



إدارة المناهج والكتب المدرسية

Action Pack 6

**Sixth Grade
(New Edition)**

Teacher's Book

**Sue Harmes,
Julie Penn
and Barbara Mackay**



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Scope & Sequence

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

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

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

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

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

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

Introduction

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

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

Learning economy

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

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

Components

The course consists of five components:

1 Pupil's Book

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

2 Activity Book

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

3 Teacher's Book

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

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

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

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

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

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

4 Audio Material

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

5 Flashcards and Wallcharts

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

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

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

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

Preparing for the lessons

Each unit covers six lessons.

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

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

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

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

Pupils also complete corresponding exercises in the Activity Book.

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

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

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

Activities and procedures: Pupil's Book

The following are sample instructions.

Listen and read

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

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

Listen and answer/Listen, ask and answer

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

Listen and match

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

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

Listen, choose and say/Listen, complete and say

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

Ask and answer

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

Look and say

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

Match and say

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

Sing

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

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

Talk about you

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

Read and answer/Read, match and answer

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

Read and match

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

Read and complete

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

Read and say

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

Read, choose and say

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

Read and say right or wrong

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

Projects

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

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

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

Activities and procedures: Activity Book

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

Circle and match/ Read and circle

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

Listen, write and say

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

Read and complete/Look and complete

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

Complete and say

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

Complete and answer

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

Complete and match

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

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

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

Listen and write

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

Look, listen and say Yes or No

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

Look, read and match/Look and write

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

Look, read and complete

Pupils use information in tables to complete sentences.

Order and complete/Order and match

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

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

Pupils read a short text and answer comprehension questions

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

Complete

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

Write

Pupils write paragraphs using word and picture prompts.

Read and find the mistakes

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

Read and order/Read and order the pictures

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

Read and say/Read and write

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

Write

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

Write and answer

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

Write sentences

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

Write about you

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

How to use *Action Pack (New Edition)*

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

Outcomes

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

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

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

Listening

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

Speaking

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

Reading

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

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

Writing

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

More about the Course

Revision

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

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

Tests

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

Assessment

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

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

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

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

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

Assessment may be conducted in a number of ways:

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

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

Pronunciation

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

Writing

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

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

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

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

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

Classroom management

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

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

Good luck, happy teaching and enjoy the course!

Lesson 1

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

Revision

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

Presentation

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

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

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

Pupil's Book, Page 4, Exercise 1


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

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

Unit 1
1 Use a dictionary


1 Listen and read

1



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

2




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

3



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

4



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

Audioscript

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

Further practice

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

Lesson 2

Outcomes

It is expected that pupils will:

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

Structures

Imperative verbs for giving instructions:

Use an encyclopaedia.

Look at the index.

Find the number of the page.

Now check your partner's work, please.

Functional language for the classroom:

How do you spell 'classroom'?

Can you repeat that, please?

The structure there is/are:

There is a lot of information in an encyclopaedia.

There are some Roman buildings there.

Functions

Giving and following instructions

Talking about places in Jordan

Finding information

Vocabulary

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

Topic

Writing about beautiful places in Jordan

Resources

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

Revision

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

Pupil's Book, Page 4, Exercise 1

- Ask pupils to open their books at page 4 and look at Exercise 1. Ask them to say what they remember about the story.
- Write these words on the board, without marking the stress: holiday, beautiful, information, encyclopaedia, buildings, repeat. Play the recording and ask pupils to listen for the words that are on the board.
- Point to each word and ask an individual to read it aloud. Ask the class to say which syllable is stressed. Explain that a part is a word or part of a word which makes one single 'beat' (demonstrate by clapping), and that stress is when you pronounce a word or a part of a word so it sounds louder or stronger. Mark the stress on the correct syllable of each word. (**h**oliday, be**au**tiful, info**m**ation, encyclop**a**edia, bu**il**dings, repe**a**t)
- Put the class into groups of three. Ask them to choose roles and to practise the dialogue.

Activity Book, Page 4, Exercise 1

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

Answers

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

Activity Book, Page 4, Exercise 2

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

Answers

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

Classroom Assessment

With reference to Lessons 1 and 2, pupils can:

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

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

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

Structures

Imperative verbs for giving instructions:

Use an encyclopaedia.

Look at the index.

Find the number of the page.

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

Functional language for the classroom:

How do you spell 'buildings'?

Can you repeat that, please?

The structure *there is/are*:

There is a lot of information in an encyclopaedia.

There are some Roman buildings there.

Functions

Giving and following instructions

Identifying pictures

Topic

Writing about beautiful places in Jordan

Resources

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

Revision

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

Pupil's Book, Page 5, Exercise 2

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

2 Listen, match and say

a

b

c

d

e

Use an encyclopaedia.

It's picture b.

3 Ask and answer

Which word means 'a big town'?

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

a

b

c

d

e

5

Answers

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

Activity Book, Page 5, Exercise 3

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

Answers

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

End the lesson

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

Audioscript

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

Lesson 4

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

Revision

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

Pupil's Book, Page 5, Exercise 3

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

Answers

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

Further practice

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

Activity Book, Page 5, Exercise 4

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

Answers

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

End the lesson

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

Lesson 5

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

Revision

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

Presentation

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

Pupil's Book, Page 6, Exercise 4

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

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

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

4 Read and answer

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

Umm Qais: A beautiful place in Jordan by Kareem

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

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

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


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

I want to visit Umm Qais with my family.

5 Read again and complete

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

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



Umm Qais is in the north of Jordan.

Pupil's Book, Page 6, Exercise 5

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

Answers

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

Activity Book, Page 6, Exercise 5

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

Answers

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

Activity Book, Page 6, Exercise 6

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

Answers

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

End the lesson

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

Lesson 6

| | |
|-------------------|--|
| Outcomes | <p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • recognise the correct stress of syllables in multi-syllable words • respond to questions before, during and after listening • pronounce English words precisely and correctly • use and spell correctly learnt numbers • take part in simple prepared presentations to the class • write a simple information paragraph of four or five sentences |
| Structures | <p>The verb <i>there is/are</i>: There are some Roman buildings there.</p> |
| Functions | <p>Talking about places in Jordan Recognising numbers Expressing pride in Jordan and the country's heritage Asking and answering questions</p> |
| Vocabulary | <p><i>hundred</i> numbers between 100 and 999</p> |
| Topic | <p>Writing about beautiful places in Jordan</p> |
| Resources | <ul style="list-style-type: none"> ■ Pupil's Book, page 7, Exercise 6, Listen and say ■ Pupil's Book, page 7, Exercise 7, Look and say ■ Pupil's Book, page 7, Exercise 8, Look up and talk about a place in Jordan ■ Activity Book, page 7, Exercise 7, Write, listen and check ■ Activity Book, page 7, Exercise 8, Look and write ■ Activity Book, page 7, Exercise 9, Write ■ Activity Book, page 72, Handwriting Practice ■ A map of Jordan and information about places in Jordan ■ Audio: Pupil's Book, Unit 1, Exercise 6 ■ Audio: Activity Book, Unit 1, Exercise 7 |

Revision

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

Pupil's Book, Page 7, Exercise 6

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

6 Listen and say

school

bedroom

basketball

7 Look and say

8 Look up and talk about a place in Jordan

Pella is a village in the north of Jordan. It is near Irbid and about 130 kilometres from Amman.

There are some very interesting Roman buildings in Pella.

Audioscript

school bedroom basketball

Presentation

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

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

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

Pupil's Book, Page 7, Exercise 7

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

Pupil's Book, Page 7, Exercise 8

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

Activity Book, Page 7, Exercise 7

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

Audioscript

football museum spell seventy
building lake work repeat holiday

Answers

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

Activity Book, Page 7, Exercise 8

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

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

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

Answers

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

Activity Book, Page 7, Exercise 9

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

Answers

Pupils' own answers.

Classroom Assessment

With reference to Unit 1:

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

End the lesson

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

Lesson 1

Outcomes

It is expected that pupils will:

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

Structures

Questions with *how* plus adjective:

How long is Abdoun Bridge?

How tall are the skyscrapers?

How old is The Roman Theatre?

Use of adjectives:

It's 425 metres **long**.

They're 85 metres **tall**.

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

Functions

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

Vocabulary

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

Topic

Landmarks in Jordan and information about them

Resources

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

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

Pupil's Book, Page 8, Exercise 1

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

Revision

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

Presentation

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

2

How long is the bridge?

1 Listen and read



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

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

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



Dad: Abdoun Bridge is an impressive bridge.

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

Kareem: It's 425 metres long.



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

Dad: They're 85 metres tall.

Kareem: That's really tall.



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

Kareem: How old is The Roman Theatre?

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

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

Unit 2

23

Audioscript

1.

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

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

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

Dad: Abdoun Bridge is an impressive bridge.

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

Kareem: It's 425 metres long.
3.

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

Dad: They're 85 metres tall.

Kareem: That's really tall.
4.

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

Kareem: How old is The Roman Theatre?

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

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

End the lesson

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

Lesson 2

Outcomes

It is expected that pupils will:

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

Structures

Questions with *how* plus adjective:

- How** long is that bridge?
How tall are the towers?
How old is the Roman city?
How deep is the lake?
How wide is the river?

Use of adjectives:

- It's* 115 metres **deep**.
They're 200 metres **tall**.
It's about 2,000 years **old**.
It's 162 metres **wide**.
It's 355 metres **long**.

Vocabulary

deep, wide

Functions

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

Topic

Landmarks in Jordan and information about them

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 8, Exercise 1

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

Activity Book, Page 8, Exercise 1

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

Answers

1. b 2. c 3. a

Activity Book, Page 8, Exercise 2

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

Answers

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

Classroom assessment

With reference to Lessons 1 and 2, pupils can:

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

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

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

Structures

Questions with *how* plus adjective:

How long is The River Jordan?

How tall is Raghadan Flagpole?

How old is Umayyad Palace?

How deep is Al-rakim cave?

Use of adjectives:

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

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

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

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

Vocabulary

flagpole, palace

Functions

Asking and answering questions

Asking for information

Using large numbers

Talking about locations in Jordan

Topic

Landmarks in Jordan and information about them

Resources

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

Revision

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

Pupil's Book, Page 9, Exercise 2

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


2 Listen and choose

What are the sentences about?

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

3 Listen again and choose

a




1 Raghadan flagpole is

135 metres tall

127 metres tall

b




2 Umayyad Palace is

about 1,300 years old

1,500 years old

c




3 The River Jordan is

151 kilometres long

251 kilometres long

d



4 Al-rakim Cave is


about 9 metres deep

12 metres deep

4 Ask and answer

- tall
- old
- long
- deep

How tall is Raghadan Flagpole?



9

Audioscript

- Boy 1: How tall is Raghadan Flagpole?

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

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

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

Girl 2: It's about 9 metres deep.

Answers

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

Pupil's Book, Page 9, Exercise 3

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

Answers

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

Further practice: Photocopiable Extra Practice Worksheet 1

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

Activity Book, Page 9, Exercise 3

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

Answers

- long
- tall
- old
- wide
- deep

End the lesson

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

Lesson 4

Outcomes

It is expected that pupils will:

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

Structures

Questions with *how* plus adjective:

How tall is Aqaba Flagpole?

How old is Amra Castle?

How wide is The River Jordan?

How deep is Lake Tiberias?

How long is Abdoun Bridge?

Use of adjectives:

It's 130 metres **tall**.

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

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

It's 43 metres **deep**.

Functions

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

Topic

Landmarks in Jordan and information about them

Resources

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

Revision

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

Pupil's Book, Page 9, Exercise 4

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

Activity Book, Page 9, Exercise 4

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

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

Answers

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

End the lesson

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

Lesson 5

Outcomes

It is expected that pupils will:

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

Structures

Questions with *how* plus adjective:

How wide is the castle?

How high is the hill?

How old is Karak Castle?

How far is Karak Castle from Amman?

Use of adjectives:

It is 220 metres **wide**.

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

Functions

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

Vocabulary

far from, inside, marvellous, underground (adj)

Topic

Landmarks in Jordan and information about them

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 10, Exercise 5

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


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

Karak Castle

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

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


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



6 Read again and answer

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

Where is Karak Castle?



It's in the city of Karak.

10

Pupil's Book, Page 10, Exercise 6

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

Answers

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

Further practice

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

Activity Book, Page 10, Exercise 5

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

Answers

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

Activity Book, Page 10, Exercise 6

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

Answers

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

End the lesson

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

Lesson 6

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Vocabulary

mosque, statue

Topic

Landmarks in Jordan and information about them

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 11, Exercise 7

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

Audioscript

castle skyscraper January

Pupil's Book, Page 11, Exercise 8

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

Answers

Pupils' own answers.

7 **Listen and say**



castle



skyscraper



January

8 **Talk about you**

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

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



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

9 **Sing**

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

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

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





Pupil's Book, Page 11, Exercise 9

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

Audioscript

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

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

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

Activity Book, Page 11, Exercise 7

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

Audioscript

market statue airport tower tunnel
postcard flagpole metre palace

Answers

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

Further practice

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

Activity Book, Page 11, Exercise 8

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

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

Audioscript and answers

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

Activity Book, Page 11, Exercise 9

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

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 2, pupils can:

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

End the lesson

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

Lesson 1

Outcomes

It is expected that pupils will:

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

Structures

The verb *would like*:

I'd like to listen to some stories.

Would you like to buy that book?

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

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

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

The phrase *In my opinion*:

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

Functions

Expressing wishes
Asking and answering questions
Expressing opinion

Vocabulary

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

Topic

Visiting Amman International Book Fair

Resources

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

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

Pupil's Book, Page 12, Exercise 1

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

Revision

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

Presentation

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

1 Listen and read



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

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



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

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

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



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

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

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

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



Dad: What did you enjoy most today, children?

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

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

12

Audioscript

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

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

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

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

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

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

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

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

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

End the lesson

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

Lesson 2

Outcomes

It is expected that pupils will:

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

Structures

The verb *would like*:

I'd like to listen to some stories.

Would you like to buy that book?

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

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

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

The phrase *In my opinion*:

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

Functions

- Expressing wishes
- Asking and answering questions
- Expressing opinion

Topic

Visiting Amman International Book Fair

Resources

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

Revision

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

Pupil's Book, Page 12, Exercise 1

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

Further practice

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

Activity Book, Page 12, Exercise 1

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

Answers

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

Activity Book, Page 12, Exercise 2

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

Answers

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

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

Expressing wishes
 Asking and answering questions
 Expressing opinion

Topic

Visiting Amman International Book Fair

Vocabulary

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

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 13, Exercise 2

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

2 Listen and match

1 Sami

2 Muna

3 Ziad

4 Rola

3 Ask and answer

What would you like to read?

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

My Own Special Way
Maha Al-Khayyat

The Tales of Jaha
Kamel Writan

Egypt
an Egyptian writer

Emirates
an Emirati writer

Lebanon
a Lebanese writer

Jordan
a Jordanian writer

The Life Story of a Piece of Paper
Haya Saleh

A Queen's Story
Diala Arslan

13

Audioscript and answers

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

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

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

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

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

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

Girl: That's a great book.

Activity Book, Page 13, Exercise 3

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

Answers

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

End the lesson

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

Lesson 4

Outcomes

It is expected that pupils will:

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

Structures

The verb *would like*:

What would you **like** to read?

I'd like to read that book.

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

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

I'd prefer to read this book.

The phrase *In my opinion*:

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

Functions

Expressing wishes

Asking and answering questions

Expressing opinion

Topic

Visiting the International Book Fair in Amman

Resources

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

Revision

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

Pupil's Book, Page 13, Exercise 3

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

Activity Book, Page 13, Exercise 4

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

Answers

Pupils' own answers.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

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

End the lesson

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

Lesson 5

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

Expressing wishes
 Asking and answering questions
 Expressing opinion

Vocabulary

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

Topic

Events in Jordan

Resources

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

Revision

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

Presentation

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

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

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

Pupil's Book, Page 14, Exercise 4

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

4 Read and answer

Which festival is the oldest?

Summer Festivals in Jordan

The Global Village Festival

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

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

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

Thousands of people visit the festival every year.

Fatima



The Amman Summer Festival

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

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

Saleem



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

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

I think that it's the best summer festival.



This is an opinion.

14

Pupil's Book, Page 14, Exercise 5

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

Answers

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

Further practice

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

Activity Book, Page 14, Exercise 5

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

Answers

Opinion:

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

Fact:

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

Activity Book, Page 14, Exercise 6

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

Answers

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

End the lesson

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

Lesson 6

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

Expressing wishes
 Asking and answering questions
 Expressing opinion

Vocabulary

community centre, skating

Topic

Events in Jordan

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 15, Exercise 6

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

Audioscript

balloon computer laboratory

6 Listen and say



7 Ask and answer

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



8 Talk about your favourite festival



Pupil's Book, Page 15, Exercise 7

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

Pupil's Book, Page 15, Exercise 8

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

Answers

Pupils' own answers.

Further practice

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

Activity Book, Page 15, Exercise 7

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

Audioscript and Answers

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

Activity Book, Page 15, Exercise 8

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

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 3:

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

End the lesson

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

Review 1

Lesson 1

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Vocabulary

Revision of:
modern, old, palace

Topic

Revision

Resources

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

Revision

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

Pupil's Book, Page 16, Exercise 1

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

Review 1

1 Listen and read

My homework project this week is about my city.



About my city

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

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

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

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

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



Umayyad Palace



Abdoun Bridge

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

16

Audioscript

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

End the lesson

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

Lesson 2

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Vocabulary

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

Topic

Revision

Resources

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

Revision

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

Pupil's Book, Page 16, Exercise 1

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

Activity Book, Page 16, Exercise 1

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

Answers

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

Activity Book, Page 16, Exercise 2

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

Answers

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

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Vocabulary

Revision of:
book fair, community centre, flagpole

Topic

Revision

Resources

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

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

Answers

Suggested questions


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

Suggested answers

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


2 Ask and answer

1 long



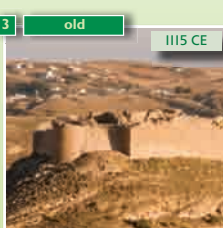
Zarqa River

2 tall



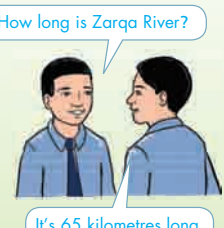
Aqaba Flagpole

3 old



Shoubak Castle

How long is Zarqa River?




It's 65 kilometres long.

3 Look, ask and answer

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

What would you like to do on Saturday?



I'd like to go to the clothes market. I want to buy a new hat for my sister.

I'd prefer to go to the book fair. I love reading!

Revision

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

Pupil's Book, Page 17, Exercise 2

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

Pupil's Book, Page 17, Exercise 3

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

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

Activity Book, Page 17, Exercise 3

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

Audioscript and answers

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

Activity Book, Page 17, Exercise 4

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

Audioscript

1. important 2. building

Answers

1. a 2. b

Activity Book, Page 17, Exercise 5

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

Answers

Pupil's own answers

End the lesson

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

Lesson 4

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

Revision of:
Talking about locations in Jordan

Topic

Revision

Resources

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

Revision

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

Pupil's Book, Page 18, Exercise 4

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

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

Answers

The family go on holiday to the desert.

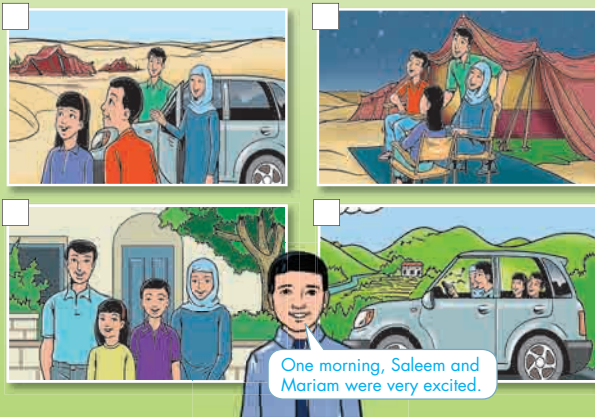
4 Read and answer

Where do the family go on holiday?

A holiday surprise

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

5 Read again and order. Tell the story



Pupil’s Book, Page 18, Exercise 5

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

Answers

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

Further practice

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

Activity Book, Page 18, Exercise 6

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

Answers

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

Activity Book, Page 18, Exercise 7

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

Answers

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

End the lesson

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

Lesson 5

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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


Topic

Revision

Resources

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

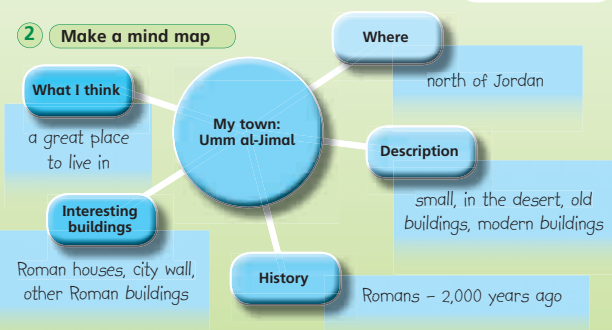
- Explain that when pupils have written their projects, they will have the chance to tell the class about them. Ask a pupil to read out the speech bubble as an example.
- Let pupils write their projects individually. Go round monitoring and helping.
- Invite pupils to the front of the class to tell the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

6  **Project: My town**

1 Read, ask and answer

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

2 Make a mind map



3 Write about your town and tell your class


My town: Umm al-Jimal
By Omar

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

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

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

Umm al-Jimal is in the north of Jordan.



19

Revision

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

Pupil's Book, Page 19, Exercise 6

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

Classroom assessment

With reference to Review 1, pupils can:

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

End the lesson

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

Lesson 1

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

Revision

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

Presentation

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

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

Pupil's Book, Page 20, Exercise 1

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

1 Listen and read



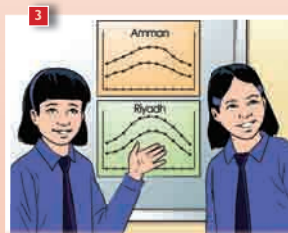
Miss Salma: This afternoon, Samira and Laila are going to talk to the class.

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



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

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



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

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

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



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

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

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

Miss Salma: Good. Well done!

Audioscript

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

End the lesson

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

Lesson 2

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Topic

Comparing weather and geographical features in the region

Resources

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

Revision

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

Pupil's Book, Page 20, Exercise 1

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

Further practice

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

Activity Book, Page 19, Exercise 1

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

Audioscript

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

Answers

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

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Vocabulary

average, rainfall, temperature

Topic

Comparing weather and geographical features in the region

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 21, Exercise 2

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

Questions and answers

Q: What is the weather like in Amman?

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

Q: What is the weather like in Riyadh?

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

Q: What is the weather like in Cairo?

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

Q: What is the weather like in Beirut?

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

Activity Book, Page 19, Exercise 2

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

Answers

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

Activity Book, Page 20, Exercise 3

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

Answers

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




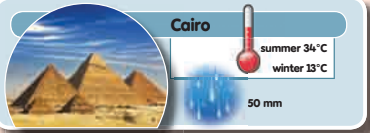
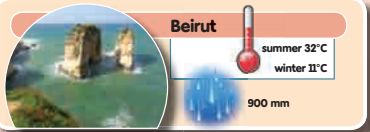
Further practice

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

End the lesson

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


2 Ask and answer

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

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

3 Look and say

- cold
- hot
- dry
- wet



Amman is colder than Riyadh in winter. Amman isn't as dry as Cairo.

21

Lesson 4

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

Revision

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

Pupil's Book, Page 21, Exercise 3

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

Activity Book, Page 20, Exercise 4

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

Answers

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

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

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

End the lesson

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

Lesson 5

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

Revision

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

Presentation

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

Pupil's Book, Page 22, Exercise 4

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

4 Read and answer

Where does Khaled live and where does his cousin live?

Two cities by Khaled

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

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

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



5 Read again and say Yes or No

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



22

Pupil's Book, Page 22, Exercise 5

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

Answers

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

Further practice

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

Activity Book, Page 21, Exercise 5

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

Answers

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

Activity Book, Page 21, Exercise 6

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

Answers

Pupils' own answers.

End the lesson

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

Lesson 6

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Topic

Comparing weather and geographical features in the region

Resources

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

Revision

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

Pupil's Book, Page 23, Exercise 6

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

Audioscript

afternoon television planetarium


Pupil's Book, Page 23, Exercise 7


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


Answers

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

6 Listen and say

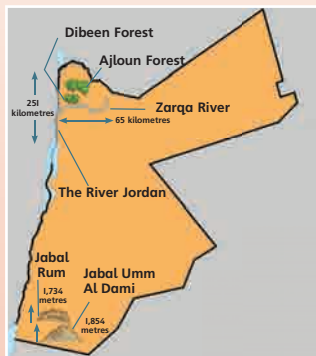

afternoon


television



planetarium

7 Look and say

- high
- big
- long




Dibe'en Forest isn't as big as Ajloun Forest.



8 Ask and answer

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

What's your favourite place in Jordan?



My favourite place is Wadi Es-Seer. It's a beautiful town. There are hills and valleys. There are lots of flowers.

Pupil's Book, Page 23, Exercise 8

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

Further practice

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

Activity Book, Page 22, Exercise 7

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

Audioscript

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

Answers

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

Further practice

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

Activity Book, Page 22, Exercise 8

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

Answers

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

Activity Book, Page 22, Exercise 9

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

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 4, pupils can:

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

End the lesson

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

Lesson 1

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

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

Pupil's Book, Page 24, Exercise 1

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

Revision

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

Presentation

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



Unit
5

We're going to the bird park

1 Listen and read

1



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

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

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

2



Laila: What are you doing on Saturday morning?

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

3



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

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

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

4



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

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

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

Kareem: Me too!

Audioscript

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

Further practice

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

End the lesson

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

Lesson 2

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Topic

Weekend plans and activities

Resources

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

Revision

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

Pupil's Book, Page 24, Exercise 1

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

Activity Book, Page 23, Exercise 1

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

Answers

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

Activity Book, Page 23, Exercise 2

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

Answers

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

Classroom assessment

With reference to Lessons 1 and 2, pupils can:

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

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

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

Structures

The present continuous for future arrangements:

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

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

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

*He **is meeting** friends.*

Functions

Talking about plans already made for the future

Talking about leisure activities

Topic

Weekend plans and activities

Resources

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

Revision

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

Pupil's Book, Page 25, Exercise 2

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

Answers

Pupils' own answers.

Lesson 4

2 Ask and answer

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

| Alia | Saturday | Suleiman | Saturday |
|-----------|----------|-----------|----------|
| Morning | | Morning | |
| Lunchtime | | Lunchtime | |
| Afternoon | | Afternoon | |

What is Alia doing on Saturday morning?



She's planting seeds in the garden.



3 Talk about you

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

What are you doing on Saturday morning?



I'm going to the park.

25

Activity Book, Page 24, Exercise 3

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

Answers

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

End the lesson

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

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Topic

Weekend plans and activities

Resources

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

Revision

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

Pupil's Book, Page 25, Exercise 3

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

Activity Book, Page 24, Exercise 4

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

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

Answers

Pupils' own answers.

End the lesson

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

Lesson 5

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

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

Vocabulary

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

Topic

Weekend plans and activities

Resources

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

Revision

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

Presentation

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

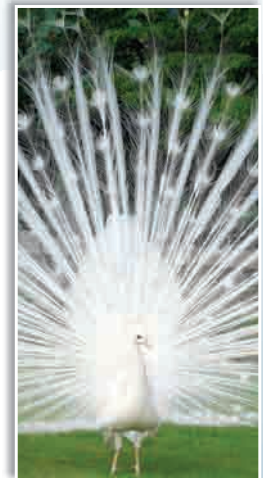
Pupil's Book, Page 26, Exercise 4

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

4 Read and answer

What did the children see in the bird park?

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



5 Read again and say Yes or No

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



Pupil's Book, Page 26, Exercise 5

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

Answers

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

Activity Book, Page 25, Exercise 5

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

Answers

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

Activity Book, Page 25, Exercise 6

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

Answers

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

End the lesson

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

Lesson 6

Outcomes

It is expected that pupils will:

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

Structures

The present continuous for future arrangements:

What are you doing at the weekend?

I'm visiting my grandparents.

Inviting and making arrangements:

Would you like to come?

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

Are you free on Saturday afternoon?

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

Great! See you then.

Functions

Talking about plans already made for the future

Talking about leisure activities

Making suggestions

Inviting others

Accepting and declining invitations

Vocabulary

sailing

Topic

Weekend plans and activities

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 27, Exercise 6

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

Audioscript

bird park water park sun hat

6  Listen and say


bird park


water park


sun hat

7  Listen, complete and say

- free
- Saturday
- see
- visiting

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

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

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

Amal: Yes, I'd love to.

Mariam: Great. 4) _____ you on Saturday.

8 Ask and answer

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

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

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



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

27

Pupil's Book, Page 27, Exercise 7

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

Audioscript

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

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

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

Amal: Yes, I'd love to.

Mariam: Great. See you on Saturday.

Answers

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

Pupil's Book, Page 27, Exercise 8

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

Activity Book, Page 26, Exercise 7

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

Audioscript and answers

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

Activity Book, Page 26, Exercise 8

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

Audioscript and answers

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

Activity Book, Page 26, Exercise 9

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

Answers

Pupils' own answers.

Further practice: Photocopiable Extra Practice Worksheet 2

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

Classroom assessment

With reference to Unit 5, pupils can:

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

End the lesson

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

Lesson 1

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

Revision

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

Presentation

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

Pupil's Book, Page 28, Exercise 1

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

1 Listen and read



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

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

Kareem: It's going to be great!



Kareem: Look! Ali is really fast.

Dad: Yes, he is!

Samira: Have you ever watched a race, Mum?

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



Kareem: Hisham and Ibrahim are very fast, too.

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

Samira: Dad, have you ever tried running?

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



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

Dad: Ali is first.

Kareem: Hisham is second.

Samira: Ibrahim is third! What a great race!

28

Audioscript

1.

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

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

Kareem: It's going to be great!

2.

Kareem: Look! Ali is really fast.

Dad: Yes, he is!

Samira: Have you ever watched a race, Mum?

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

3.

Kareem: Hisham and Ibrahim are very fast, too.

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

Samira: Dad, have you ever tried running?

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

4.

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

Dad: Ali is first.

Kareem: Hisham is second.

Samira: Ibrahim is third! What a great race!

End the lesson

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

Lesson 2

Outcomes

It is expected that pupils will:

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

Structures

The present perfect introduction:

I've watched sports on television.

I haven't been to a sports stadium.

Have you ever watched a race?

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

Ordinal numbers:

He is first in the race.

Functions

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

Topic

An athletics event at Amman International Stadium

Resources

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

Revision

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

Pupil's Book, Page 28, Exercise 1

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

Activity Book, Page 27, Exercise 1

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

Answers

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

Activity Book, Page 28, Exercise 2

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

Answers

Pupils' own answers.

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

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

Structures

The present perfect introduction:

Have you ever tried sailing?

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

Kareem **has tried** snorkelling.

Functions

Talking about past experiences

Talking about activities

Expressing likes and dislikes

Vocabulary

cross-country running, hiking, jogging, snorkelling

Topic

An athletics event at Amman International Stadium

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 29, Exercise 2

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

2 Listen and answer

What sports do Ali and Kareem talk about?

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



4 Talk about you



29

Audioscript

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

Answers

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

Pupil's Book, Page 29, Exercise 3

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

Answers

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

Activity Book, Page 28, Exercise 3

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

Answers

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

End the lesson

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

Lesson 4

Outcomes

It is expected that pupils will:

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

Structures

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

Functions

Talking about past experiences
 Talking about activities
 Expressing likes and dislikes

Topic

An athletics event at Amman International Stadium

Resources

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

Revision

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

Pupil's Book, Page 29, Exercise 4

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

Activity Book, Page 28, Exercise 4

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

Answers

Pupils' own answers.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

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

End the lesson

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

Lesson 5

Outcomes

It is expected that pupils will:

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

Structures

The present perfect introduction:

Have you ever seen a car race?

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

Ordinal numbers:

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

Functions

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

Vocabulary

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

Topic

Sports events in Jordan

Resources

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

Revision

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

Presentation

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

Pupil's Book, Page 30, Exercise 5

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

5 Read and answer
Where does the marathon start?

The Dead Sea Marathon

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

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

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



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

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



When is the Dead Sea Marathon?

It happens in April every year.

7 Read and answer
Why are charities important?



Pupil's Book, Page 30, Exercise 6

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

Answers

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

Pupil's Book, Page 30, Exercise 7

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

Activity Book, Page 29, Exercise 5

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

Answers

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

Activity Book, Page 29, Exercise 6

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

Answers

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

End the lesson

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

Lesson 6

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

Revision

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

Presentation

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

Pupil's Book, Page 31, Exercise 8

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

Audioscript

mobile phone model plane coral reef

8  **Listen and say**



mobile phone



model plane



coral reef

9 **Look and say**

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



Ahmed is first in the race.

10  **Sing**

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

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

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




31

Pupil's Book, Page 31, Exercise 9

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

Audioscript and answers

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

Further practice

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

Pupil's Book, Page 31, Exercise 10

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

Audioscript

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

Activity Book, Page 30, Exercise 7

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

Audioscript and answers

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

Activity Book, Page 30, Exercise 8

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

Answers

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

Activity Book, Page 30, Exercise 9

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

Answers

Pupils' own answers.

Classroom assessment

With reference to Unit 6, pupils can:

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

End the lesson

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

Lesson 1

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

Revision

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

Presentation

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

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

Pupil's Book, Page 32, Exercise 1

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

Unit 7 It is important to help

1 Listen and read

1

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

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

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

2

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

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

Mum: That's good.

3

Samira: Has Mrs Hammad had lunch?

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

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

4

Kareem: Mrs Hammad has seen the doctor.

Dad: That's good.

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

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

Dad: You are both very kind children!

Audioscript

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

End the lesson

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

Lesson 2

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

Revision

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

Pupil's Book, Page 32, Exercise 1

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

Further practice

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

Activity Book, Page 31, Exercise 1

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

Answers

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

Activity Book, Page 31, Exercise 2

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

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

Answers

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

End the lesson

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

Lesson 3

Outcomes

It is expected that pupils will:

- use correct intonation for questions and answers
- use knowledge of verb tenses to understand when things happen
- use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations
- discuss simple reading materials to compare own ideas with those of peers
- write meaningful sentences using given frameworks
- use and spell correctly learnt vocabulary

Structures

The present perfect:
Has Mrs Hammad taken her medicine?
Yes, she has.
Has she seen the doctor?
Yes, she has./No, she hasn't.

Functions

Talking about caring for elderly people
Talking about past experiences
Asking and answering questions

Vocabulary

injection, plaster

Topic

Helping an elderly neighbour; illness and health

Resources

- Pupil's Book, page 33, Exercise 2, Ask and answer
- Activity Book, page 32, Exercise 3, Complete
- Flashcards: *injection, plaster*

Revision

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

Presentation

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

Pupil's Book, Page 33, Exercise 2

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

Answers

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

Further practice

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

2 Ask and answer

a. *seen the doctor* ✓

b. *put on a plaster* ✓

c. *taken her medicine* ✓

d. *had a drink of water* ✓

e. *cooked lunch* X

f. *had an injection* X

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

3 Look and say

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

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

Activity Book, Page 32, Exercise 3

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

Answers

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

End the lesson

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

Lesson 4

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

Revision

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

Presentation

- Write *email* on the board. Ask pupils if they've ever sent or received an email. Ask pupils who can explain to the rest of the class what an email is.

Pupil's Book, Page 33, Exercise 3

- Ask pupils to open their books at page 33 and look at Exercise 3. Go round the class, asking each pupil in turn to read out one of the phrases in red on the left of the exercise.
- Write a tick and a cross on the board. Remind pupils that a tick means *Yes* and a cross means *No*. Explain that they are going to talk with a partner about things that Kareem has and hasn't done. They should use the information in the list. Read out the first item in the list, point to the tick, and ask a pair to read the example dialogue.
- Pupils work in pairs to take turns saying the things Kareem has done and hasn't done. Go round and monitor their pronunciation.
- When they have reached the end of the list, ask them to begin again at the top of the list, starting with the other pupil in the pair.
- Check answers as a class, inviting pairs to say two sentences each.

Answers

Kareem has read the Quran.
 Kareem hasn't had a drink.
 Kareem hasn't cooked lunch.
 Kareem has visited his cousins.
 Kareem hasn't written an email.
 Kareem has given the teacher his homework.

Activity Book, Page 32, Exercise 4

- Ask pupils to open their Activity Book at page 32. Invite a pupil to read out the list. Tell pupils that this is a list of things that Tareq has to do. Explain that they should write sentences about what Tareq has or hasn't done, based on the information in the list. Remind them to look to see if there is a tick or a cross after each item.
- Practise apostrophes here. Write *hasnt* on the board without an apostrophe ('). Ask pupils if this is ok. (*No*). Ask a pupil to come up to the board and write in the correct pronunciation mark. Repeat this with a whole sentence from the unit.
- Pupils work individually to write their sentences. When they have finished writing, ask them to compare answers with a partner. Tell pupils to help check each other's punctuation and spelling.
- Compare answers as a class.

Answers

1. Tareq hasn't seen the doctor.
2. Tareq has done his homework.
3. Tareq hasn't written an email.
4. Tareq has cooked breakfast.
5. Tareq has taken his medicine.
6. Tareq hasn't had a drink of water.

Classroom assessment

With reference to Lessons 3 and 4, pupils can:

| Scoring criteria | Good | Fair | Poor |
|---|------|------|------|
| draw conclusions from simple reading materials | | | |
| use simple sentences to talk with a partner or a small group about caring for the elderly | | | |
| use and spell correctly learnt vocabulary | | | |
| write meaningful sentences using given frameworks | | | |
| correct punctuation with the assistance of peers and teachers | | | |

End the lesson

- Tell pupils to write a list of things they are going to do before the next lesson. They should tick each item on the list when they do it.

Lesson 5

Outcomes

It is expected that pupils will:

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

Structures

The present perfect:
Has Grandpa Faisal **taken** his medicine?
 Yes, he **has**. / No, he **hasn't**.
Has he **seen** the doctor?
 Yes, he **has**. / No, he **hasn't**.

Functions

Talking about caring for elderly people
 Talking about past experiences
 Asking and answering questions

Vocabulary

blood test, busy, notes, patient, prescription, problem, result, University

Topic

Illness and health

Resources

- Pupil's Book, page 34, Exercise 4, Read and answer
- Pupil's Book, page 34, Exercise 5, Read again and answer
- Activity Book, page 33, Exercise 5, Read and circle
- Activity Book, page 33, Exercise 6, Read and circle *Yes* or *No*
- Flashcards: *patient, prescription*
- Photocopiable Extra Practice Worksheet 3, page 166

Revision

- Invite pupils who made a list of things to do to come to the front of the class. Ask them to tell the class some of the things they have done since the last lesson.

Presentation

- Tell pupils that they are going to read about a hospital doctor. Present *patient* and *prescription* using flashcards. Ask pupils to repeat the words after you with correct pronunciation. Write the words on the board, and elicit sentences using them.
- On the board, write the rest of the new vocabulary from the reading text: *blood test, busy, notes, problem, result, University*. Tell pupils that they are going to guess the meaning of the words in the text.

Pupil's Book, Page 34, Exercise 4

- Ask pupils to open their books at page 34 and look at the photograph in Exercise 4. Ask what they can see (*a big hospital*).
- Ask a pupil to read out the question at the top of the exercise.
- Tell pupils to look at the text quickly and find out the answer to the question. When they have all had time to do this, elicit the answer (*The hospital is in Irbid, in the north of Jordan.*) Ask *What kind of hospital it is* (a University hospital). Check pupils understand the meaning of *University*.
- Give pupils time to read the text by themselves. Encourage them to find the new words on the board and guess their meanings. Encourage them to check the meanings of these words and any others they are not sure of in their dictionaries.
- Tell pupils you are going to say some words from the reading text that have two syllables. Ask them to listen and say which word has the stress on a different syllable from the others. Say *busy, written, patient, morning, result, problem*. Say the words again, and elicit the answer (*'Result' has the stress on the second syllable; the other words have the stress on the first syllable.*)
- Ask the class questions to check understanding of the text and of the new words: *Has the doctor done lots of things this morning?* (*Yes, it has been a busy morning.*) *Where does the doctor write information about the patients?* (*In his notes.*) *What does the doctor check before the patients go home?* (*He checks that the patients have help when they go home.*)

4 Read and answer

Where is King Abdullah University Hospital?



A doctor's day

Dr Madi works at King Abdullah University Hospital in Irbid. It's the biggest hospital in the north of Jordan. He tells us about a busy day at the hospital.

"This morning I've talked to the night doctors and nurses about the new patients. Some of the patients arrived at night, so I haven't seen them before.

It's really important to talk to the patients, too. I've talked to five patients this morning. I've written down all of the important information about their health problems in their notes.

After I've talked to the patients, I sometimes do blood tests. The results of the tests help me to decide what medicine to give.

I've done lots of other things this morning, too! I've talked to the patients' families and I've answered their questions. Some of the patients can go home. I've checked that the patients have help when they go home. I've written prescriptions so that they can get their medicine."

5 Read again and answer

- 1 When do some of the patients arrive?
- 2 How many patients has the doctor talked to this morning?
- 3 What information has the doctor written down?
- 4 Why does the doctor sometimes do blood tests?
- 5 Why has the doctor written prescriptions?
- 6 Why is a doctor very important?

When do some of the patients arrive?



They arrive at night.

34

Pupil's Book, Page 34, Exercise 5

- Make sure that pupils have their books open at page 34. Explain that they are going to read the text in Exercise 4 again and answer some questions about it. The last question is a critical thinking one (see page 153). Invite a pair to read out the example dialogue.
- Pupils work in pairs to read the text again, taking turns to read each paragraph. Then tell them to ask and answer the questions in pairs. Go round monitoring their pronunciation and intonation.
- Check answers as a class. Choose a pair to read out each question and answer. If they are not sure of the answer, encourage them to read out the part of the reading text that gives the correct answer.

Answers

1. They arrive at night.
2. He has talked to five patients this morning.
3. He has written down all the important information about the patients' problems.
4. The results help the doctor to decide what medicine to give.
5. So that patients can get their medicine.
6. Pupils' own answers.

Further practice: Photocopiable Extra Practice Worksheet 3

- For further practice of present perfect questions and answers, make copies of the photocopiable worksheet 3 on page 166 for each pupil.
- Explain to pupils that they should look at the pictures and complete the dialogue. Remind them to use the correct form.
- On the empty lines at the bottom of the sheet, encourage them to complete the dialogue in their own way.

- Let pupils complete the worksheet individually. When they have finished, ask them to compare answers and read their dialogues in pairs.

Activity Book, Page 33, Exercise 5

- Ask pupils to open their Activity Book. Tell them to look at the picture and say what is happening. Then ask who has written the email/letter (*Ibrahim*). Who is he writing to? (*His Aunt Siham*).
- On the board, write two sentences, one under the other:
 - *Grandpa* ____ *been ill*.
 - *The doctors* ____ *been very kind*.Ask *Has or have?* Elicit which word completes each sentence (*Grandpa has been ill. The doctors have been very kind*). At the bottom of the board, write *he has* and *they have*. Tell pupils that they will need to use the correct word in Exercise 5.
- Explain that pupils can work in pairs to read the text and circle the correct words to complete each sentence. Go round and monitor while pairs read the text and complete the task. Check answers as a class.

Answers

1. have seen
2. has been
3. have been
4. has done
5. hasn't seen
6. have cooked

Activity Book, Page 33, Exercise 6

- Explain to pupils that they are going to read some sentences about the email/letter in Exercise 5 and decide if they are true or false. If they are true, they circle *Yes*. If not, they circle *No*.
- Pupils work individually to read the sentences and circle the answers. When they have finished, ask them to check their answers in pairs. If they disagree about an answer, encourage them to look back at the email/letter and find the sentence that gives the correct information. Check answers as a class. If they have circled *No*, elicit a correct statement.

Answers

1. Yes
2. No. He has had some bread and cheese.
3. No. She will give him an injection soon.
4. Yes
5. No. The doctor is visiting him after lunch.
6. No. The chef in the kitchen has cooked some lamb and rice.

End the lesson

- Invite a pupil to the front of the class, and ask them to pretend to be a hospital doctor. Tell the other pupils to ask the 'doctor' questions about what he has done today. When the pupil has answered five or six questions, invite another pupil to come to the front and play the role.

Lesson 6

Outcomes

It is expected that pupils will:

- speak with pauses for clarity and emphasis
- use knowledge of verb tenses to understand when things happen
- draw conclusions from simple reading materials
- present a simple prepared speech of four or five sentences to the class
- correct punctuation with the assistance of peers and teachers
- recognise the effect of pauses on understanding when listening
- write compound sentences using given frameworks
- write an email to a friend

Structures

The present perfect:
*What **have** you **done** today?*
*I've **had** breakfast.*
*I **haven't written** a story.*
*Tareq **has had** breakfast today.*
*He **hasn't had** lunch.*

Functions

Talking about past experiences
 Asking and answering questions

Vocabulary

recite, verse

Topic

Responsibilities

Resources

- Pupil's Book, page 35, Exercise 6, Listen and say
- Pupil's Book, page 35, Exercise 7, Read, tick (✓) or cross (X) and say
- Pupil's Book, page 35, Exercise 8, Talk about your partner
- Activity Book, page 34, Exercise 7, Listen, write and say
- Activity Book, page 34, Exercise 8, Write and say. Listen and check
- Activity Book, page 34, Exercise 9, Put a tick (✓) or a cross (X). Write an email
- Activity Book, page 74, Handwriting Practice
- Audio: Pupil's Book, Unit 7, Exercise 6
- Audio: Activity Book, Unit 7, Exercise 7
- Audio: Activity Book, Unit 7, Exercise 8

Revision

- Say the question *What have you done today?* Ask individual pupils to repeat the question after you.
- Ask one pupil the same question. Encourage them to name one thing they have done today, starting *Today I've ...* When they have completed their sentence, tell them to ask another pupil the question. Continue round the class until all pupils have had a chance to ask and answer.

Pupil's Book, Page 35, Exercise 6

- Ask pupils to open their books at page 35 and look at the pictures. Ask what they can see in the pictures.
- Play the recording all the way through while the pupils listen and read. Ask *How many sentences for each picture?* Elicit *Two*. Encourage pupils to say how they know there are two sentences. (*There is a capital letter at the beginning of each sentence, and a full stop at the end.*) Ask pupils to find all the full stops and count how many there are in total (*six*).
- Play the recording again, this time pausing after the first two sentences. Encourage the pupils to repeat them. Make sure that they pause slightly in between the sentences. If necessary, say the two sentences again yourself, emphasising the pause between the sentences, and ask them to repeat.

- Play the rest of the recording, two sentences at a time, and do the same.
- Explain we can often decide where one sentence ends and a new sentence begins, because there is a pause between the sentences.

Audioscript

It's a castle. It's very old.
 There's a boat. It's blue and red.
 It was winter. It was snowing.

6 Listen and say



It's a castle.
It's very old.



There's a boat.
It's blue and red.



It was winter.
It was snowing.

7 Read, tick (✓) or cross (X) and say

| | |
|-------------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> | had breakfast |
| <input checked="" type="checkbox"/> | had lunch |
| <input type="checkbox"/> | written a story |
| <input type="checkbox"/> | read an interesting book |
| <input type="checkbox"/> | had a Maths lesson |
| <input type="checkbox"/> | had an Arabic lesson |
| <input type="checkbox"/> | been to the science laboratory |
| <input type="checkbox"/> | given my teacher my homework |
| <input type="checkbox"/> | seen my friends |
| <input type="checkbox"/> | recited verses from the Quran |

I've had breakfast today,
but I haven't had lunch.



8 Talk about your partner



Tareq has had breakfast today.
He hasn't had lunch.

Further practice

- Ask pupils to look back at the story on page 32. Tell them to choose one of the pictures and make two simple sentences about it, e.g. picture 1: *This is Mum. She's going to see Mrs Hammad.*
- Tell pupils to work in pairs and tell their partner their two sentences. Make sure they make a short pause in between the sentences. Go round and monitor.

Pupil's Book, Page 35, Exercise 7

- Ask pupils to look at the list of activities in Exercise 7. Go round the class, inviting pupils to each read out one item in the list. Check understanding of *recite* and *verse*.
- Explain that they are going to read each item again. They need to decide if they have done that activity today. If they have, they write a tick. If they haven't, they write a cross.
- Let pupils work individually to tick or cross the items.
- Tell pupils they are going to talk about one thing they have done today, and one thing they haven't done. Invite a pupil to read out the example sentence in the speech bubble. On the board, write the sentence framework *I've ___ today, but I haven't ___*. Point to the comma in the middle of the sentence. Explain that when they are speaking, they need to make a very short pause when they come to the comma. Give an example: *I've written a story today, (pause) but I haven't read an interesting story.*

- Pupils work in pairs, taking turns to make sentences using the framework and the information in their list. Encourage them to help each other make correct sentences.
- Invite pairs to say two sentences to the class. Check that they are pausing at the correct point in the sentence.

Answers

Pupils' own answers.

Pupil's Book, Page 35, Exercise 8

- Tell pupils they are going to exchange their lists of things they have and haven't done with a partner. Give them two minutes to read their partner's list.
- Explain that they should now talk about what their partner has and hasn't done. Ask a pupil to read out the example in the speech bubble.
- Let pupils practise saying their sentences individually. Make sure they are making two separate sentences and pausing in between.
- Invite pupils to stand up and say two sentences about their partner's list.

Answers

Pupils' own answers.

Further practice

- Ask a few pupils to say their pairs of sentences again. This time, ask the rest of the class to listen and give a single clap when the first sentence ends.

Activity Book, Page 34, Exercise 7

- Ask pupils *What is a sentence?* (answers could include a statement, a collection of words with a full stop at the end and a capital letter at the beginning). Stress that sentences always end with punctuation, and that if they might end their sentences with a question mark. Ask them when they should use a comma (if you want to take a short break in the sentence). Explain that longer breaks, such as in question 1 of this exercise (you can read it out here) need full stops.
- Explain to pupils that they are going to listen to some pairs of sentences and write them down, using the correct punctuation. Remind pupils that they will hear a short pause between sentences.
- Point to the words in the first line. Read them out with *no* pause between the sentences. Say *Is that right?* Elicit *No*. Point to the first example answer and tell the pupils to listen.
- Play the recording, pausing after each set of two sentences for pupils to write them down.
- Let pupils work individually to complete the task. When they have finished, encourage them to check answers with a partner.
- Invite pupils to the board to write a pair of sentences. Check that the rest of the class agrees with their answers.

Audioscript and answers

1. It's a bird. It's very beautiful.
2. There's a window. It's made of glass.
3. I'll help Nadia. I'll set the table.

Activity Book, Page 34, Exercise 8

- To introduce this exercise, write a comma (,) on the board. Ask pupils what it is. Ask them to find one in their Pupil's Book. Ask *Do we put a comma at the end of a sentence? (no) Where do we put a comma? (in the middle of a sentence, before 'but')*. Ask them to point to the example on page 35 of the Pupil's Book, and to read it aloud. Pupils should then look at Exercise 8 in

their Activity Book and read the example sentence. Tell them to point to the comma and say the word after it.

- Explain that they should complete each sentence using the prompts and *but*. Ask a pupil to read the prompts for question 1 and the example answer.
- Encourage pupils to work in pairs to decide on correct sentences. They should then write the sentences individually.
- Tell pupils that they are now going to listen to the correct sentences. Ask them to close their books. Play the recording all the way through while they listen. Encourage them to try to remember the sentences they wrote while they listen. Let them nod their heads if they think their sentences were correct, and shake their heads if not.
- Let pupils open their books. Play the recording again. This time pupils check their answers as they listen.

Audioscript and answers

1. They haven't eaten a biscuit, but they've drunk some milk.
2. Ghada hasn't tidied her bedroom, but she has helped her mum.
3. I haven't written an email, but I've taken some photos.
4. He hasn't been to the theme park, but he's been to the bird park.

Activity Book, Page 34, Exercise 9

- Explain to the pupils that they are going to tick and cross a list of things they have and haven't done. Then they should write an email to a friend, using the information in the list. Encourage them to use *but* in sentences, as they practised in Exercise 8.
- Point to the word *Dear* at the beginning of the email. Ask what comes after the word *Dear*, and confirm the answer (*the name of the person they are writing to*).
- Pupils work individually to tick and cross the items in the list, and to write their emails.
- Invite pupils to read out the emails they have written.

Audioscript

Pupils' own answers.

Classroom assessment

With reference to Unit 7:

| Scoring criteria | Good | Fair | Poor |
|--|------|------|------|
| use knowledge of verb tenses to understand when things happen | | | |
| correct punctuation with the assistance of peers and teachers | | | |
| write meaningful sentences using given frameworks | | | |
| draw conclusions from simple reading materials | | | |
| speak with pauses for clarity and emphasis | | | |
| recognise the effect of pauses on understanding when listening | | | |
| write an email to a friend | | | |

End the lesson

- Guide pupils to practise handwriting the short paragraph in the Activity Book on page 74.
- Praise the pupils for their hard work in the unit. Tell them that in the next unit, they will have the opportunity to review their work in Units 4 to 7.

Review 2

Lesson 1

Outcomes

It is expected that pupils will:

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

Structures

Revision of:
Comparisons with *is not as* (adjective) *as*:
Jerash is not as big as Salt.
Aqaba is not as hot as the desert.
The present continuous for future arrangements:
Next month, my family is taking me to Dibeen Forest.
The present perfect:
I have been to many different places in Jordan.
I haven't been to Dibeen forest.

Functions

Revision of:
Making comparisons
Talking about the weather and geographical features
Talking about locations in Jordan
Expressing likes
Talking about plans already made for the future

Vocabulary

Revision of:
Centigrade, degrees, fascinating

Topic

Revision

Resources

- Pupil's Book, page 36, Exercise 1, Listen and read
- Audio: Pupil's Book, Review 2, Exercise 1

Revision

- Ask *What's the weather like today?* Elicit answers. Ask *Is it as hot as yesterday?* Encourage pupils to make sentences about the weather yesterday and today.

Pupil's Book, Page 36, Exercise 1

- Ask pupils to open their books at page 36 and look at the pictures in Exercise 1. Ask if they can recognise any of the places in the photographs.
- Explain that this is Kareem's homework project. Ask a pupil to read out the speech bubble and the title of the project. Ask pupils to predict which places Kareem will talk about.
- Ask the class *In Kareem's opinion, which is the best place to swim in Jordan?* Tell them to listen for the answer. Play the audio. The pupils listen and read.
- Ask pupils to close their books. See how many places they can remember that Kareem talked about (*Aqaba, Wadi Rum, Jerash, Salt, Petra, The Dead Sea and Dibeen Forest*). Elicit what Kareem said about the best place to swim. (*The Dead Sea is the best place to swim in Jordan.*)
- Tell pupils to open their books again. Play the recording one more time. Ask pupils to read out the text, a paragraph at a time, pausing between sentences.

- Make true and false statements about the text, and let pupils say *Yes* (if it's right) or *No* (if it's wrong) for each statement: *It's cold in Aqaba in the summer.* (No. *It's very hot.*) *Wadi Rum is in the desert.* (Yes.) *Jerash has just a few Roman buildings.* (No. *It has a lot of Roman buildings.*) *Kareem doesn't like Petra.* (No. *It's his favourite place in Jordan.*) *Kareem hasn't been to the Dibeen Forest.* (Yes.)

Review 2

1
Listen and read

My homework project this week is about the places that I have visited in Jordan.

My favourite places in Jordan

I have been to many different places in Jordan. I like the sea at Aqaba. It's a great place to go swimming! It's very hot in Aqaba in the summer, but it's not as hot as the desert! It is more than thirty-six degrees Centigrade in Wadi Rum in August.

Salt

I've also visited Jerash and Salt. Jerash is a city with a lot of Roman buildings. Many visitors go there. Jerash is big, but it is not as big as Salt. There are many hills in Salt, and also many beautiful, traditional buildings. Salt is an old city, but it isn't as old as Petra. It is fascinating and it is my favourite place in Jordan!

The Dead Sea

I've also been to The Dead Sea. In my opinion, this is the best place to swim in Jordan. It's great!

Dibeen Forest

There are some places that I haven't seen in Jordan. I haven't been to Dibeen Forest in the north of Jordan. I would like to see the birds that live there. Next month, my family is taking me to Dibeen Forest. I am very excited about our trip.

36

Audioscript

Kareem: My homework project this week is about the places that I have visited in Jordan. I have been to many different places in Jordan. I like the sea at Aqaba. It's a great place to go swimming! It's very hot in Aqaba in the summer, but it's not as hot as the desert! It is more than thirty-six degrees Centigrade in Wadi Rum in August. I've also visited Jerash and Salt. Jerash is a city with a lot of Roman buildings. Many visitors go there. Jerash is big, but it is not as big as Salt. There are many hills in Salt, and also many beautiful, traditional buildings. Salt is an old city, but it isn't as old as Petra. It is fascinating and it is my favourite place in Jordan! I've also been to The Dead Sea. In my opinion, this is the best place to swim in Jordan. It's great! There are some places that I haven't seen in Jordan. I haven't been to Dibeen Forest in the north of Jordan. I would like to see the birds that live there. Next month, my family is taking me to Dibeen Forest. I am very excited about our trip.

End the lesson

- Ask pupils if they have been to any of the places that Kareem talks about in his project. If they have, invite them to talk to the class about it.

Lesson 2

| | |
|-------------------|--|
| Outcomes | <p>It is expected that pupils will:</p> <ul style="list-style-type: none"> • respond to questions before, during and after listening • pronounce English words and sentences precisely and correctly • draw conclusions from simple reading materials • distinguish fact from opinion in simple reading materials • use and spell correctly learnt vocabulary |
| Structures | <p>Revision of: Comparisons with <i>isn't as</i> (adjective) <i>as</i>: <i>Irbid isn't as big as Amman.</i> <i>Aqaba isn't as hot as the desert.</i> The present perfect: <i>I have been to many different places in Jordan.</i> <i>I haven't been to Dibeen forest.</i> The present continuous for future arrangements: <i>Next month, my family is taking me to Dibeen Forest.</i></p> |
| Functions | <p>Revision of: Making comparisons Talking about the weather and geographical features Talking about locations in Jordan Expressing likes Talking about plans already made for the future</p> |
| Vocabulary | <p>Revision of: <i>millimetre, opinion</i></p> |
| Topic | <p>Revision</p> |
| Resources | <ul style="list-style-type: none"> ■ Pupil's Book, page 36, Exercise 1, Listen and read ■ Activity Book, page 35, Exercise 1, Read and complete ■ Activity Book, page 36, Exercise 2, Read again and complete the table ■ Activity Book, page 36, Exercise 3, Write answers ■ Audio: Pupil's Book, Review 2, Exercise 1 |

Revision

- Revise words for measurements. On the board, write *millimetres, metres, kilometres, degrees Centigrade*. Read the words and ask groups of pupils to repeat after you. Point to the words again. Say *Which word do you need to answer these questions?* Ask the following questions and elicit the word each time: *Is it hot in the desert in summer? (degrees Centigrade)* *How tall is the flagpole? (metres)* *How much rain does Jordan have every year? (millimetres)*

Pupil's Book, Page 36, Exercise 1

- Tell pupils to keep their books closed. Ask *What can you remember about Kareem's homework project?* Name some of the places in the project. Ask pupils to say what Kareem wrote about those places, e.g. *Aqaba (It's a great place to go swimming!), Jerash (It has lots of Roman buildings.), Petra (It is fascinating. It is Kareem's favourite place.)*
- Ask pupils to open their books at page 36. Play the recording right through, while pupils listen and read, to find out whether they remembered correctly.
- Ask pupils to work in pairs. They should take turns to make statements about the text that are incorrect. Their partner says *No* and corrects the sentence. For example, the first pupil says *The Dead Sea is the best place to swim in Jordan* and the second pupil says *No. Aqaba is the best place to swim in Jordan*. Ask several pairs to say their statements and corrections for the class.

Activity Book, Page 35, Exercise 1

- Ask pupils to open their Activity Book at page 35. Tell them to look at the two pictures in Exercise 1, and explain that they are going to read about Irbid and Jerash.
- Point to the sentences in the box and tell pupils that they should choose the correct sentence to complete each gap in the texts. Ask a pupil to read out the first two sentences of the text about Irbid, including the example answer.
- Encourage pupils to work in pairs to read the texts and complete the task. Check answers as a class. Go round the class, asking each pupil in turn to read one sentence.

Answers

1. It's a modern city in the north of Jordan.
2. There are lots of modern buildings and a big stadium.
3. In the winter it's about twelve degrees Centigrade.
4. It's forty-eight kilometres north of Amman.
5. In the summer it's about thirty-two degrees Centigrade.
6. There aren't any skyscrapers in this Roman city.

Activity Book, Page 36, Exercise 2

- Ask pupils to look at the table in Exercise 2. Read the headings above the two columns and explain that pupils need to complete the table, using the information from the texts in Exercise 1. Ask a pupil to read out the two examples in the table, and make sure that pupils understand they do not need to write complete sentences. Remind pupils that they can write *degrees Centigrade* and *millimetres* in a shorter way (*°C* and *mm*).
- Pupils work individually to complete the table. When they have finished, ask them to compare answers in pairs. Check answers as a class.

Answers

1. a lot of Roman buildings, no skyscrapers in this Roman city
2. thirty degrees Centigrade
3. thirty-two degrees Centigrade
4. twelve degrees Centigrade
5. 475 millimetres
6. 240 millimetres

Activity Book, Page 36, Exercise 3

- Ask pupils to look at the sentences. Tell pupils they are going to complete the sentences comparing Irbid and Jerash. Remind them that they need to look back at Exercises 1 and 2 to find the correct information.
- Pupils can work in pairs to find the information and complete the sentences. Check answers as a class, choosing pairs to read out each sentence. Ask *Are these facts or opinions?* Elicit *They are facts*.

Answers

1. Irbid isn't as hot as Jerash in the summer.
2. Jerash isn't as wet as Irbid.
3. Jerash is colder than Irbid in the winter.
4. Jerash isn't as far from Amman as Irbid.

End the lesson

- Explain that Kareem's project contains both *facts* and *opinions*. See if pupils can remember three facts and three opinions from the project.

Lesson 3

Outcomes

It is expected that pupils will:

- respond to questions before, during and after listening
- make simple inferences when listening
- use correct intonation for questions and statements
- use simple sentences to talk with a partner about what Laila had done
- recognise the correct stress of syllables in multi-syllable words
- speak with pauses for clarity and emphasis
- write a simple information paragraph of four or five sentences
- use and spell correctly learnt vocabulary
- show appreciation of listening to rhymes and songs in English

Structures

Revision of:
The present perfect:
Have you written a story today?
Yes, I **have** /No, I **haven't**.
Has Laila been to school today?
Yes, she **has**./No, she **hasn't**.

Functions

Revision of:
Talking about past experiences
Talking about activities
Asking and answering questions
Expressing likes and dislikes

Vocabulary

Revision of:
dinner, injection, patient (n), prescription, recite, verse

Topic

Revision

Resources

- Pupil's Book, page 37, Exercise 2, Listen and answer
- Pupil's Book, page 37, Exercise 3, Listen again and tick (✓)
- Pupil's Book, page 37, Exercise 4, Ask and answer
- Activity Book, page 36, Exercise 4, Listen and complete
- Activity Book, page 37, Exercise 5, Write about Eman's day
- Audio: Pupil's Book, Review 2, Exercise 2
- Audio: Pupil's Book, Review 2, Exercise 3
- Audio: Activity Book, Review 2, Exercise 4
- Audio: Pupil's Book, Unit 6, Exercise 10
- Flashcards: *injection, patient, prescription*

Revision

- Revise *injection, patient, and prescription* using the flashcards. Hold up each flashcard and elicit the word, making sure that the pupils are pronouncing it correctly.
- Hold up the flashcards. Get pupils to clap on the stressed syllable of each word as you say it. Help them if they are having difficulty.

Pupil's Book, Page 37, Exercise 2

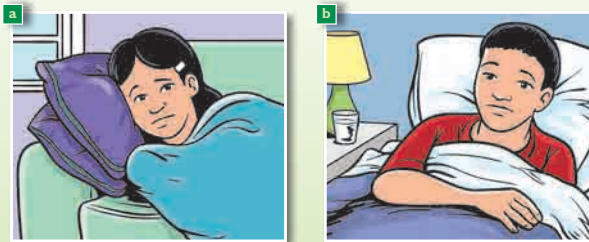
- Ask pupils to open their books at page 37 and look at the two pictures in Exercise 2. Ask pupils to guess what is happening in each picture.
- Invite a pupil to read the questions at the top of the exercise. Tell pupils that they are going to listen to a telephone conversation and find out the answer.
- Play the dialogue all the way through while pupils listen.
- Ask the questions again, and elicit the answer (*Laila didn't go to school today because she was ill*).

Audioscript

- Samira: Hello, Laila. You weren't at school today. Are you okay?
Laila: Hi, Samira. I'm not feeling well today so I stayed at home. I've got a cold.
- Samira: Oh dear, have you seen the doctor?
Laila: Yes, I have. He gave Mum a prescription for some medicine.
- Samira: Have you taken the medicine?
Laila: Yes, I have.
- Samira: And have you had lunch?
Laila: No, I haven't. I'm hungry.
Samira: Oh dear. I hope you feel better tomorrow.
- Laila: How was school today?
Samira: It was good. I enjoyed school today. Have you read an interesting book this morning?
- Laila: Yes, I have read a really interesting book. Have you written a story today?
Samira: Yes, I have. We wrote a story in our English lesson.
- Laila: Have you had an Arabic lesson?
Samira: Yes, I have. I've had a Science lesson, too.
- Laila: Have you recited verses from the Quran?
Samira: Yes, I have.
Laila: I'm sad that I didn't go to school today. I hope that I'll feel better tomorrow. See you then. Thanks for calling.
Samira: See you soon. Bye, Laila!

2 Listen and answer

Who didn't go to school today? Why?



3 Listen again and tick (✓)

- | | | |
|---|-------------------------------|--------------------------|
| 1 | been to school today | <input type="checkbox"/> |
| 2 | seen the doctor | <input type="checkbox"/> |
| 3 | taken her medicine | <input type="checkbox"/> |
| 4 | had lunch | <input type="checkbox"/> |
| 5 | read an interesting book | <input type="checkbox"/> |
| 6 | written a story | <input type="checkbox"/> |
| 7 | had an Arabic lesson | <input type="checkbox"/> |
| 8 | recited verses from the Quran | <input type="checkbox"/> |

4 Ask and answer



Pupil's Book, Page 37, Exercise 3

- Ask pupils to look at the list in Exercise 3. Invite a pupil to read out the list.
- Remind pupils that they listened to a telephone call in Exercise 2. Elicit the names of the two people they heard speaking (*Laila and Samira*). Tell pupils that they are going to hear the conversation again. They need to listen and tick the things in the list that Laila has done today.

- Play the recording while the pupils listen and complete the task. Check answers as a class. If pupils have ticked items 6, 7 and 8, ask *Has Laila written a story today? Has Laila had an Arabic lesson? Has Laila recited verses from the Quran? Elicit No. Samira did these things at school. Ask who has read an interesting book today? Elicit Laila.*

Answers

Items 2, 3 and 5 on the list should be ticked.

Pupil's Book, Page 37, Exercise 4

- Ask a pair of pupils to read the example dialogue in the speech bubbles. Ask *Who are they talking about?* Elicit *Laila*.
- Explain that pupils need to work in pairs. They should take turns to ask questions about what Laila has done today, and answer the questions. Remind them to use the information in the list they completed in Exercise 3.
- Pupils ask and answer in pairs. Go round to monitor and help with pronunciation and intonation as necessary. Invite some pairs to say one question and answer for the class.

Activity Book, Page 36, Exercise 4

- Ask pupils to open their Activity Book at page 36. Go round the class asking each pupil to read one of the words.
- Explain that pupils are going to listen to words and decide which part of the word is stressed. Clap on the first syllable of *patient* while saying it aloud. Explain that they will hear the words and they must write a dot, as in the example, over the part of the word that is stressed.
- Play the recording, pausing after each word for pupils to repeat and place the dot. When they have finished, ask them to compare their answers with a partner.
- Play the recording again, pausing after each word to check answers with the class.

Audioscript and answers

1. *p*atient 2. *a*stronaut 3. *i*nformation 4. *o*pinion
5. *d*inner 6. *i*njection

Activity Book, Page 37, Exercise 5

- Ask pupils to look at Exercise 5. Point to the list of activities and say that these are the things that Eman has and hasn't done today.
- Tell pupils to write a paragraph about Eman's day. Ask a pupil to read the example sentence. Remind them that they can make sentences with *but*. Write an example on the board: *Eman has played tennis, but she hasn't watched TV.* Ask pupils to repeat the sentence after you, pausing a little where they see the comma.
- Leave the example on the board, but rub out *played tennis* and *watched TV*, so pupils see that they can use their own ideas. Pupils work individually to write their paragraphs.
- Invite pupils to the front of the class to read their paragraph out to the class. Encourage them to praise each other's work.

Suggested answer

Eman has had breakfast. She has been to school, but she hasn't had dinner. Eman has done her English homework. She has played tennis, but she hasn't watched TV. She hasn't gone to bed.

End the lesson

- Ask pupils to look back at page 31 in their Pupil's Book, and remind them of the song. Elicit some of the activities mentioned in the song. Play the song while pupils listen and sing along.

Lesson 4

Outcomes

It is expected that pupils will:

- use correct intonation for questions and statements
- use simple sentences to talk with a partner about familiar and unfamiliar situations
- draw conclusions from simple reading materials
- show appreciation of listening to rhymes and songs in English
- read aloud a short poem
- write meaningful sentences and paragraphs using given frameworks
- with a partner, prepare and present a simple dialogue to the class
- write a story using paper organisation

Structures

Revision of:
The present perfect:
Have you taken your medicine today?
Yes, I have / No, I haven't.
The present continuous for future arrangements:
I'm going to The Jordan Museum on Thursday.
Inviting others and making arrangements:
Would you like to come?
Yes, please. / I'm sorry, I can't. I'm visiting my grandparents.
Are you free on Saturday afternoon?
Yes, I am. / No, I'm not.

Functions

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

Vocabulary

Revision of:
bird park

Topic

Revision

Resources

- Pupil's Book, page 38, Exercise 5, Ask and answer
- Pupil's Book, page 38, Exercise 6, Read and answer
- Pupil's Book, page 38, Exercise 7, Read again and answer
- Activity Book, page 37, Exercise 6, Write, ask and answer
- Activity Book, page 37, Exercise 7, Write a story. Read aloud

Revision

- Remind pupils how to invite others to do an activity, and how to accept or decline. On the board, write these sentence beginnings: *On Saturday I'm going to ____.* *Would you like to come? Underneath, write Yes, please. and I'm sorry, I can't. I'm ____.*
- Choose a pair of pupils to come to the front of the class. Encourage them to make up a dialogue. One pupil invites the other to do an activity, which the other accepts or declines. Then ask them to change roles. Do the same with several other pairs.

Pupil's Book, Page 38, Exercise 5

- Ask pupils to open their books at page 38. Point to the three pictures at the top, and ask *What are these?* Elicit that these are posters about different places to visit (Bird Park, Water Park, City Planetarium). Ask three different pupils to read the words on each poster.
- Explain that pupils are going to invite each other to go to these places, and accept or decline. This is an example of simulation (see page 152). Ask a pair of pupils to read out the example dialogue.
- Pupils work in pairs, taking turns to ask and answer about the activities. Go round to monitor and help with pronunciation and intonation as needed. Ask pupils to change pairs, and to ask and answer with a new partner.

5 Ask and answer



See birds from around the world



Have fun in the water!



Learn about space, stars and planets!

I'm going to the bird park on Saturday morning. Would you like to come?

I'm sorry, I can't. I'm visiting my grandparents on Saturday morning.

6 Read and answer

Read this poem.


Why must Hussein be helpful today?

A visit to Grandpa by Hussein

Today I must be helpful.
My grandpa's ill in bed.
I visited him this morning
And this is what I said:

"Have you had your breakfast?
I can make some food for you.
Have you had any water?
I can bring that too!"

"I can get your favourite book.
Or we can watch TV.
I hope that you feel better soon.
Then you can visit me!"



7 Read again and answer

- 1 Where is Hussein's Grandpa?
- 2 When did Hussein visit Grandpa?
- 3 What did Hussein do for Grandpa?
- 4 What does Hussein want Grandpa to do when he is better?
- 5 How do you think that Grandpa feels when Hussein visits him? Why?

Pupil's Book, Page 38, Exercise 6

- Remind pupils of *helpful*. Write the word on the board, say it and ask the pupils to repeat. Point to the boy in the picture, and ask *Is the boy helpful?* (*Yes, he is.*) Elicit pupils' ideas for what is happening in the picture.
- Explain to pupils that they are going to read a poem. Ask them if they know what a poem is. Explain that poems are written in short lines that rhyme. Do pupils have any favourite poems? Can they remember them? Why do they think this is? Suggest to pupils that poems are easy to remember because they often rhyme. Ask a pupil to read out the question at the top. Tell pupils to read the poem quietly on their own, and find the answer to the question. When they have finished reading, elicit the answer (*Hussein must be helpful because his grandpa is ill.*)
- When pupils read a poem out loud, they need to pause a little at the end of each line.
- To check pupils understand what rhyme is, write *bed, you, TV, said, too, me* on the board and get pupils to match the rhyming words. (See the poem for guidance). Then have pupils practice saying the rhyming words in pairs.
- Read the poem all the way through, with correct rhythm and intonation and a short pause at the end of each line. Pupils listen and read along in their books.

Pupil's Book, Page 38, Exercise 7

- Point to the list of questions in Exercise 7. Explain that pupils need to find the answers in the poem.
- Ask pupils to work in pairs to read out the poem together. Then they should read each question and find the answer in the poem. Check answers as a class. Invite pairs to read out each question and say the answer.

Suggested answers

1. Hussein's Grandpa is ill in bed.
2. He visited him this morning.
3. Hussein helped Grandpa. He made him some breakfast and brought his favourite book.
4. Hussein wants Grandpa to visit him.
5. Pupils' own answers.

Activity Book, Page 37, Exercise 6

- On the board, write the names of the two places: *The Community Centre, The Jordan Museum*. Pupils repeat them after you.
- Explain that pupils are going to write their own dialogue and then act it out with a partner for the class.
- Ask a pair to read out the example question and reply. Explain that they should use this as a model, but that the person responding to the invitation can either accept or decline it.
- Pupils work individually to write their own dialogues. When they have finished writing, they work in pairs to practise reading their dialogues.
- Invite pairs to present their dialogues to the class. Encourage the class to clap them when they have finished speaking.

Answers

Pupils' own answers.

Activity Book, Page 37, Exercise 7

- Tell Pupils that they are going to write a story about location.
- Explain that their story needs to have a title, an introduction, one or two main paragraphs and a conclusion. Let them talk in pairs to discuss ideas for their story.
- Remind pupils that they should use both speech and text. Pupils work individually to write their stories. Encourage them to use their dictionaries if they need help with spellings.
- When they have finished writing, encourage pupils to read their stories again, and correct any mistakes they notice.
- Let pupils read their stories to a partner. Make sure they praise each other's work.

Answers

Pupils' own answers

End the lesson

- Write the first two verses of the poem on the board, with some gaps:

Today I must be helpful.
My ____'s ill in bed.
I visited ____ this ____
And this is what I said:
"Have you had your ____?
I can make some ____ for you.
Have you had any ____?
I can bring that too!"

- Encourage pupils to suggest other words that could fill the gaps, to make two new verses for the poem, e.g. *Grandma, her, afternoon, lunch, rice, orange juice*.

Lesson 5

Outcomes

It is expected that pupils will:

- locate and use English reference materials found in the classroom and school library
- use table of contents and keyword search to locate specific information in print or electronic sources
- create a mind map of the main idea and the supporting details in simple reading materials
- write a short simple speech to present to the class
- use and spell correctly learnt vocabulary
- speak with pauses for clarity and emphasis
- give feedback about aspects of a peer's speech

Functions

Revision of:
Talking about locations in Jordan and elsewhere in the region
Distinguishing between facts and opinions
Expressing likes

Topic

Revision

Resources

- Pupil's Book, page 39, Exercise 8, Project: An interesting trip
- Project Worksheet 2, page 161
- Activity Book, page 75, Handwriting Practice
- Leaflets and other information about places that the pupils have visited (optional)

Pupil's Book, Page 39, Exercise 8

- Ask pupils to open their books at page 39. Ask a pupil to read the heading at the top of the page.
- Explain that they are going to do a project about an interesting trip they have made. The project illustrates activity-based learning (see page 152) and can implement the jigsaw technique (see page 153). Tell pupils they can choose which trip to write about; they should not all write about the same place.
- Ask pupils to work in pairs to ask and answer the questions in section 1. Encourage them to do an interview and some research about the place they visited, using any available printed or electronic material. Ask them to try to find two or three pieces of interesting information.
- Ask pupils to look at the mind map in section 2. Remind the class that a mind map is a good way of organising ideas and information before writing.
- Ask pupils to read out the different sections in the example mind map.
- Give out Project worksheet 2. Make sure pupils write the title of their project in the circle in the centre.
- Ask pupils to write their ideas in note form under the different sections of the mind map.
- Ask pupils to look at section 3. Tell them that they are going to use the ideas from their mind map to make a poster like the one in the book. Invite pupils to each read a sentence from the poster.
- Point to the photograph of the train museum. Explain that they can choose to stick a photo on their poster if they have one. If not, they can draw their own picture.
- Let pupils work on their projects individually. Go round monitoring and helping.
- Invite pupils to the front of the class to present their projects to the class. Encourage them to take their time and to use pauses for clarity and emphasis. Praise them for their hard work. Encourage peers to give feedback.

Revision

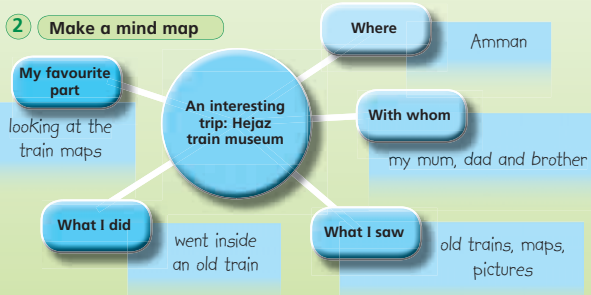
- Revise ways of expressing opinions. Ask pupils to look back at Kareem's project on page 36 and at the story on page 28. Pupils find words and phrases that express opinions. Write these on the board as pupils suggest them, e.g. *I'm very excited. It's going to be great. It's great! It's my favourite place.*

8 Project: An interesting trip

1 Read and answer

- Where did you go?
- Who did you go with? (school / family / friends)
- What did you see and what did you do?
- What was your favourite part of the trip? Why?

2 Make a mind map



3 Make a poster and tell the class

Draw a picture or choose a photo. Write sentences about the trip.

An interesting trip: Hejaz train museum By Ghada

Last year, I went on a trip to Hejaz train museum. I went with my mum, dad and my brother, Mahmoud. I saw some old trains, maps and pictures. I went inside one of the old trains! My favourite part of the trip was looking at the train maps. The train used to go from Damascus to Medina!



39

Classroom assessment

With reference to Review 2, pupils can:

| Scoring criteria | Good | Fair | Poor |
|--|------|------|------|
| respond to questions before, during and after listening | | | |
| use knowledge of verb tenses to understand when things happen | | | |
| speak with pauses for clarity and emphasis | | | |
| write a simple information paragraph about an interesting trip | | | |
| show appreciation of listening to rhymes and songs in English | | | |
| with a partner, prepare and present a simple dialogue to the class | | | |
| read aloud a short poem | | | |
| create a mind map of the main idea: an interesting trip and the supporting details in simple reading materials | | | |
| write a short simple speech to present to the class | | | |
| give feedback about aspects of a peer's speech | | | |

End the lesson

- Choose one of the pupils to come to the front again with their project. They should put their project face down on the table, so that the rest of the class cannot see it. Encourage the other pupils to say what they remember about the project and why they liked it.
- Ask the pupil to hold up their poster again for pupils to check if their ideas were right.
- Guide pupils to practise handwriting the two short paragraphs in the Activity Book on page 75.