for five years.

65

### Audioscript

- Laila: Hi, Uncle Ali. We're learning about jobs at school. Can I ask you some questions?
- Uncle Ali: Yes, of course.
- Laila: So, you're a university librarian. How long have you been interested in libraries?
- Uncle Ali: I've been interested in libraries for about 20 years. I first visited a university library when I was 17. I loved it.
- Laila: When did you study to be a librarian?
- Uncle Ali: I studied to be a librarian after I finished university.
- Laila: So how long have you worked as a librarian?
- Uncle Ali: I've worked as a librarian for fifteen years.
- Laila: For 15 years?
- Uncle Ali: Yes. In my first job, I worked in a small library in my town.
- Laila: What happened next?
- Uncle Ali: I got my job twelve years ago. Now I help university students to find books every day. I love my job!
- Laila: So you've worked in the library at the University of Jordan for twelve years?
- Uncle Ali: Yes, that's right.
- Laila: What an interesting job! Thanks, Uncle Ali.

### Pupil's Book, Page 65, Exercise 3

- Ask pupils to open their books at page 65 and look at the questions in Exercise 3. Invite a pupil to read out the first question (*How long have you been interested in libraries?*) Point to the two possible answers, and read them out.
- Tell pupils they are going to listen to the recording again, and choose the correct answer to each question.
- Play the recording, as far as *I've been interested in libraries for about 20 years*. Pause the recording for pupils to circle the right answer.
- Play the rest of the recording, pausing when the answer to each question is given. Pupils complete the task.
- Play the recording right through again. Check answers as a class.

#### Answers

1. for twenty years
2. for fifteen years
3. for twelve years

### Further practice

- Ask pupils to work in pairs and take the roles of Laila and Uncle Ali. They ask and answer the questions in their own words. Encourage them to use full sentences, e.g. *I've been interested in libraries for twenty years*.

### Activity Book, Page 62, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book at page 62. Explain that they should read the sentences and circle the correct words in each sentence. Ask a pupil to read out the example sentence.
- Pupils work individually to complete the task, then compare their answers with a partner.
- Check answers as a class.

#### Answers

1. finished
2. for
3. How long
4. was
5. I've had
6. I've been

### End the lesson

- On the board, write three jobs: *doctor, pilot, computer programmer*. Have a vote for the class's favourite job. Say *Who wants to be a doctor? Put up your hands*. Do the same for all three jobs, counting the number of hands.
- Give the result of the vote, saying *Our perfect job is ...*
- Invite some pupils to say why they would like to do a particular job.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

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

### Structures

The present perfect with *for*:  
*How long have you been a pupil at this school?*  
*I've been a pupil at this school for five years.*

### Functions

Talking about future jobs and careers  
Expressing aspirations  
Talking about the past

### Topic

Jobs and careers

### Resources

- Pupil's Book, page 65, Exercise 4, Ask and answer
- Activity Book, page 62, Exercise 4, Write questions and answers

### Revision

- Ask pupils *Where do you live?* Invite a pupil to answer. Then ask that pupil, e.g. *How long have you lived in Amman?* Elicit an answer.
- Ask the class *How long has Rakan lived in Amman?* Elicit the answer. Encourage pupils to make a full sentence, e.g. *He has lived in Amman for five years.*

### Pupil's Book, Page 65, Exercise 4

- Tell pupils to look at the questions in Exercise 4 at page 65. Explain that they are going to ask and answer the questions in a way that is true for themselves.
- Invite a pair to read out the example in the speech bubbles.
- Pupils work in pairs. Ask them to take turns asking and answering. Go round monitoring. Help them with pronunciation and intonation as needed.
- Invite pairs to demonstrate their dialogues for the class.

#### Answers

Pupils' own answers.

### Activity Book, Page 62, Exercise 4

- Ask pupils to open their Activity Book at page 62 and describe the pictures in Exercise 4.
- Explain that they are going to write a question and an answer for each picture, using the words as prompts. Choose a pupil to read out the example question and answer.
- Pupils work individually to complete the task. When they have finished writing, encourage them to read out their questions and answers in pairs.
- Check answers as a class.

### Answers

1. How long has she been a dentist? She has been a dentist for five years.
2. How long has he flown planes? He has flown planes for ten years.
3. How long have you worked in this office? I've worked in this office for seven years.
4. How long has he worked as a chef? He has worked as a chef for two years.

### End the lesson

- On the board, write *I have \_\_\_\_ for \_\_\_\_ years.* Ask pupils to say one true sentence and one false sentence using these words. For example, *I have been a pupil at this school for three years. I have been interested in computers for five years.* Ask the rest of the class to guess which sentence is true and which is false.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- use context and direct instruction to understand the meaning of new and unfamiliar words
- use English dictionaries to understand the meaning of new words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- discuss simple reading materials to compare own ideas with those of peers
- use simple sentences to talk with a partner about dreams
- write meaningful sentences using given frameworks

### Structures

*What do you want to be?*  
*I want to be a scientist.*  
 The conjunction *because*:  
*I want to be a scientist because I love doing experiments.*

### Functions

Talking about future jobs and careers  
 Expressing aspirations  
 Talking about the past

### Vocabulary

*be born, dream (n), enough, enter (a competition), invention, inventor, machine, protect*

### Topic

Jobs and careers

### Resources

- Pupil's Book, page 66, Exercise 5, Read and answer
- Pupil's Book, page 66, Exercise 6, Read again and answer
- Pupil's Book, page 66, Exercise 7, Ask and answer
- Activity Book, page 63, Exercise 5, Read and complete
- Activity Book, page 63, Exercise 6, Write answers
- Flashcard: *inventor*

## Revision

- Say the beginning of a sentence with *because* and ask pupils to complete it. For example, say *Yousuf wants to be an astronaut because ...* Let pupils make suggestions.
- Do the same with other sentence beginnings, e.g. *I want to be a chef because ...*, *Fatima wants to be an architect because ...*, *We want to be scientists because ...* Accept all reasonable suggestions.

## Presentation

- Write the new words from the text on the board: *invention, inventor, be born, machine, enter a competition, dream, enough, protect.*
- Present *inventor* using the flashcard. Say the word and ask pupils to repeat it. Explain that the new things an inventor makes are called *inventions*.
- Point to the other new words on the board. Read them out and ask pupils to repeat. Tell them to try to work out the meanings of these words when they find them in the text.

## Pupil's Book, Page 66, Exercise 5

- Ask pupils to open their books at page 66 and look at the picture. Explain that the man in the picture is an inventor.
- Invite a pupil to read out the question at the top of the exercise. Explain that they are going to read the text to find the answer to the question.
- Pupils work individually to read the text quietly.
- Check the answer with the class. Ask a pupil to read out the words from the text that answer the question. (*Abdelrahman's brother works with him on his inventions.*)

### 5 Read and answer

Who works with Abdelrahman on his inventions?

### The Young Inventor

Abdelrahman Alzorgan is an inventor from Jordan. He was born in 1990 in Tafilah. His father was a farmer. When he was a child, Abdelrahman helped him on the farm. Life on the farm was difficult because there wasn't enough water for the plants in the summer. In the winter, the plants got too cold.

While they were still at school, Abdelrahman and his brother Mohammad invented a new machine. The machine watered plants in the summer and kept them warm in the winter. The brothers wrote about the machine and entered a competition for students. Abdelrahman and Mohammad won a prize.

After he left school, Abdelrahman decided that he wanted to help more young people, so he taught



them about his ideas. He also started to work for a charity for young people. Abdelrahman thinks that it's very important to have dreams for the future. His dream is to help other people and to make the world better.

### 6 Read again and answer

- 1 Where did Abdelrahman grow up?
- 2 Why was life on the farm difficult?
- 3 What did the machine do?
- 4 What did the brothers do with their invention?
- 5 What did Abdelrahman decide to do to help young people in Jordan?
- 6 What is Abdelrahman's dream for the future? Why do you think that this is his dream?
- 7 Why do you think that Abdelrahman decided to help young people in Jordan?

### 7 Ask and answer

What is your dream for the future?

My dream for the future is to invent a new medicine to help people.

### Pupil's Book, Page 66, Exercise 6

- Make sure that pupils have their books open at page 66. Explain that they are going to read the article from Exercise 5 again in pairs. Then they will read and answer questions about it. The last question is a critical thinking one (see page 153).
- Pupils work in pairs to read the text again and answer the questions. Monitor as they work. If they are having difficulty with any of the words, encourage them to look in their dictionaries.
- Check answers as a class, choosing a pair to read out each question and answer it. Ask any pairs who have a different answer to read it out.

#### Answers

1. He grew up in Tafilah.
2. Because it was too dry in the summer and too cold in the winter.
3. The machine watered plants in the summer and kept them warm in the winter.
4. The brothers wrote about their invention and entered a competition.
5. Abdelrahman started to work for a charity for young people and taught them about his ideas.
6. His dream is to help other people and make the world better. Pupils' own answers.
7. Pupils' own answers.

### Further practice

- Ask pupils some more questions, for example:
  - *What job did Abdelrahman's father do? (He was a farmer.)*
  - *Were the two brothers young or old when they invented the machine? (They were young. [They were still at school.] )*
  - *What does Abdelrahman think is very important? (To have dreams for the future.)*

### Pupil's Book, Page 66, Exercise 7

- Ask pupils to open their books at page 66.
- Remind pupils of the meaning of *dreams for the future*. Explain *If you have a dream for the future, you want something very good to happen*.
- Tell pupils that they are going to talk about their own dreams. This is an example of experiential learning (see page 152). Ask a pair to read out the example in the speech bubbles.
- Ask pupils to work in groups of three or four. They take turns in their group to ask and answer the question. Encourage them to help each other with vocabulary as necessary. Ask them to practise saying their questions and answers.
- Bring the class together again and ask groups to tell the class about their dreams.
- List the best answers on the board. Ask the class to vote for their favourite idea.

#### Answers

Pupils' own answers.

### Activity Book, Page 63, Exercise 5

- Ask pupils to open their Activity Book at page 63. Explain that pupils are going to read about what the young people want to be when they are older.
- Point to the phrases in the box, and ask pupils to read them out. Explain that they are going to use them to complete the gaps in the text.
- Ask pupils to work in pairs to read and complete the text.
- Check answers as a class. Choose three pupils to read out one complete paragraph each.

#### Answers

1. He loves doing experiments (B)
2. win a prize for his inventions (C)
3. and when she's older she wants to study science at Ma'an University (F)
4. she saw wolves and wild cats (A)
5. to be a teacher when he's older (E)
6. he won a school prize for his poem (D)

### Activity Book, Page 63, Exercise 6

- Tell pupils that they are going to write answers to the questions. Choose two pupils to read out the example question and answer. Remind pupils that they need to look back at the text in Exercise 5 to find the correct information. Question 5 is an example of a critical thinking question.
- Pupils work individually to complete the task.
- When they have finished writing, ask them to compare their answers in pairs.
- Check answers as a class.

#### Answers

1. He wants to be a scientist.
2. He invented a toy robot for his brother.
3. She wants to be a scientist and help protect animals and the countryside.
4. He wants to be a teacher.
5. Pupils' own answers.

### End the lesson

- Write the names of the three pupils on the board: *Tareq, Salma, Farid*. Tell pupils to close their books. Ask them *Which subjects are the pupils good at?* Write the subjects that pupils suggest under each name.
- Ask them to open their Activity Book again and check if they were right.

## Lesson 6

### Outcomes

- It is expected that pupils will:**
- use correct intonation for questions and statements
  - use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations
  - with a partner, prepare and present a simple dialogue to the class
  - show appreciation of listening to songs and rhymes in English
  - identify cause and effect in simple reading materials
  - write a paragraph using proper organisation

### Structures

*What do you want to be when you're older?  
I want to be a teacher.  
The conjunction because:  
I want to be a teacher **because** I like helping people.*

### Functions

Talking about future jobs and careers  
Expressing aspirations  
Talking about the past  
Demonstrating appreciation of a song

### Vocabulary

*tour guide*

### Topic

Jobs and careers


### Resources


- Pupil's Book, page 67, Exercise 8, Listen and say
- Pupil's Book, page 67, Exercise 9, Talk about you
- Pupil's Book, page 67, Exercise 10, Sing
- Activity Book, page 64, Exercise 7, Listen, draw and say
- Activity Book, page 64, Exercise 8, Read, complete and match
- Activity Book, page 64, Exercise 9, Write about you
- Activity Book, page 78, Handwriting Practice
- Audio: Pupil's Book, Unit 13, Exercise 8
- Audio: Pupil's Book, Unit 13, Exercise 10
- Audio: Activity Book, Unit 13, Exercise 7
- Flashcard: *tour guide*

- Play the recording again, pausing after the first sentence. Point to the red arrow over the sentence, which moves down. Ask the class to repeat the sentence individually, making their voices go down at the end. Choose individuals to read the sentence again.
- Play the second sentence. Students read and repeat in the same way.
- Point to the pictures at random and ask pupils to read out the sentences using correct intonation.


### Audioscript and answers

I live in Jordan.  
Amman is a big city.

**8**  **Listen and say**




I live in Jordan.



Amman is a big city.


**9** **Talk about you**

What do you want to be when you're older?




Why do you want to be a teacher?

I want to be a teacher.



I want to be a teacher because I like helping people.

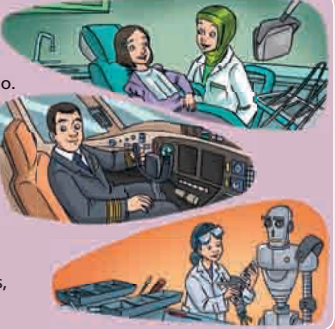
• accountant • architect  
• dentist • farmer  
• computer programmer  
• nurse • pilot • scientist  
• teacher • tour guide

**10**  **Sing**

I want to be a dentist,  
Because I like helping you.  
I'll make the patients better.  
And help them feel happy, too.

I want to be a pilot.  
I want to fly a plane.  
I'll go to different countries,  
Then I'll come back again!

I'll be a great inventor.  
I want to make new things.  
I'll make machines and robots,  
Or computers that can sing!



### Revision

- Revise jobs. Make statements about pupils in the class and ask other pupils which jobs they should do. For example, say *Issa is good at science. He likes helping people. What job should he do?* Pupils make suggestions.

### Presentation

- Present *tour guide* using the flashcard. Ask pupils to repeat the words after you. Ask *Where does a tour guide work?* Elicit ideas, e.g. *in a museum, in an old town, in a castle, at an animal park.*

### Pupil's Book, Page 67, Exercise 8

- Explain to pupils that when you say a sentence in English, your voice can go up or down. This is called intonation. Tell them that they are going to listen to two sentences and hear how the voice changes from the beginning to the end.
- Ask pupils to open their books at page 67 and look at the pictures. Play the recording while pupils listen and read.

### Further practice

- Ask pupils to read out the sentences again, but just changing one word, e.g. *I live in Salt. I work in Jordan. Amman is a beautiful city.* Make sure that they keep the same intonation.

### Pupil's Book, Page 67, Exercise 9

- Ask pupils to look at the list of jobs in Exercise 9 at page 67. Choose a pupil to read out the list.
- Explain that they are going to talk about some of the jobs in the list. Invite a pair to read out the example dialogue in the speech bubbles.
- Ask pupils to work in pairs to take turns asking and answering in the same way. Remind them to use correct intonation. Then ask pupils to change partners and ask and answer again in a new pair. Go round to monitor and help.
- Invite pairs to say their dialogues for the class.

## Pupil's Book, Page 67, Exercise 10

- Ask pupils to open their books at page 67.
- Ask pupils to describe what is happening in the three pictures. Explain that they are going to listen to a song about these three jobs.
- Now ask pupils to listen to the song and read the words. Play the recording. Check that pupils are following the words as they listen.
- Play the song again and encourage pupils to join in.
- Divide the class into three groups and ask each group to practise and sing one verse each. Then ask each group to sing its verse to the class.

### Audioscript

I want to be a dentist,  
Because I like helping you.  
I'll make the patients better.  
And help them feel happy, too.

I want to be a pilot.  
I want to fly a plane.  
I'll go to different countries,  
Then I'll come back again!

I'll be a great inventor.  
I want to make new things.  
I'll make machines and robots,  
Or computers that can sing!

## Activity Book, Page 64, Exercise 7

- Ask pupils to open their Activity Book at page 64. Read out the first sentence and point to the arrow over the top. Explain that they are going to listen to the sentences and draw arrows.
- Play the first sentence on the recording. Ask the class to repeat and trace the arrow with their fingers.
- Play the other sentences one at a time. Encourage pupils to repeat them and draw an arrow slanting downwards each time.
- Play the recording again for pupils to repeat the sentences again using correct intonation.

### Audioscript and answers

1. I don't like volleyball.
2. My father is an architect.
3. Alia walks to school.
4. It's my book.
5. They're from Jordan.
6. She's my sister.

## Activity Book, Page 64, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book at page 64 and describe the pictures.
- Explain that pupils should complete the sentences in their own way. Then they need to match each sentence with one of the pictures.
- Ask pupils to work individually to complete the task, then compare their answers with a partner. Check answers as a class.

### Answers

Pupil's own answers to complete the sentences  
a. 3 b. 1 c. 2 d. 4

## Activity Book, Page 64, Exercise 9

- Ask pupils to look at Exercise 9 at page 64.
- Explain to pupils that they are going to write a paragraph about what they want to be when they are older.
- You can provide an example model answer for pupils. Write this before class and read it to pupils. They should touch their ears if they hear a place where a comma should be, put their hands on their heads if they hear a full stop, and put up their hands for a capital letter. Write some of your sentences on the board and add punctuation as a class. You could also work on the structure of your model answer by asking if it had an introduction, a development and a conclusion.
- Remind them that they should write one introductory sentence, two or three development sentences and a concluding sentence. Ask them to look back at the texts in Exercise 5 as a model, but to use their own ideas.
- Ask pupils to write their paragraph on their own. Go round to monitor and help as needed.
- Invite pupils to read out their paragraphs to the class.

### Answers

Pupils' own answers.

## Classroom assessment

With reference to Lessons 5 and 6, pupils can:

Scoring criteria	Good	Fair	Poor
use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations			
write paragraphs using proper organisation			
show appreciation of listening to songs and rhymes in English			
draw conclusions from simple reading materials			
write meaningful sentences using given frameworks			

## Classroom assessment

With reference to Unit 13, pupils can:

Scoring criteria	Good	Fair	Poor
follow oral instructions			
use English dictionaries to help understand unfamiliar words			
use and spell correctly learnt vocabulary			
use knowledge of verb tenses to understand when things happen			
write meaningful sentences using given frameworks			
use correct intonation for questions and statements			
with a partner, prepare and present a simple dialogue about jobs to the class			
identify cause and effect in simple reading materials			

## End the lesson

- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on page 78.
- Praise the pupils' work in this unit. Tell them that if they work hard in all their school subjects, they will be able to choose their perfect job!

## Lesson 1

## Outcomes

## It is expected that pupils will:

- follow oral instructions
- respond to questions before, during and after listening
- use teacher introduction and other clues to understand new words when listening
- use context to understand new words when listening
- make simple inferences when listening
- use correct intonation for questions and answers

## Structures

The modal verb *will* for future prediction with *there*:

**Will there be enough water in the future?**

Yes, **there will**.

**Will there be hotels here?**

No, **there won't**.

Short questions and answers with the modal verb *will*:

**Will more sand cats live here?**

Yes, **they will**.

**Will sand cats become extinct?**

No, **they won't**.

## Functions

Making predictions for the future  
Talking about wildlife and conservation  
Talking about nature reserves in Jordan

## Vocabulary

*drop* (v), *endangered*, *extinct*, *recycle*, *sand cat*,  
*trust* (v), *usually*, *waste* (v)

## Topic

Wildlife and conservation

## Resources

- Pupil's Book, page 67, Exercise 10, Sing
- Pupil's Book, page 68, Exercise 1, Listen and read
- Audio: Pupil's Book, Unit 13, Exercise 10
- Audio: Pupil's Book, Unit 14, Exercise 1
- Flashcard: *recycle*, *sand cat*

## Revision

- Ask pupils to open their books at page 67 and point to the song. Elicit any of the words that pupils can remember.
- Play the song and encourage pupils to sing along, following the words in their books.

## Presentation

- Present *sand cat* using the flashcard. Ask *Have you ever seen a sand cat?* Encourage pupils to put up their hands if they have. Explain that there aren't many sand cats. They are *endangered*. Say *If all the sand cats die, they will be extinct*. Write *endangered* and *extinct* on the board. Get some pupils to repeat the words. Say *we don't usually see sand cats. Why?* (Because they are endangered.) Ask pupils to repeat, and explain that *usually* means *often*. Say *We must protect the sand cats. I trust that we will protect them*. Write *trust* on the board and ask pupils to repeat.
- Demonstrate *drop rubbish* by taking a piece of paper, screwing it up and throwing it on the floor. Say *Stop! Don't drop rubbish*. Ask pupils to repeat. Pick it up again and explain that paper can be used again. Say *Don't waste paper. Recycle it*. Present *recycle* using the flashcard. Write *recycle*

and *waste* on the board and ask some pupils to repeat.

- Present *will* for future predictions. Ask *Will there be sand cats in the future?* Write the question on the board, and ask pupils to repeat it. Write the two possible answers: *Yes, there will*. and *No, there won't*. Pupils repeat the answers.
- Say *Let's find out the answer*. Tell pupils they are going to read about a nature reserve.

## Pupil's Book, Page 68, Exercise 1

- Ask pupils to open their books at page 68. Explain that in the story, Kareem and Samira's family visit a nature reserve. Ask *What will Kareem and Samira see there?* Ask them to look at the pictures and elicit their ideas.
- Play the recording. Pupils listen and read to find out whether their ideas were correct. (*They see a sand cat. They see a wonderful view. They see animals and plants.*)
- Make some incorrect sentences for pupils to correct, for example:
  - *The family go on a walk with a teacher. (They go on a walk with a tour guide.)*
  - *Kareem has seen a lot of sand cats. (Kareem hasn't seen a sand cat before.)*
  - *The sand cats will become extinct. (They won't become extinct. They protect them at the nature reserve.)*
  - *It is good to use lots of water. (It is good to use water carefully.)*
  - *The nature reserve doesn't have many visitors. (It has a lot of visitors.)*
  - *There will be a big hotel at the nature reserve in the future. (They won't build big hotels.)*

Unit  
14

## Will they become extinct?

## 1 Listen and read



**Dad:** Here we are. We're at Dhana Nature Reserve!

**Kareem:** There is a wonderful view.

**Mum:** Yes, there is. Let's take our suitcases into the hotel. This afternoon, we're going to go on a walk with a tour guide.



**Guide:** Look, there is a sand cat! Have you ever seen a sand cat before?

**Kareem:** No, we haven't.

**Guide:** We don't usually see sand cats because they are endangered.

**Samira:** Oh no! Will sand cats become extinct?

**Guide:** No, they won't. We protect the animals here.



**Samira:** What can we do to protect the plants and animals?

**Guide:** There are lots of things you can do. Use water carefully. Don't waste it. Don't pick the flowers and don't drop rubbish.

**Kareem:** We always recycle our rubbish at home.

**Guide:** That's very good.



**Mum:** Do a lot of visitors come here?

**Guide:** Yes, they do. We want visitors to come here, but it's important to protect the nature reserve. We won't build big hotels here. We will protect the animals and plants and we must trust that the visitors want to help us.

**Dad:** That's great. Thank you for showing us the nature reserve. You can trust us to help you!

### Audioscript

1.  
Dad: Here we are. We're at Dhana Nature Reserve!  
Kareem: There is a wonderful view.  
Mum: Yes, there is. Let's take our suitcases into the hotel. This afternoon, we're going to go on a walk with a tour guide.
2.  
Guide: Look, there is a sand cat! Have you ever seen a sand cat before?  
Kareem: No, we haven't.  
Guide: We don't usually see sand cats because they are endangered.  
Samira: Oh no! Will sand cats become extinct?  
Guide: No, they won't. We protect the animals here.
3.  
Samira: What can we do to protect the plants and animals?  
Guide: There are lots of things you can do. Use water carefully. Don't waste it. Don't pick the flowers and don't drop rubbish.  
Kareem: We always recycle our rubbish at home.  
Guide: That's very good.
4.  
Mum: Do a lot of visitors come here?  
Guide: Yes, they do. We want visitors to come here, but it's important to protect the nature reserve. We won't build big hotels here. We will protect the animals and plants and we must trust that the visitors want to help us.  
Dad: That's great. Thank you for showing us the nature reserve. You can trust us to help you!

### End the lesson

- Ask pupils to suggest other animals that are endangered. List the animals on the board.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- listen to and participate in simple classroom conversations
- use knowledge of verb tenses to understand when things happen
- scan simple written materials to preview them for general content before starting to read
- draw conclusions from simple reading materials
- use and spell correctly learnt vocabulary
- write meaningful sentences using given frameworks

### Structures

The modal verb *will* for future prediction with *there*:  
**Will there be enough water in the future?**  
Yes, **there will**.  
**Will there be hotels here?**  
No, **there won't**.  
Short questions and answers with the modal verb *will*:  
**Will more sand cats live here?**  
Yes, **they will**.  
**Will sand cats become extinct?**  
No, **they won't**.

### Functions

Making predictions for the future  
Talking about wildlife and conservation  
Talking about nature reserves in Jordan

### Topic

Wildlife and conservation

### Resources

- Pupil's Book, page 68, Exercise 1, Listen and read
- Activity Book, page 65, Exercise 1, Read, circle and match
- Activity Book, page 65, Exercise 2, Read and complete
- Audio: Pupil's Book, Unit 14, Exercise 1

### Revision

- Ask *What can we do to protect plants and animals?* Write the question on the board, and ask pupils to repeat it after you. See if pupils can answer, with the ideas from the story. (*Use water carefully. Don't waste water. Don't pick the flowers. Don't drop rubbish. Always recycle rubbish.*)
- Ask pupils to suggest any other ideas they can think of. Note them on the board.

### Pupil's Book, Page 68, Exercise 1

- Ask pupils to open their books at page 68. Elicit any other phrases or sentences they can remember from the story.
- Ask a pupil to read Dad's first speech. Play the speech to the class, pause the recording and ask the class to repeat. Continue in this way with the rest of the story, choosing a different pupil to read each speech.
- Divide the class into groups of five. Ask them to choose roles and to practise reading the story. Go round and monitor their pronunciation.
- Choose groups of pupils to read to the class.



### Activity Book, Page 65, Exercise 1

- Ask pupils to open their Activity Book at page 65.
- Point to the answers at the bottom of the exercise. Explain that they are going to circle the right words to complete the answers. Then they should read the questions and match them with the correct answers.
- Pupils work in pairs to complete the task. When they have finished writing, ask them to practise asking and answering the questions with their partner.
- Check answers as a class. Invite pairs to read out each question and answer.

#### Answers

1. d, build   2. c, protect   3. a, haven't   4. e, do  
5. b, pick

### Activity Book, Page 65, Exercise 2

- Ask pupils to open their Activity Book at page 65.
- Ask a pupil to read the words in the box. Tell pupils that they are going to make sentences about how we can protect plants and animals. Explain that they need to use *will* or *won't* and the correct word from the box. Choose a pupil to read out the example sentence.
- Pupils can work individually to complete the task, then compare their answers with a partner.
- Check answers as a class.

#### Answers

1. We won't drop   2. We will protect   3. We will use  
4. We won't pick   5. We will recycle

### End the lesson

- Ask pupils *Do you recycle rubbish at home? What can we recycle? How could we help protect the animals? Will you help protect the animals?* Pupils answer. You could have a class project to be as environmentally friendly as possible.

## Lesson 3

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- show understanding of main ideas from a simple oral presentation
- scan simple written materials to preview them for general content before starting to read
- draw conclusions from simple reading materials
- use knowledge of verb tenses to understand when things happen

### Structures

The modal verb *will* for future prediction with *there*:

**Will there** be enough water in the future?

Yes, **there will**.

**Will there** be hotels here?

No, **there won't**.

Short questions and answers with the modal verb *will*:

**Will** more sand cats live here?

Yes, **they will**.

**Will** sand cats become extinct?

No, **they won't**.

### Functions

Making predictions for the future  
Talking about wildlife and conservation  
Talking about nature reserves in Jordan

### Topic

Wildlife and conservation

### Resources

- Pupil's Book, page 69, Exercise 2, Listen and choose
- Pupil's Book, page 69, Exercise 3, Listen again and tick (✓) or cross (✗)
- Activity Book, page 66, Exercise 3, Read and write
- Audio: Pupil's Book, Unit 14, Exercise 2
- Audio: Pupil's Book, Unit 14, Exercise 3

### Revision

- Say some true or false sentences with *will* or *won't* about the story on page 68. Pupils repeat each sentence and say *True* or *False*. For example, *Sand cats will become extinct.* (*False*) *The nature reserve will protect the sand cats.* (*True*) *Kareem and Samira won't recycle their rubbish.* (*False*) *There will be big hotels in the nature reserve.* (*False*)
- Invite pupils to say some more sentences with *will* or *won't* about the story. The rest of the class decide whether they are true or false.

### Pupil's Book, Page 69, Exercise 2

- Ask pupils to open their books at page 69. Tell them that they are going to listen to a guide talking. Choose a pupil to read out the list in Exercise 1. Explain that they should tick the things they hear the guide talking about.
- Play the recording right through. Pupils tick the items they hear.
- Play the recording again and check answers. Pause after each question and answer to check the list and tick an item if they find it.

### Audioscript

- Boy: Can you tell me about the nature reserve?  
 Guide: Yes, of course. Lots of plants and animals live here. Some of the animals are endangered.
- Boy: Will the endangered animals become extinct?  
 Guide: No, they won't. We protect the plants and animals here, so there will be more of them in the future.
- Boy: Will more sand cats live here in the future?  
 Guide: Yes, they will. The nature reserve is a safe place for them.
- Boy: And what about the plants? Will they have enough water?  
 Guide: Yes, they will. We use water carefully.
- Boy: Will more people visit the nature reserve?  
 Guide: Yes, they will. There are lots of things for visitors to see and do here.
- Boy: But will people build big hotels?  
 Guide: No, they won't. There won't be any big hotels here in the future.
- Boy: Thank you.

### Answers

These items should be ticked:  
 endangered animals  
 protecting animals and plants  
 sand cats  
 water  
 visitors to the reserve  
 big hotels

- Invite pupils to read out one of the questions each. Play the recording right through. Pupils listen and complete the task.
- Check answers as a class. Play the recording, pausing after each of the questions. Elicit the answer from the class, then play the recording to confirm the correct answer.

### Answers

1. X 2. ✓ 3. ✓ 4. ✓ 5. X

### Activity Book, Page 66, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book. Explain that they are going to read and complete a conversation between Salma and Muna.
- Invite pupils to read out the sentences in the box. Tell pupils that they need to choose the correct sentences to complete the text. Pupils work in pairs to complete the task. Check answers as a class. Ask a different pair to read out each question and answer.

### Answers

1. Lots of wild animals live there. (F)
2. Will the endangered animals become extinct? (C)
3. Do a lot of people visit the reserve? (A)
4. No, they won't. (D)
5. Yes, they will. (B)
6. They'll use water carefully and this will help the plants. (E)

### End the lesson

- Ask the class *Would you like to work on a nature reserve?* Ask those who say *yes* to tell the class why.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- use correct intonation for questions and statements
- listen to and participate in simple classroom conversations
- use simple sentences to talk about wildlife and conservation
- use and spell correctly learnt vocabulary
- write meaningful questions and answers using jumbled words
- correct punctuation with the assistance of peers and teachers

### Structures

The modal verb *will* for future prediction with *there*:

**Will there be enough water in the future?**

Yes, **there will.**

**Will there be hotels here?**

No, **there won't.**

Short questions and answers with the modal verb *will*:

**Will more sand cats live here?**

Yes, **they will.**

**Will sand cats become extinct?**

No, **they won't.**

### Functions

Making predictions for the future  
 Talking about wildlife and conservation  
 Talking about nature reserves in Jordan

### Topic

Wildlife and conservation

### Resources

- Pupil's Book, page 69, Exercise 4, Ask and answer
- Activity Book, page 66, Exercise 4, Write
- Photocopiable Extra Practice Worksheet 6, page 169

### 2 Listen and choose

The guide talks about:

- |  |  |
|--|--|
| <input type="checkbox"/> endangered animals                      | <input type="checkbox"/> water                   |
| <input type="checkbox"/> not picking flowers or dropping rubbish | <input type="checkbox"/> visitors to the reserve |
| <input type="checkbox"/> protecting animals and plants           | <input type="checkbox"/> big hotels              |
| <input type="checkbox"/> sand cats                               |  |

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



Will the endangered animals become extinct?



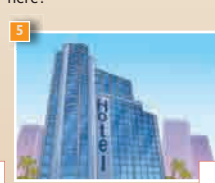
Will more sand cats live here?



Will plants have enough water?

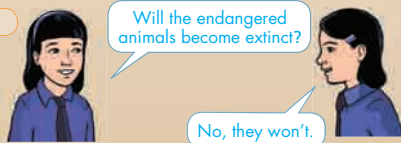


Will more people visit the nature reserve?



Will people build big hotels?

### 4 Ask and answer



### Pupil's Book, Page 69, Exercise 3

- Ask pupils to open their books at page 69.
- Tell pupils they are going to listen to the recording again and answer the questions. Remind them that they should put a tick for *yes* and a cross for *no*. Write a tick and a cross on the board.

## Revision

- At the top of the board, write *In the future ...* Under this, write some of the words from the unit: *extinct, sand cat, endangered, recycle, plants, protect, animals, rubbish*.
- Invite pupils to make predictions about the future, using one or more of the words on the board, e.g. *In the future, we will protect the animals.*

## Pupil's Book, Page 69, Exercise 4

- Ask pupils to look at Exercise 3 at page 69. Explain that they are going to ask and answer questions with a partner, based on the questions in Exercise 3.
- Invite a pair to read out the example question and answer.
- Go round and monitor while pupils work in pairs. Check and help with pronunciation and intonation as needed.
- Invite pairs to demonstrate one question and answer each to the class.

## Activity Book, Page 66, Exercise 4

- Ask pupils to open their Activity Book at page 66. Tell them that they are going to write questions and answers. Explain that they need to put the jumbled words in the right order to write the question. Then they should write an answer with *Yes* if there is a tick, and *No* if there is a cross.
- Read out the first set of jumbled words, and ask a pair to read the example question and answer. Ask pupils *What punctuation marks are there in the first question and answer?* Elicit that there is a question mark, a comma and a full stop.
- Pupils work individually to write the questions and answers. Go round and monitor, making sure that pupils pay attention to their punctuation.
- When they have finished writing, pupils compare their work in pairs. Ask them to practise reading out the questions and answers.
- Check answers as a class.

### Answers

- Will more people visit the nature reserve? Yes, they will.
- Will they build big hotels? No, they won't.
- Will the endangered animals become extinct? No, they won't.
- Will more sand cats live here? Yes, they will.
- Will plants have enough water? Yes, they will.

## Further practice: Photocopiable Extra Practice Worksheet 6

- For further practice of *will* to predict, make a copy of the photocopiable worksheet 6 on page 169 for each pupil.
- Explain to pupils that they need to complete the dialogue. They write Siham's questions, using *will* and the words in brackets. Then they can write the answers, using their own ideas.
- Pupils write their answers individually. Then encourage them to read out their dialogues with a partner.

## Classroom assessment

With reference to Lessons 3 and 4, pupils can:

Scoring criteria	Good	Fair	Poor
respond to questions before, during and after listening			
use knowledge of verb tenses to understand when things happen			
use simple sentences to talk about familiar and unfamiliar situations			
write meaningful sentences using given frameworks			
correct punctuation with the assistance of peers and teachers			

## End the lesson

- Ask questions with *there* about what will happen in the future. Invite pupils to answer. For example: *Will there be more nature reserves? Will some animals become extinct? Will people recycle more rubbish?*
- If pupils give different answers, ask them to give reasons for their answers.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- use context and direct instruction to understand the meaning of new words
- recognise the correct stress of syllables in multi-syllable words
- scan simple written materials to preview them for general content before starting to read
- skim simple written materials for the main ideas
- use knowledge of verb tenses to understand when things happen
- use English dictionaries to help understand unfamiliar words in simple reading materials
- draw conclusions from simple reading materials

### Structures

The modal verb *will* for future prediction with *there*:  
**Will there be enough water in the future?**  
 Yes, **there will.**  
**Will there be hotels here?**  
 No, **there won't.**  
 Short questions and answers with the modal verb *will*:  
**Will more sand cats live here?**  
 Yes, **they will.**  
**Will sand cats become extinct?**  
 No, **they won't.**

### Functions

Making predictions for the future  
 Talking about wildlife and conservation  
 Talking about nature reserves in Jordan

### Vocabulary

*amazing, balcony, outside, repair, soap, spectacular*

### Topic

Wildlife and conservation

### Resources

- Pupil's Book, page 70, Exercise 5, Read and match
- Pupil's Book, page 70, Exercise 6, Read again and say *Yes* or *No*
- Activity Book, page 67, Exercise 5, Read and label A, B, C
- Activity Book, page 67, Exercise 6, Read and circle *Yes* or *No*
- A map of Jordan

## Revision

- Ask *Which nature reserve did Kareem and Samira visit?* Elicit *Dhana Nature Reserve*.
- Show pupils where Dhana Nature Reserve is on the map of Jordan. Tell them it is the largest nature reserve in Jordan. Ask if they know of any other nature reserves. See if they can point them out on the map.

## Presentation

- Present *amazing* and *spectacular*. Write the words on the board and ask pupils to repeat after you. Say the words again, and elicit where the stress falls in each word (*on the second syllable*). Tell them that both words are similar in meaning to *wonderful*. Say we use *spectacular* to describe something very large, that looks fantastic. Present *outside* reminding pupils of the meaning of *inside* and explaining that they are opposites.

## Pupil's Book, Page 70, Exercise 5

- Ask pupils to open their books at page 70 and describe the photographs in Exercise 5.
- Explain that they are going to read a letter from Kareem and Samira to their grandparents, describing their holiday at Dhana Nature Reserve.
- Ask *What are Kareem and Samira going to do tomorrow?* Tell pupils to read the letter and find the answer.
- Pupils work individually to read the text and find out. Elicit the answer. (*Tomorrow they are going to go hiking in the nature reserve. They are going to stay in a tent.*)
- Ask pupils to find the other new words in the letter: *balcony* and *repair* and *soap*. See if they can work out the meaning of the words from context. If they have difficulty, ask them to look the words up in their dictionaries.
- Tell the pupils to read the text again and match each paragraph with the correct picture. Pupils can work in pairs to complete the task. Check answers as a class.

### Answers

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

**5 Read and match**




Dear Grandma and Grandpa,  
We are having an amazing time on holiday. Dhana Nature Reserve is spectacular and it's very interesting.

- 1 We arrived here yesterday afternoon. Our hotel is in the mountains. We can sit outside the hotel on the balcony and look across the valley at the nature reserve.
- 2 This morning, we visited the village of Dhana. Some of the houses and other buildings in Dhana are very old, but now people are repairing them. The village has got new streets and parks. It looks wonderful. I think that more people will live here in the future.
- 3 There is a craft shop in Dhana. The people from Dhana make everything in the shop. You can buy food, pictures, toys, clothes, soaps and jewellery. Kareem bought a toy sand cat and I bought a new bag.
- 4 Tomorrow, we are going to go hiking in the nature reserve. We are going to stay in a tent! Kareem and I are really excited.

Love from  
Kareem and Samira




**6 Read again and say Yes or No**

- 1 The hotel is in the valley.
- 2 Dhana is an old village.
- 3 There are some old parks in Dhana.
- 4 The people from Dhana make crafts.



The hotel is in the valley.



No. The hotel isn't in the valley. It's in the mountains.

70

## Pupil's Book, Page 70, Exercise 6

- Ask pupils to look at page 70.
- Explain that pupils are going to read the letter in Exercise 5 again. Then they will read the sentences and say *Yes* or *No*. Invite a pair to read out the example dialogue.
- Pupils work in pairs to read the text again and complete the task. Make sure that they are correcting the sentences that are wrong.
- Check answers as a class. Encourage them to read out the part of the reading text that gives the correct answer.

### Answers

1. No. The hotel isn't in the valley. It's in the mountains.
2. Yes
3. No. There are some new parks in Dhana.
4. Yes

## Activity Book, Page 67, Exercise 5

- Ask pupils to look at page 67.
- Remind pupils of the three parts of a paragraph. Point to the words at the top of the exercise. On the board, write *Introductory sentence*, *Development sentences*, *Concluding sentence*. Ask pupils what they can tell you about these.
- Tell pupils they are going to read about Ajloun Nature Reserve. Show them where it is on the map of Jordan. Tell them that they need to decide what type of sentences come after each gap, and write the correct letter. Read out the example answer.
- Pupils work individually to complete the task, then compare their answers with a partner.
- Check answers as a class.

### Answers

Paragraph 1: B, C  
Paragraph 2: B  
Paragraph 3: A, B

## Activity Book, Page 67, Exercise 6

- Ask pupils to look at page 67.
- Explain to pupils that they are going to read some statements about the text in Exercise 5 at page 67 and decide if they are true or false. If they are true, they circle *Yes*. If not, they circle *No*.
- Pupils work individually to read the sentences and circle the answers.
- When they have finished, ask them to check their answers in pairs. If they disagree about an answer, encourage them to look back at the text and find the sentence that gives the correct information.
- Check answers as a class.

### Answers

1. Yes
2. No. People protect the forests and the trees.
3. No. They are safe in the forest.
4. Yes
5. No. They have small houses.
6. Yes

## End the lesson

- Ask pupils to look back at the false sentences from Activity Book Exercise 6 and correct them.

## Lesson 6

### Outcomes

#### It is expected that pupils will:

- use correct intonation for questions and statements
- draw conclusions from simple reading materials
- read aloud short poems
- show appreciation of listening to rhymes in English
- with a partner, prepare and present a simple dialogue to the class
- write meaningful sentences to complete a dialogue
- locate and use reference materials found in the classroom and school library
- write paragraphs using proper organisation

### Structures

The modal verb *will* for future prediction with *there*:

**Will there** be enough water in the future?  
Yes, **there will**.

**Will there** be hotels here?  
No, **there won't**.

Short questions and answers with the modal verb *will*:

**Will more** sand cats live here?  
Yes, **they will**.

**Will sand** cats become extinct?  
No, **they won't**.

### Functions

Making predictions for the future  
Talking about wildlife and conservation  
Talking about nature reserves in Jordan

### Topic

Wildlife and conservation

### Resources

- Pupil's Book, page 71, Exercise 7, Listen and say
- Pupil's Book, page 71, Exercise 8, Match and say
- Pupil's Book, page 71, Exercise 9, Read and answer
- Activity Book, page 68, Exercise 7, Listen, draw and say
- Activity Book, page 68, Exercise 8, Write and say
- Activity Book, page 68, Exercise 9, Write
- Activity Book, page 78, Handwriting Practice
- Audio: Pupil's Book, Unit 14, Exercise 7
- Audio: Activity Book, Unit 14, Exercise 7
- Leaflets or other information about the Dibeen, Shaumari and Dhana Nature Reserves

## Pupil's Book, Page 71, Exercise 7

- Ask pupils to open their books. Ask them to describe the pictures in Exercise 7.
- Remind pupils that in English, our voice can go up or down as we speak. This is called *intonation*. Tell them that they are going to listen to some short questions and answers. They should listen to the intonation in the sentences.
- Play the recording while the pupils listen and follow in their books. Ask them to trace the arrows with their fingers as they listen.
- Play the recording again, pausing after each sentence for pupils to repeat individually. Ask *Does the question go up or down?* Elicit *up*. Ask *Does the answer go up or down?* Elicit *down*.

**7 Listen and say**



Is it a leopard? Yes, it is.



Is it three o'clock? No, it isn't.

**8 Match and say**

✓ Recycle	flowers
X Drop	water
X Pick	paper
X Waste	rubbish
✓ Save	plastic

Recycle plastic and paper. Don't drop rubbish.



**9 Read and answer**

How does the poet think that we should help our planet?

Look at all the animals  
Around the world today.  
It's important to protect them.  
So that they're here to stay.

The camel and the lion.  
The turtle and the deer.  
We have to help our planet.  
So they'll always be here.

We won't drop any rubbish.  
And we'll save water, too.  
We'll help the plants and animals.  
It's the right thing to do.



How do you think that we should help our planet?

### Audioscript

Is it a leopard? Yes, it is.  
Is it three o'clock? No, it isn't.

### Further practice

- Ask some more short questions about each picture, e.g. (picture 1) *Is it a sand cat? Is it a tiger?* (picture 2) *Is it two o'clock? Is it half past two?* Pupils respond.

### Revision

- Say *Kareem* and *Samira are having a great holiday*. Write *great* on the board, and ask pupils if they can remember other describing words with a similar meaning from *Kareem* and *Samira's* letter. Elicit *amazing*, *spectacular*, *interesting*, *wonderful*. Write these up too.
- Ask them if they can think of any other adjectives like these. Elicit, for example *fantastic*, *fascinating*, *impressive*. Add them to the list on the board.

### Pupil's Book, Page 71, Exercise 8

- Ask pupils to look at the two lists of words in Exercise 8 at page 71. Go round the class, inviting pupils to each read out one word from the lists.
- Explain that they need to match words on the left with words on the right. Ask them to work individually to do this. Check answers as a class.
- Then point to the ticks and crosses on the left. Tell pupils they should make sentences using the matched words. The sentences with a cross before them should start with *Don't ...*
- Choose a pupil to read out the example in the speech bubble.
- Let pupils work in pairs to make and practise their sentences.
- Invite pupils to say their sentences for the class.

#### Answers

Recycle plastic, Don't drop rubbish, Don't pick flowers, Don't waste paper, Save water

### Pupil's Book, Page 71, Exercise 9

- Tell pupils they are going to listen to and read a poem. Ask pupils to look at the picture in Exercise 9 at page 71 and say what they think the poem will be about.
- Ask pupils to close their books and listen while you read the poem to them. When you have finished, elicit their ideas, e.g. *The poem was about protecting animals.*
- Ask pupils to open their books again. Invite a pupil to read out the question at the top of Exercise 9.
- Let pupils read the poem individually. When they have finished, elicit their answers to the question. This is an example of experiential learning (see page 152).
- Then, ask a pupil to read out the question at the bottom of the page. Elicit pupils' answers.

#### Answers

Pupils' own answers.

### Further practice

- Divide the class into three groups. Invite each group to practise reading one verse of the poem.
- Ask the class to perform the poem, with each group reading their verse. If they can say their verse from memory, encourage them to do this.

### Activity Book, Page 68, Exercise 7

- Ask pupils to look at page 68.
- Explain to pupils that they are going to listen to some questions and answers. They need to decide if each sentence goes up or down.
- Play the recording right through while pupils listen and read.
- Play the recording again, this time pausing after each question or answer for pupils to repeat, and draw an arrow.
- Ask pupils to work in pairs to practise reading the questions and answers with correct intonation.

#### Audioscript and answers

1. Is it a sand cat? Yes, it is.
2. Is it half past two? No, it isn't.
3. Are they extinct? No, they aren't.

4. Is it a vase? Yes, it is.
5. Is it endangered? No, it isn't.
6. Are they big hotels? Yes, they are.

### Activity Book, Page 68, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book at page 68. Explain that they are going to work with a partner to complete the dialogue. Explain that they can use the words in the box to help them.
- Pupils work in pairs to write their dialogues. Go round to monitor and help as needed.
- When they have finished writing, ask pairs to practise reading out their dialogues.
- Pairs present their dialogues to the class. Make sure the class claps and says *Well done!* when they have finished.

#### Answers

Pupils' own answers.

### Activity Book, Page 68, Exercise 9

- Ask pupils to look at page 68.
- Explain to the pupils that they are going to write two or three paragraphs about one of the nature reserves named.
- Pupils can use information from the Pupil's Book, and find out additional information from reference sources at school.
- Tell pupils that they cannot copy from reference books, but instead should rewrite the sentences they need, to show that they understand. You can practise this important skill in class with reference material, prior to the exercise.
- Remind pupils to write an introductory sentence, two or three development sentences and a concluding sentence for each paragraph.
- Pupils work individually to write their paragraphs.
- Invite some pupils to read out their paragraphs to the class.

#### Answers

Pupils' own answers.

### Classroom assessment

With reference to Unit 14, pupils can:

Scoring criteria	Good	Fair	Poor
make simple inferences when listening			
listen to and participate in simple classroom conversations			
use knowledge of verb tenses to understand when things happen			
use correct intonation for questions and statements			
read aloud a short poem about animals			
write paragraphs about a nature reserve using proper organisation			

### End the lesson

- Guide pupils to practise handwriting the short paragraph in the Activity Book on page 78.
- Praise the pupils for their hard work in the unit. Tell them that in the next unit, they will have the opportunity to review their work in Units 11 to 14.

# Review 4

## Lesson 1

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- speak with pauses for clarity and emphasis
- discuss simple reading materials to compare own ideas with those of peers
- use knowledge of verb tenses to understand when things happen

### Structures

Revision of:  
*What is it made of?*  
*It's made of clay/glass/metal.*

### Functions

Revision of:  
Talking about a visit to a museum  
Talking about objects from the past

### Vocabulary

Revision of:  
*glass, guidebook, jug, object (n), pot, spectacular, talk (n), tour guide, vase*

### Topic

Revision

### Resources

- Pupil's Book, page 72, Exercise 1, Listen and read
- Audio: Pupil's Book, Review 4, Exercise 1
- Wallchart: *At a museum; The world*

## Revision

- Hold up classroom objects made of different materials. Ask the class *What is it made of?* Elicit the reply, e.g. *It's made of metal.*
- Use the wallchart to revise words for things in a museum. Invite a pair to come to the front of the class. Encourage one pupil to point to an object on the wallchart and ask questions about it, e.g. *What is it? What is it made of?* Their partner replies. Choose other pairs to do the same.

## Pupil's Book, Page 72, Exercise 1

- Ask pupils to describe the pictures in Exercise 1 at page 72.
- Explain that this is Kareem's new homework project. Ask a pupil to read out the speech bubble and the title of the project.
- Ask the class if they have heard of the British Museum. Explain that the museum is in London, in England. Ask pupils to find London on a map using the wallchart. Ask the class what they think is in the museum (objects from all over the world).
- Ask the class *Which object in the pictures is the oldest?* Let them guess, without reading the text. Tell them to listen for the answer. Play the recording right through. The pupils listen and read.
- Ask the question again and elicit the answer. (The jewellery is the oldest. It is more than 2,000 years old. The mosaic is less than 2,000 years old, and the vase is 1,800 years old.)

- Make statements about the text and elicit *True* or *False* for each: *The British Museum has about 8,000 objects. (False. It has about 80,000 objects.) You can visit the British Museum with a tour guide. (True.) The jewellery in the photo is made of gold. (True.) The Roman mosaic has pictures of fish on it. (True.) The vase in the photo is Jordanian. (False. It is Egyptian.) Kareem went to the British Museum last year. (False. He hasn't been to the British Museum. He wants to go in the future.)*

## Review 4

1
Listen and read

My homework project this week is about the British Museum in London.

### The British Museum

The British Museum is a very well-known museum in London. It has about 80,000 objects from all over the world. The building is spectacular, too. This is a photo of the museum.

You can visit the British Museum with a tour guide or you can use a guidebook. There are sometimes talks about some of the objects in the museum, too.

In this photo, you can see some jewellery. It is more than 2,000 years old! It is made of gold.

There are some beautiful mosaics in the British Museum, too. This is an interesting Roman mosaic. It's from a house in the first century. It has a lot of different fish on it.

There are also lots of vases, jugs and pots in the museum. The vase in this photo is Egyptian. It's made of glass. It's from the second century and it's very colourful.

I want to go to London to visit the British Museum in the future. There are so many fascinating things to see!

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## Audioscript

Kareem: My homework project this week is about the British Museum in London. The British Museum is a very well-known museum in London. It has about 80,000 objects from all over the world. The building is spectacular, too. This is a photo of the museum. You can visit the British Museum with a tour guide or you can use a guidebook. There are sometimes talks about some of the objects in the museum, too. In this photo, you can see some jewellery. It is more than 2,000 years old! It is made of gold. There are some beautiful mosaics in the British Museum, too. This is an interesting Roman mosaic. It's from a house in the first century. It has a lot of different fish on it. There are also lots of vases, jugs and pots in the museum. The vase in this photo is Egyptian. It's made of glass. It's from the second century and it's very colourful. I want to go to London to visit the British Museum in the future. There are so many fascinating things to see!

## End the lesson

- Invite a pupil to describe their favourite object from the photos, without saying what it is. The class guesses what they are describing.
- Choose a pupil who guessed correctly to take a turn describing another object.

## Lesson 2

### Outcomes

#### It is expected that pupils will:

- respond to questions before, during and after listening
- pronounce English words and sentences precisely and correctly
- skim simple written materials for the main ideas
- distinguish fact from opinion in simple reading materials
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- write meaningful sentences to answer questions

### Structures

Revision of:  
*What is it made of?*  
*It's made of clay/glass/metal.*

### Functions

Revision of:  
Talking about a visit to a museum  
Talking about objects from the past

### Vocabulary

Revision of:  
*drop (v), endangered, recycle*

### Topic

Revision

### Resources

- Pupil's Book, page 72, Exercise 1, Listen and read
- Activity Book, page 69, Exercise 1, Read and complete
- Activity Book, page 70, Exercise 2, Write answers
- Audio: Pupil's Book, Review 4, Exercise 1

## Revision

- Revise words about wildlife and conservation. On the board, write *protect, water, recycle, pick, drop*. Ask *What can we do to protect plants and animals?* Invite pupils to answer the question using the words on the board. Write their ideas on the board, e.g. *Protect the nature reserves. Don't waste water. Recycle plastic and paper. Don't pick flowers. Don't drop rubbish.*

## Pupil's Book, Page 72, Exercise 1

- Tell pupils to keep their books closed. Ask *What can you remember about Kareem's homework project?* Name some of the things Kareem wrote about in his project: *the jewellery, the mosaics, a vase*. See what pupils can tell you about each of these.
- Ask pupils to open their book at page 72. Play the recording right through, while pupils listen and read, to find out whether they remembered correctly.
- Ask pupils to work in pairs to read the project again. They can take turns to read one paragraph each. Go round and monitor to check their pronunciation.

- Guide pupils to point to facts (*It has about 80,000 objects*) and opinions (*This is an interesting Roman mosaic*) in the text.

## Activity Book, Page 69, Exercise 1

- Ask pupils to open their Activity Books at page 69. Tell them to describe the two pictures in Exercise 1, and say what the places are (*the city of Salt and Dibe'en Forest*).
- Point to the two letters and elicit who each letter is from and to (*letter 1: from Nadia to Fatima; letter 2: from Fatima to Nadia*).
- Point to the sentences in the box. Choose a pupil to read them out. Tell pupils that they need to choose the correct sentence to complete each gap. Ask a pupil to read out the first two sentences of Nadia's letter, including the example answer.
- Encourage pupils to work in pairs to read the letters and complete the task.
- Check answers as a class. Go round the class, asking each pupil in turn to read one sentence.

### Answers

1. Have you ever been to Salt? (C)
2. In the museum there are pots, vases, coins and mosaics. (E)
3. It was made of glass. (A)
4. My favourite animals were the squirrels. (B)
5. We enjoyed a picnic in the forest. (F)
6. We had a great time! (D)

## Activity Book, Page 70, Exercise 2

- Ask pupils to look at the questions in Exercise 2 at page 70. Tell them that they are going to answer the questions, using the information from the letters in Exercise 1.
- Choose a pupil to read out the first question and the example answer.
- Pupils work individually to write their answers. When they have finished, let them compare answers in pairs.
- Check answers as a class.

### Answers

1. No, she hasn't.
2. There are pots, vases, coins and mosaics.
3. A blue vase.
4. They went hiking and ate a picnic.
5. The squirrels.
6. They put the rubbish in their bags carefully and recycled it at home.

## End the lesson

- Explain that Kareem's project contains both facts and opinions. Read out the first paragraph, pausing after each sentence to ask *Is that a fact or an opinion?* Pupils answer. (*The British Museum is a very well-known museum in London—fact. It has about 80,000 objects from all over the world—fact. The building is spectacular, too—opinion. This is a photo of the museum—fact.*)



## Lesson 3

### Outcomes

#### It is expected that pupils will:

- with a partner, prepare and present a simple dialogue to the class
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- speak with pauses for clarity and emphasis
- use correct intonation for questions and statements
- write meaningful sentences using given frameworks
- write a simple information paragraph of four or five sentences
- write sentences in dictation exercises

### Structures

Revision of:  
The present perfect with *for*:  
**How long** have you worked at the nature reserve?  
*I've worked here for ten years.*  
The modal verb *will* for future prediction  
**Will** people in Dhana build a small museum?  
*Yes, they will.*

### Functions

Revision of:  
Talking about future jobs and careers  
Making predictions for the future  
Talking about wildlife and conservation

### Vocabulary

Revision of:  
*accountant, experiment (n), float (v), gently, protect, quietly, slowly, stone, waste (v)*

### Topic

Revision

### Resources

- Pupil's Book, page 73, Exercise 2, Choose, ask and answer
- Pupil's Book, page 73, Exercise 3, Read, ask and answer
- Activity Book, page 70, Exercise 3, Listen, draw and say
- Activity Book, page 70, Exercise 4, Listen and complete
- Activity Book, page 71, Exercise 5, Write
- Audio: Activity Book, Review 4, Exercise 3
- Audio: Activity Book, Review 4, Exercise 4
- Audio: Pupil's Book, Unit 13, Exercise 10

## Revision

- Ask *What job do you want to have in the future?* Choose pupils to answer, giving reasons, e.g. *I want to be an accountant because I like working with numbers.*
- Ask questions with *How long ...*, e.g. *How long have you studied English? How long have you been at this school? How long have you lived in this town?* Remind pupils to answer using *for*, e.g. *I've studied English for six years.*

## Pupil's Book, Page 73, Exercise 2

- Ask pupils to open their books at page 73 and look at the pictures in Exercise 2.
- Invite a pupil to read out the list of jobs at the top of the exercise.
- Ask pupils to work with a partner to match the jobs and pictures. Check answers as a class. (*picture a – tour guide; picture b – scientist; picture c – chef; picture d – farmer*)
- Point to the words under each picture, and choose a pupil to read them out.
- Explain that pupils are going to work with a partner to practise dialogues like the example. Invite a pair to read the dialogue in the speech bubbles.
- Pupils then work in pairs. Go round to monitor and check their pronunciation. Help them with vocabulary as needed. Make sure pairs are taking turns to ask questions and answer them.


- Invite pairs to say their dialogues for the class. Make sure the other pupils praise their efforts when they have finished speaking.

**2 Choose, ask and answer**


• farmer • tour guide • chef • scientist




ten years



five years



three years



fifteen years

What's your job?  
I'm a tour guide.

How long have you worked at the nature reserve?  
I've worked here for ten years.

**3 Read, ask and answer**

**The future of Dhana**

- People in Dhana will build a small museum.
- People will open new shops.
- People won't hunt in the nature reserve.
- The plants and animals will be safe.
- People won't cut down trees.

Will people in Dhana build a small museum?  
Yes, they will.

## Pupil's Book, Page 73, Exercise 3

- Ask pupils to look at the information about Dhana at page 73. Invite pupils to read out one item each from the list.
- Tell pupils that they are going to read the list together with a partner, then ask and answer questions about it.
- Encourage pupils to work with a different partner for this exercise. They should take turns to ask and answer. Remind them to start their questions with *Will ...?*
- Go round monitoring while pupils work.
- Invite pairs to say questions and answers for the class.

### Suggested answers

Will people in Dhana build a small museum? Yes, they will.  
Will people open new shops? Yes, they will.  
Will people hunt in the nature reserve? No, they won't.  
Will the plants and animals be safe? Yes, they will.  
Will people cut down trees? No, they won't.

### Activity Book, Page 70, Exercise 3

- Ask pupils to open their Activity Book at page 70. Remind them that sentences in English have intonation, meaning that the voice rises or falls from the beginning of the sentence to the end. Ask them to look at Exercise 7 on page 71 of their Pupil's Books to remind them how intonation is shown with arrows over the top of the sentences.
- Tell pupils they are going to listen to the intonation in some sentences. Play the recording right through, while pupils listen and read. Play the recording again, this time pausing after each sentence for the pupils to draw arrows going up or down over the sentence. Play the recording for a final time and pause to check each answer with the class.

#### Audioscript and answers

1. I want to be a teacher.
2. Is it an interesting guidebook? Yes, it is.
3. Is the jug made of stone? No, it isn't.
4. An orange floats in water.
5. He's an accountant.
6. Is it an experiment? Yes, it is.

### Activity Book, Page 70, Exercise 4

- Ask pupils to look at page 70. On the board, write *quickly*. Elicit any other words ending in *-ly* that pupils can think of.
- Tell pupils that they are going to listen to sentences with *-ly* words in and then write them down. Play the recording once. Elicit that the adverbs in these sentences come after the verb doing word (verb). Play the recording again. Pause after each sentence for the pupils to write it down. Remind them to punctuate their sentences correctly. Check answers as a class.

#### Audioscript and answers

1. Sit down quietly.
2. He walks to school slowly.
3. Put the oil into the water gently.
4. Coins sink quickly in water.
5. Ride your bike carefully.
6. The balloon inflates quickly.

### Further practice

- Ask pupils to suggest different *-ly* words that could be used in each sentence, e.g. *Sit down quickly*.

### Activity Book, Page 71, Exercise 5

- Ask pupils to look at the list of phrases at page 71. Ask a pupil to read the title of the paragraph. Tell pupils to write a paragraph about how we can protect nature reserves in the future. They should use the phrases at the top of the exercise. Remind them to use *will* or *won't* in each sentence.
- Pupils work individually to write their paragraphs. Invite pupils to the front of the class to read their paragraph out. Encourage them to praise each other's work.

#### Answers

Pupil's own answers.

### End the lesson

- Ask pupils to open their Pupils' Book at page 67. Elicit the different jobs that are mentioned in the song. Play the recording for them to listen and check. Play the song, while pupils read and sing along.

## Lesson 4

### Outcomes

#### It is expected that pupils will:

- use correct intonation for questions and statements
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- show appreciation of listening to rhymes in English
- read aloud short poems
- use knowledge of verb tenses to understand when things happen
- write meaningful sentences and paragraphs using given frameworks
- write a simple short speech of four or five sentences to present to the class

### Structures

Revision of:  
*What is it made of?*  
*It's made of clay/glass/metal.*  
 The zero conditional:  
*What happens if we put the spoon in water?*  
*If we put the spoon in water, it sinks.*  
*If you put wood in water, it floats.*  
*What do you want to be when you're older?*  
*I want to be a doctor.*

### Functions

Revision of:  
 Talking about science  
 Conducting an experiment  
 Expressing conditions  
 Talking about future jobs and careers  
 Asking and answering questions

### Vocabulary

Revision of:  
*clay, dream (n), metal, perfect (adj), plastics, sink (v), spoon*

### Topic

Revision

### Resources

- Pupil's Book, page 74, Exercise 4, Ask and answer
- Pupil's Book, page 74, Exercise 5, Look and say
- Pupil's Book, page 74, Exercise 6, Look and say
- Activity Book, page 71, Exercise 6, Read and complete
- Activity Book, page 71, Exercise 7, Write and say

### Revision

- Revise the zero conditional but do not teach grammar directly. On the board, write *float* and *sink*. Ask *What happens if I put a ruler in water?* Elicit the answer. (*It floats.*) Ask *What happens if I put a coin in water?* Elicit the answer. (*It sinks.*)
- On the board, write the sentence frame *If you put \_\_\_\_ in water, it \_\_\_\_*. Invite individual pupils to suggest different ways of completing the sentence, e.g. *If you put an orange in water, it floats.*

### Pupil's Book, Page 74, Exercise 4

- Ask pupils to open their books at page 74. Tell them that they are going to read a poem. Ask them to describe the picture in Exercise 4, and guess what the poem will be about.

- Choose a pupil to read out the instructions at the top of the exercise. Remind pupils of the meaning of *rhyme*. Say *Which word rhymes with 'sun'?* On the board, write a list of words: *mum, dad, map, fun, long*. Ask the question again, and elicit *'Fun' rhymes with 'sun'*. *They are rhyming words.*
- Ask pupils to read the poem aloud with a partner and find the rhyming words.
- When they have finished reading, ask *Which are the rhyming words?* Pupils answer. (*sink, think, float, boat*)
- Read out the poem one line at a time, and ask pupils to repeat the line after you as a class and individually.

### Further practice

- Ask pupils to close their books. Say the first few words of each line of the poem, and encourage the class to say the rest of the line from memory.

**4 Ask and answer**  
Read the poem aloud. Find the rhyming words.

**Our experiment** by Mahmoud  
If we put wood in water, it floats.  
But if we use metal, it sinks.  
What happens with plastic and glass?  
Please tell me, what do you think?  
Look at the things in the box.  
Let's see if they sink or they float.  
We'll do an experiment now.  
Please give me the spoon and the boat.



**5 Look and say**  
• the spoon  
• the plane  
• the boat  
• the doll  
• the jug  
• the robot  
• the bottle

What happens if we put the spoon in water?  
If we put the spoon in water, it sinks.



**6 Look and say**

a.  b.  c.  d. 

It's a jug. It's made of glass.

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### Pupil's Book, Page 74, Exercise 5

- Invite a pupil to read out the list of objects in Exercise 5 at page 74. Tell the pupils to find each object in the picture in Exercise 4.
- Explain that pupils are going to talk about the objects with a partner. Ask a pair to read out the example question and answer in the speech bubbles.
- Remind pupils of the correct intonation for questions and answers
- Pupils work in pairs to ask and answer questions. This is an example of simulation (see page 152). Go round and monitor their pronunciation. Make sure they take turns to ask and answer.
- Ask pupils to swap partners and work in a different pair.
- Invite several pairs to say some of their questions and answers for the class. If any of the pairs have a different answer to any of the questions, tell them to put up their hands and elicit their answer. Ask *What is it made of?* Tell pupils that both answers are possible for some objects, for example, if the jug is empty, it may float. They would have to do an *experiment* to find out!

### Pupil's Book, Page 74, Exercise 6

- Ask pupils to look at the pictures in Exercise 6 at page 74.
- Choose a pupil to read out the example in the speech bubble.
- Explain that they need to say what each object is and what it is made of.
- Let pupils work in pairs to make and practise their sentences. Go round and monitor.
- Check answers as a class. Invite pairs to say each description.

#### Answers

- It's a jug. It's made of glass.
- It's an elephant. It's made of wood.
- It's a vase. It's made of clay.
- It's a spoon. It's made of metal.

### Further practice

- Ask pupils to read out each description again, but add one more sentence to it, e.g. *It's a jug. It's made of glass. It's very old.* See how many pupils can add different details to each description. Accept all reasonable answers.

### Activity Book, page 71, Exercise 6

- Ask pupils to open their Activity Book and look at the dialogues in Exercise 6. Ask which two people are speaking in each dialogue (*Mahmoud and Amer; Nadia and Fatima*). Explain that they are talking about what jobs they would like to do.
- Invite a pupil to read out the words in the box. Tell pupils that they need to choose the correct words to complete the dialogues.
- Pupils work individually to complete the task.
- When they have finished writing, ask pupils to compare their answers by reading out the dialogues with a partner.
- Check answers as a class. Invite pairs to read out each dialogue.

#### Answers

- I want
- Why
- patients
- job
- dream
- scientist
- work
- endangered
- plants
- wonderful

### Activity Book, page 71, Exercise 7

- Ask pupils to open their Activity Book at page 71 and look at Exercise 7.
- Explain that pupils will need to write about their favourite unit and why they liked it.

#### Answers

Pupils' own answers.

### End the lesson

- Invite a pupil to come to the front of the class. Tell the pupil to choose a job. He or she should tell you quietly what job they have chosen, without letting the class know. Explain that they are going to roleplay someone who does that job.
- Say *This is (Mr Jammal). What is his job?* The class asks the pupil questions about what they do at work. Pupils try to guess the job.

## Lesson 5

### Outcomes

#### It is expected that pupils will:

- locate and use English reference materials found in the classroom and school library
- use table of contents and keyword search to locate specific information in print or electronic sources
- create a mind map of the main idea and the supporting details in simple reading materials
- write simple information paragraphs
- use and spell correctly learnt vocabulary
- speak with pauses for clarity and emphasis

### Functions

Revision of:  
Talking about wildlife and conservation

### Vocabulary

*outside, sand cat*

### Topic

Revision

### Resources

- Pupil's Book, page 75, Exercise 7, Project: Protecting our world
- Project Worksheet 4, page 163
- Activity Book, page 78, Handwriting Practice
- Leaflets and other information about recycling and about protecting plants and animals (optional)
- Flashcard: *sand cat*

## Pupil's Book, Page 75, Exercise 7

- Ask pupils to open their books at page 75. Ask a pupil to read the heading at the top of the page.
- Explain that they are going to do a project about different ways we can protect our world. This is activity-based learning (see page 152). You can also implement the jigsaw technique (see page 153).
- Put pupils into groups of four or five. Ask them to read the questions in section 1. Encourage them to do some research about ways of protecting the environment, using any available printed or electronic material. Ask them to try to find two or three new ideas from their research.
- Go round the class, eliciting answers from each group for each question. Praise their good ideas.
- Ask pupils to look at the mind map in section 2. Remind the class that a mind map is a good way of organising ideas and information before writing.
- Ask pupils to read out the different sections in the example mind map.
- Give out Project worksheet 4. Make sure pupils write the title of their project in the circle in the centre.
- Ask pupils to write their ideas in note form under the different sections of the mind map.
- Ask pupils to look at section 3. Tell them that they are going to use the ideas from their mind map to make a poster like the one in the book. Invite a pupil to read out Nada's poster.
- Tell pupils that they can also draw pictures to illustrate their posters.
- Let pupils work on their projects individually. Go round monitoring and helping.
- Invite pupils to the front of the class to present their projects to the class. Get the class to clap and say *Well done!* Remind them to use pauses correctly.

## Revision

- Revise *sand cat*, using the flashcard. Ask pupils to say everything they can remember about sand cats, e.g. *Sand cats are endangered. They are protected in nature reserves. They won't become extinct.*

**7**  **Project: Protecting our world**

**1 Read, ask and answer**

- 1 What can we do at home to protect our world?
- 2 What can we do when we are travelling?
- 3 What can we do when we are outside our cities?

**2 Make a mind map**



**3 Make a poster and tell the class**

**Protecting our world**  
By Nada

There are lots of ways we can help to protect our world. Save water. Use it carefully. Don't waste paper or plastic. You can use it again. Don't use the car for all of your journeys. Walk when you can. It's good for our world and it's healthy. Don't drop rubbish. Use a bin or take it home. Don't pick flowers.



Save water.  
Use it carefully.

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## Classroom assessment

With reference to Review 4, pupils can:

Scoring criteria	Good	Fair	Poor
draw conclusions from simple reading materials			
pronounce English words and sentences precisely and correctly			
write a dictated paragraph using correct punctuation marks			
with a partner, prepare and present a simple dialogue to the class			
use knowledge of verb tenses to understand when things happen			
read aloud short poems			
locate and use English reference materials found in the classroom and school library			
create a mind map of the main idea and the supporting details: protecting plants and animals			
write a simple information paragraph about the future of a nature reserve			

## End the lesson

- Ask pupils to say which ideas they liked best from the other pupils' projects. Have a class vote for the best idea.
- Guide pupils to practise handwriting the two sentences in the Activity Book on page 78.
- Congratulate pupils on completing the final unit of the course. Ask pupils to say which unit they enjoyed the most, and why.