



إدارة المناهج والكتب المدرسية

Action Pack 5

Fifth Grade

Teacher's Book

Judith Greet



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Review and Adaptation Committee

- | | |
|--|----------------------------|
| - Professor Ahmad Yacoub Majdoubeh | - Narmin Dawod Al-Azza |
| - Professor Fawwaz Mohammad Al-Abed Al-Haq | - Waleed Sameeh Al-Khub |
| - Professor Mahmoud Flayeh Al-Shra'ah | - Riad Hassan Eilouti |
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| - Haifa Hafez Al-Takrouri | |

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د. صالح حسن العمري
هيفاء حافظ التكروري
نرمين داود العزة

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Pupil's Book contents

including scope and sequence

Unit	Structures	Functions and Activities	Vocabulary
1 Have we got any paper?	Have we got any...? <i>Have we got any (paper)? Yes, we have. There's some (paper on the desk). It's (next to the printer). It hasn't got any (pictures on it). Are there any (magazines) in your picture? Yes, there are. There are some (magazines on the desk).</i> Excuse me, have you got any...? <i>Excuse me, have you got any (blue pens)? No, I'm sorry. We haven't got any (blue pens). We've got some (black pens).</i>	Using <i>some</i> and <i>any</i> in questions and statements; Making polite requests and enquiries; Describing locations of objects using prepositions of place; Reading and stressing the correct syllables in words; Listening for gist and specific information; Practising semi-cursive handwriting; Writing sentences with the correct punctuation; Reading for gist and specific information	cover, edition, editor, first, floor, great, ink, magazine, next to, paper, print, printer, stories
2 How do you make it?	How do you make...? <i>How do you make (lamb and rice)?</i> Imperatives with time markers <i>First, (put the lamb in a big pot). Then, (add an onion and some water). Finally, (put some almonds on it).</i> Polite offers and requests with can <i>Can I (help you make dinner, Mum)?</i>	Describing processes, using imperative verbs with time markers; Recognising simple instructions; Making offers and requests; Reading for specific information; Listening for gist and specific information; Answering comprehension questions about a text; Pronouncing new vocabulary correctly; Writing simple descriptive sentences	add, almonds, chicken, cucumber, cupboard, lamb, meal, onion, pot, put, restaurant, rice, salad, tomato, yoghurt
3 That smells delicious!	It tastes/looks/smells... <i>It smells (delicious). (The table) looks (amazing). It tastes (wonderful).</i> Polite offers: Would you like some..? <i>Would you like some (cake)? Yes, please. I'd love some. No, thanks. I'd like some (salad).</i>	Using descriptive adjectives; Talking about senses; Making polite offers and responding in the affirmative and negative; Recognising stress in multi-syllabic words; Listening and singing along with a song; Recognising collocations; Reading for specific information; Recognising and spelling new vocabulary correctly	amazing, cheap, delicious, honey, pastry, smell, sweet, taste, wonderful
4 Revision: The school magazine (1)	<i>My favourite meal is lamb and rice. It tastes (delicious). How do you make (it)? Have you got any (books in your room)? Yes, I have. There are some (books on my desk next to my computer). First, (cook the fish with some milk, onions and spices). Then, (cook the rice). Finally, (put the fish on the rice and eat it).</i>	Using <i>some</i> and <i>any</i> in questions and statements; Listening for specific information; Matching texts and pictures; Writing sentences with the correct punctuation; Using imperatives for processes and time markers; Writing answers to simple questions; Matching headings to texts; Writing a short, formal email based on a model; Recognising and completing a written learning record	almonds, cupboard, delicious, edition, editor, first, honey, lamb, magazine, meal, next to, onion, pastry, printer, put, rice, stories

Unit	Structures	Functions and Activities	Vocabulary
5 How often do you visit them?	How often do you...? <i>How often do you (visit them)?</i> <i>We (visit them) once or twice a month.</i> <i>We often (stay at their house at the weekend).</i> <i>We sometimes (go to a museum together).</i> <i>We go (to a museum) about four times a year.</i> <i>What do you like doing?</i> <i>I like (playing tennis).</i> <i>How often do you (play tennis)?</i> <i>I (play tennis) once a week.</i>	Talking about frequency of events; Asking and answering questions using adverbs of frequency; Reading for gist and specific information; Practising semi-cursive handwriting; Listening for specific information; Practising pronunciation of multi-syllabic words; Listening and singing along with a song; Asking and answering questions using adverbs of frequency	about, brush, capital city, different, evening, games, ice cream, nice, often, once, same, sometimes, together, world
6 A trip to town	Directions <i>She lives (in the centre of Amman, opposite the park).</i> <i>Go (past the school, then go straight ahead).</i> <i>There's the school, (on the left).</i> <i>It's (between number 39 and number 41).</i> Excuse me, please. Where is the...? <i>Excuse me, please. Where is the (post office)?</i> <i>(Go straight ahead and then turn left).</i> <i>The (post office) is (on the left, opposite the hotel).</i>	Asking for, and giving directions of place; Writing short sentences describing locations; Recognising the different sounds of consonants; Listening for gist and detail; Using and spelling new vocabulary correctly; Reading for gist and specific information; Ordering sentences; Writing a short description	balcony, bank, bookshop, clothes shop, drive, flat, hospital, new, pharmacy, post office, shopping centre, street, supermarket
7 What's the date?	Ordinal numbers <i>What's the date today?</i> <i>It's (25th June).</i> <i>From (23rd June) until (17th August) you can (paint your own T-shirt in the art studio).</i> Suggestions <i>Shall we (look at a map of the museum)?</i> <i>Let's (go to the art studio first).</i> <i>Why don't we (go to the garage)?</i>	Asking and answering questions about dates; Listening for gist and matching information; Making suggestions and responding to them; Reading for gist and specific information; Recognising and using abbreviated ordinal numbers; Using a dictionary to help recognise new vocabulary	art, again, calendar, celebration, cool, date, fix, from, garage, ice cream, own, studio, until
8 Revision: The school magazine (2)	<i>Go (into the big park in the city centre, go straight on). Then, (take the next turn right).</i> <i>In summer it is often hot and in winter it sometimes rains.</i> <i>It usually snows about once or twice a year.</i> <i>I'm going with my friend and her family on 7th August for a birthday celebration.</i>	Reading for gist and specific information; Listening for gist and specific information; Asking and answering questions about location; Talking about frequency of events; Talking about location and important dates; Using and spelling new vocabulary correctly; Recognising and completing a written learning record	about, capital city, celebration, date, flat, new, nice, often, once, sometimes, twice, world

Unit	Structures	Functions and Activities	Vocabulary
9 What did you do at the museum?	The past simple: regular and irregular verbs <i>Did you (have a good time at the museum last week)?</i> <i>Yes, we did.</i> <i>No, we didn't.</i> <i>I (made a paper aeroplane and flew it too)!</i> <i>I (made a bracelet and I designed a T-shirt).</i> <i>Muna didn't (play football last weekend).</i> <i>Su'ad (met her aunt yesterday).</i>	Talking about what you did in the past; Describing events using the past simple, regular and irregular verbs; Practising semi-cursive handwriting; Listening for specific information; Recognising different vowel sounds; Asking and answering questions about the past; Reading for gist and specific information	aeroplane, ancient, bracelet, dark, designed, drank, drew, flew, found, night, opened, piece, planetarium, police station, sand, stars, too
10 Past and present	The past simple with <i>much, many</i> and <i>lots of</i> <i>Grandpa, was Amman very different in the past?</i> <i>Yes, it was. There weren't many (cars) and there wasn't much (pollution).</i> <i>There were lots of (small buildings).</i> Preferences <i>Do you prefer (the city in the past or the city today)?</i> <i>I prefer (the city today).</i>	Talking about the past and describing differences between the past and present; Asking and answering questions about preferences; Pronouncing diphthongs correctly; Listening for gist and specific information; Describing a photograph using the past simple; Writing about preferences; Reading for gist and specific information	comfortable, crowded, difficult, donkey, everywhere, exciting, kept, life, money, noise, pollution, vegetables
11 What were you doing?	The past continuous <i>I was (tidying my bedroom) when (I found this book).</i> <i>She was (playing a game) when (her Grandma arrived).</i> <i>What were you doing (at one o'clock yesterday)?</i> <i>I was (eating lunch).</i> <i>The family were driving to Amman on Friday.</i>	Describing events in the past using the past continuous; Writing sentences using the past continuous; Recognising and spelling new vocabulary correctly; Asking and answering questions using the past continuous; Listening to and singing along with a song; Reading for gist and specific information; Completing a short story; Pronouncing words with silent letters	castle, ceiling, decorate, history, knocked, mosaic, night, other, remembered, sky, window
12 Revision: The school magazine (3)	<i>We found old pots in the sand and drew cave paintings.</i> <i>There weren't many cars when he was young and there wasn't much pollution.</i> <i>Grandpa prefers to live in Amman today.</i> <i>Last week, Saleem was tidying his room when he found a book about Jordan's history.</i>	Asking and answering questions using the past simple and past continuous; Asking and answering questions about preferences; Practising semi-cursive handwriting; Reading for gist and specific information; Matching headings to text; Punctuating sentences correctly; Recognising and completing a written learning record	ancient, castle, decorate, design, drew, found, history, mosaic, noise, pollution, sand, too

Unit	Structures	Functions and Activities	Vocabulary
13 A map of Jordan	too with adjectives <i>Saleem, this is too (small) and too (crowded)!</i> <i>Why doesn't Aunt Nadia want to go to (Wadi Rum)?</i> <i>It's too (far).</i> Locations on a map <i>Look, the desert is in the (east).</i> <i>The River Jordan and the Jordan Valley are in the (west).</i> <i>Amman is a big city in the (centre) of Jordan.</i> <i>Petra is in the (south) of Jordan.</i>	Describing places using <i>too</i> plus an adjective; Describing the location of places in Jordan; Asking and answering questions about locations; Listening for gist and specific information; Reading for specific information; Answering questions about a text; Writing and describing preferred living locations; Practising pronunciation of the letter <i>i</i>	countryside, dry, east, far, field, fruit, idea, north, nothing, oasis, on top, river, south, west, wet
14 Life in the future	The future with will and opinions with I think... <i>Will we (live on the moon)?</i> <i>No, we won't. I think we'll (always live on Earth).</i> <i>Will we (live in houses)?</i> <i>Yes, we will. But we will (use) less (energy in our homes and we will save) more (water).</i> What will you do when you grow up? <i>What will you do when you grow up?</i> <i>I'll (visit lots of different countries).</i>	Talking about the future; Giving opinions about life in the future; Asking and answering questions about the future; Encouraging pupils to use dictionaries to recognise new and unfamiliar words; Practising pronunciation and intonation of questions and answer forms; Listening for gist and specific information; Writing and reading aloud a short, simple passage about an illustration; Reading for gist and specific information	Earth, electric, electricity, energy, everyone, future, less, moon, petrol, sail, save, use, wheel
15 The water cycle	Requests with will <i>Will you help me?</i> <i>Yes, we'll help.</i> <i>Will you help me (draw some clouds, too)?</i> Instantaneous decisions with will <i>I'll (get some glue and some scissors).</i> <i>I'll (get some paper and some pens).</i> When do you use water? <i>When do you use water?</i> <i>I use it (to brush my teeth). I use it (to wash my hands).</i>	Asking for and responding to requests for help; Using <i>will</i> for instantaneous decisions; Describing a process; Describing uses of water; Listening to and singing along with a song; Writing about different ways of using water; Reading for gist and specific information; Recognising and spelling correctly new vocabulary	air, alright, collect, cycle, evaporate, fall, farmer, get, glue, guest, heat, kingdom, planet, rise, scissors
16 Revision: The school magazine (4)	<i>The deserts in the east are very dry. It is too dry to grow food there.</i> <i>The farmers collect and save water when it rains. They use it on the fields to make the food grow.</i> <i>In the future, there will be more people and less water in Jordan.</i> <i>Life will be different, but we will always be happy in Jordan.</i>	Talking about the future; Using <i>too</i> with an adjective; Talking about ways of using water; Listening for gist and specific information; Describing the locations of places on a map; Practising semi-cursive handwriting; Drawing an illustration based on a reading text; Reading for gist; Recognising and completing a written learning record	collect, countryside, dry, east, farmer, field, fruit, future, less, north, on top, river, save, use, west, wet

Unit	Structures	Functions and Activities	Vocabulary
17 Have you ever watched a football match?	The present perfect <i>Have you ever (watched a football match)?</i> <i>Yes, I have. I've (watched lots of football matches on television).</i> <i>Have you ever (been to watch our national team)?</i> <i>No, I haven't.</i> <i>Has (Majeda) ever (ridden a camel)?</i> <i>Yes, she has.</i> <i>Has (Majeda) ever (seen snow in the mountains)?</i> <i>No, she hasn't.</i>	Asking and answering about past experiences using the present perfect with <i>ever</i> ; Listening for gist and for specific information; Using a dictionary; Writing an introductory sentence for a short, simple paragraph; Writing questions and answers using the present perfect; Reading for gist and specific information; Writing a short reply to a letter	been, eaten, fantastic, football match, international, live (adj), national, ridden, seen, spaghetti, stadium, swimming pool, swum, team, tickets
18 How long have you played football?	Present perfect How long...? with for and since <i>How long have you (liked football)?</i> <i>I've (liked football) for (five) years.</i> <i>I've (played for the team) since (May).</i> <i>I've (played tennis) since (2004).</i>	Using the present perfect with <i>for</i> and <i>since</i> ; Asking and answering questions using the present perfect with <i>for</i> and <i>since</i> ; Listening for gist and specific information; Taking notes when listening; Preparing and presenting a short dialogue; Reading for gist and specific information; Recognising and spelling new vocabulary; Practising semi-cursive handwriting; Writing a short descriptive paragraph	activities, athlete, competitions, golf, horse riding, interview, Jordanian, musical instrument, player, questions, runner, swimming pool, table tennis, travelled, trophy, won
19 What do you think?	Opinions: In my opinion.../I think... <i>What do you think of (this page in the magazine, Hassan)?</i> <i>I think (football is boring) and in my opinion (famous people are often unhappy).</i> <i>I think (it's) the best (article) I've ever (read).</i> <i>What do you think is the best (book) you've ever (read)?</i> <i>I think (The King's Gift) is the best (book) I've ever (read).</i> <i>It's (a very exciting story).</i>	Asking for and giving opinions; Using adjectives with prefixes and suffixes; Using a dictionary; Listening for gist and specific information; Writing a short paragraph expressing opinions; Listening and singing along with a song; Reading for gist and specific information; Presenting ideas to the class	article, boring, footballer, lives (n), page, painting, part, peaceful, powerful, successful, unhappy
20 Revision: The school magazine (5)	<i>Have you ever played tennis?</i> <i>Have you ever swum in the sea?</i> <i>My brother Saleem has played for the school football team since May.</i> <i>His friend Hassan wants to be a successful footballer.</i> <i>What do you think of sports?</i> <i>In my opinion, they are fun.</i> <i>Yousuf has (won lots of competitions).</i> <i>Tareq has (played the piano since September).</i>	Using the present perfect with <i>ever</i> ; Using the present perfect with <i>for</i> and <i>since</i> ; Asking for and giving opinions; Listening for gist and specific information; Writing sentences using the present perfect; Reading for gist and specific information; Matching headings to text; Recognising and spelling new vocabulary; Writing answers to questions about yourself	activities, articles, competition, fantastic, footballer, golf, horse riding, international, live (adj), national, piano, ridden, seen, stadium, successful, swum, table tennis, team, trophy, unhappy

INTRODUCTION

Action Pack 5 is the fifth level of a twelve-level course for young Jordanian learners of English. The course aims to introduce English gradually and efficiently through fun activities, a variety of exercise types and songs.

The course builds upon the vocabulary and structures introduced in the previous levels, and again provides practice in all four language skills – listening, speaking, reading and writing.

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

Components

The course is made up of five components:

1 Pupil's Book

The Pupil's Book consists of twenty units. This level focuses again on the family introduced in level four, and in particular the two characters, brother and sister Saleem and Fatima. New language is presented in the context of themes that will be familiar to the age group, for example **In the home; Food; Free time activities; In town; Weekend trips**. The Pupil's Book has clearly numbered activities, each with a simple rubric.

2 Activity Book

The Activity Book is also made up of twenty units. The activities correspond to the material in the Pupil's Book. The Activity Book practises and develops the material presented in the Pupil's Book, allowing the pupils to consolidate their understanding. There are also activities designed to improve pupils' writing skills and pronunciation.

As in the Pupil's Book, each activity is clearly numbered and has a simple rubric for the pupils to follow.

3 The Teacher's Book

This Teacher's Book consists of lesson plans with detailed guidance as to 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.

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

The lessons continue with step-by-step teaching notes on how best to exploit the material in the course. 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. The Presentation stage is always followed by an Oral assessment table. This is for the teacher's use in order to evaluate their own teaching and the class's comprehension of the new language introduced in the presentation. The following is a scoring system. Count the number of (yes) in the scoring criteria in order to assess the level of pupils' understanding.

If there are five steps, follow this key:

- 5 (yes) all language used correctly and fully understood
- 4 (yes) mostly correct, still lacking confidence in a couple of areas
- 3 (yes) partially correct but still need help in quite a few areas
- 2 (yes) marginally correct but lacking understanding in most areas
- 1 (yes) these language points require revising and need to be presented again

If there are four steps, follow this key:

- 4 (yes) all language used correctly and fully understood
- 3 (yes) mostly correct, still lacking confidence in a couple of areas
- 2 (yes) partially correct but still need help in quite a few areas
- 1 (yes) these language points require revising and need to be presented again

If there are three steps, follow this key:

- 3 (yes) all language used correctly and fully understood
- 2 (yes) partially correct but still need help in quite a few areas
- 1 (yes) these language points require revising and need to be presented again

If there are two steps, follow this key:

- 2 (yes) all language used correctly and fully understood
- 1 (yes) these language points require revising and need to be presented again

There are also tapescripts for all the recorded material included in the Teacher's Book.

As different classes work at different paces, additional activities are also suggested for pupils or classes that finish early.

There is also an activity to close the lesson, usually a fun task that practises some of the language practised in the lesson, but which can be omitted if time is short.

4 The Cassette

The cassette includes all the recorded material from both the Pupil's Book and the Activity Book. Material is spoken by native English speakers and is carefully graded to be appropriate to younger learners. Full tapescripts of all the recorded material are provided in the Teacher's Book.

5 Flashcards and Wall Charts

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

Always try to use flashcards and wall charts 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 again, either for revision in later lessons, or as prompts in particular exercises. They can also be used in fun activities such as memory games.

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

point to the relevant picture, or point to a picture on the wall chart and ask pupils to name the object, for example.

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

Total Physical Response

The course uses Total Physical Response (TPR), based on the idea that initially, pupils will understand and respond to language without actually using it: in other words, a silent period in which he or she will slowly absorb the language. The *Action Pack* series is graded accordingly, building up from gently asking pupils to respond physically to verbal instructions, e.g. to stand up or sit down, to pupils using the language actively themselves.

TPR also relies on props such as flashcards, wall charts and realia, as well as actions, to provide a context that helps to convey meaning. By this stage, pupils will be able to link what they hear to the physical response they are required to give. From the outset, pupils were introduced to classroom language, for example write, listen and read, enabling the teacher to exploit the simple written rubrics in the book. In the fifth grade, pupils will be able to easily recognise and read these rubrics themselves.

Young learners love to act out situations and imagine that they are the characters in the book. This is fun, motivating and above all an excellent way of learning. Throughout the course, pupils are encouraged to act out situations and dialogues. This enables pupils to not only practise and revise language, but through TPR, to internalise it by 'living out' the situations in an interactive context.

Outcomes

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

- recognise English sounds and their combinations in longer words and phrases
- recognise the different sounds of some consonants in the alphabet
- recognise and pronounce learned English words correctly
- participate in simple classroom exchanges
- demonstrate understanding of words in short, uncomplicated instructions, questions and guided exchanges
- take notes and begin to make inferences when listening
- use simple words and structures to participate in short, guided exchanges in familiar contexts
- cooperate in short, simple prepared presentations on familiar topics
- use reading strategies to understand short, uncomplicated reading material (e.g., stories, short informative texts and songs) and demonstrate these strategies
- distinguish fact from opinion and explain point of view in simple reading material
- recognise the use of simple prefixes and suffixes to alter the meaning of words
- find simple information in English either through context or by using a dictionary

- write semi-cursive English letters correctly, legibly and neatly
- write short, simple sentences and short paragraphs on familiar topics for specific purposes and in order to present to the class
- use a model to write a short, descriptive paragraph about a picture or illustration
- apply knowledge of simple spelling, punctuation and usage

Using the materials

Each unit covers six lessons.

Revision units 4, 8 and 12 cover four lessons. Units 16 and 20 cover five lessons.

Lesson 1 typically consists of a short story, presented around story frames. The language is presented by native English speakers on the cassette and in speech bubbles on the page. Pupils listen to the story and follow the text in the speech bubbles as they listen. They may be asked to act out the dialogue in groups or pairs. In order to aid understanding, flashcards and wall charts can also be used. In addition, using real objects whenever possible can help bring the situation to life.

Lesson 2 consolidates and builds on the material introduced in Lesson 1. Before you focus on the book, revise language from the previous lesson. Specific ways to do this are given in the lesson plans. Pupils also complete one or two exercises in the Activity Book to consolidate the new language.

Lesson 3 continues with the Pupil's Book. This lesson often asks pupils to listen to short dialogues in order to highlight language introduced in the first lesson. Pupils will say the sentences, or listen and match the information they hear with the pictures in their books. Pupils will also complete corresponding exercises in the Activity Book.

Lesson 4 often uses the material from Lesson 3 in a communicative activity. These activities are fun and allow the pupils to see how they can use the language they have learnt. Again, pupils will complete an exercise in the Activity Book. Always revise any language they will need to do the tasks.

Lesson 5 continues with the Pupil's Book. Tasks in this lesson can vary from a reading or listening, mixing and matching activity, to a communicative pair work exercise. Once more, pupils complete a corresponding exercise in the Activity Book. It is also at this part of the unit that pupils will often complete some form of writing practice exercise.

Lesson 6 often involves a reading activity. They will often match parts of a text to pictures, or other texts, or amend sentences in accordance with a larger piece of text. Pupils will also complete Activity Book exercises in order to consolidate their understanding of some of the main structures and vocabulary learnt throughout the unit.

Activities and procedures: Pupil's Book

Listen and read

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

cassette more than once if necessary and ask the class simple comprehension questions. Encourage pupils to ask their own questions as well. As with all tasks, listening should be fun and interactive.

Listen and match

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

Listen and choose

In this activity, pupils listen to a dialogue, or a selection of short dialogues. In their Pupil's Book they are given the choice of a selection of pictures or two or three tables of information, one or two of which best match the dialogue/s. Pupils must listen and choose which picture/s or tables best fits what they hear. As with all listening activities, prepare the class by looking at the pictures or information, first and eliciting relevant vocabulary. Always play the cassette two or three times and check pupils' answers as a class.

Ask and answer

In this activity, pupils ask and answer questions in pairs based on language or material introduced in the Pupil's Book. Before pupils begin, read the model dialogues with the class and ask pupils to give further examples of different questions and answers.

Read and match

In this activity, pupils read a short text, or series of texts, and match the information they read to the corresponding picture. Prepare pupils for the activity by asking first what they can see in the pictures. Allow pupils to read silently, and then read the text again with the class; you may need to teach new vocabulary at this point in the context of the text. Pupils can also read aloud if you wish. Pupils then match the text to the correct picture.

Look and say

Pupils refer to a picture, text or table of information in the Pupil's Book and make a sentence according to what they can see. Ask pupils to give examples before they begin in pairs.

Read and choose

In this activity pupils read three short texts and then select, from a choice of four, the corresponding headings for the pieces of text. Pupils must use their understanding of the text to choose the most appropriate heading. There will always be one heading which will not match any of the texts. Ask pupils to work alone during this activity and then check answers in pairs and then as a class.

Read and order

Pupils read a short text and look at a series of accompanying pictures. Pupils order the pictures according to the sequence of events described in the text. First, ask pupils to tell you what they can see in the pictures and revise, or pre-teach, any vocabulary that pupils may need. Then, pupils read the text silently. Ask the

class comprehension questions about what they have read to check understanding. Then, in pairs, pupils order the pictures.

True or false?

In this activity, pupils read the sentences and decide if they are true or false, depending on the information in a reading text that pupils will have read previously. Read the sentences with the class to check understanding and elicit the answer to the first sentence as an example to pupils before they begin in pairs.

Sing

There are various songs throughout the course, each incorporating vocabulary and grammatical structures studied during lessons. Using TPR, encourage pupils to sing the song themselves. Pupils always enjoy singing songs and will quickly learn not only the tunes, but also the rhythms and patterns of English. Before playing each song, look at the accompanying pictures and encourage the pupils to describe what they can see. Then, play the song for pupils to listen to. Play it again, a verse at a time. Encourage pupils to join in. Play it again; pupils will then begin to join in with confidence. There are usually further opportunities to practise the song in subsequent lessons.

Activities and procedures: Activity Book

Read and complete

In this activity, pupils have a number of sentences to complete correctly, using vocabulary already provided. They must refer to the picture prompts and select the correct vocabulary in order to complete a sentence that matches the picture. Pupils have to be aware that they may need to conjugate verbs, in addition to choosing the correct pieces of vocabulary, and they must pay attention to spelling.

Read / ask / look / match / answer and write

In this activity, pupils must read a question and answer it about themselves. They should be encouraged to answer from their own experience and write two or three sentences using the language practised or introduced in the unit. Pupils can then tell the class what they have written or read their answer to a partner, or small group. Try to encourage pupils to write neatly and using the correct spelling and punctuation.

Listen and say

Pupils are presented with a list of words, all of which will be familiar to them. They will hear the correct pronunciation of these words on the cassette and must repeat. Pause the cassette between words in order for pupils to hear clearly the pronunciation and attempt repetition. When pupils begin to repeat the words, pay particular attention to their use of stress and the sounds of consonant combinations. Play the cassette again, if necessary.

Look and spell

This activity requires pupils to concentrate hard and work independently. Pupils are presented with several words, all of which will have appeared throughout previous activities, they must look at the words and then cover them. They must then write the words from memory. Pupils must be encouraged not to cheat and to look at the original words only when they have completed their own attempt. Pupils can check their answers

alone, with a partner or as a class.

Write the sentences correctly

These activities focus primarily on developing pupils' writing abilities and their awareness of English punctuation and spelling. Pupils have to re-write, or produce, sentences, placing capital letters, question marks and full stops in the correct places. They should always be encouraged to double-check their work for inaccuracies in spelling, or missed punctuation. A correct version could be written on the board for pupils' reference, or pupils themselves could write their own versions on the board, following completion of the activity.

Trace and copy

In this activity pupils develop their ability to use the semi-cursive script. Always provide pupils with a clear demonstration on the board before beginning these activities. If necessary, repeat the demonstration a couple of times. Importantly, emphasise the use of the diagonal join between certain letters. Pupils must first trace the words and then rewrite the words independently. Monitor the class and help where necessary.

Wordlist

The Wordlist is an extra resource for both pupils and teachers at this fifth level and is situated at the end of the Pupil's Book and Teacher's Book. The vocabulary is clearly arranged in alphabetical order. This resource can be utilised in class as a vocabulary generator by the teacher. Pupils at home may also use it as a revision tool.

Revision

There are regular specific revision units, but revision is also ongoing throughout the course. Each lesson begins with an activity that recycles language from a previous lesson. It also ends with a suggested activity to consolidate what they have learned. However, the specific revision units 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 revision 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.

Developing oral skills

There are numerous ways in which you can encourage your pupils to practise their listening and speaking skills. As well as regular interactions in pair and group work, pupils can more formally practise their pronunciation and intonation of English by reading aloud the dialogues that make up the first page of each unit. Once they have become familiar with the text, its meaning and its pronunciation, pupils can act out the dialogues in small groups, reading the text from the Pupil's Book. This makes use of Total Physical Response and gives pupils the opportunity to consolidate their learning with bodily movement and body language. Some of your more confident pupils may be able to take this process a step further, and act out the dialogue in front of the class without recourse of the Pupil's Book, either from memory or by improvising appropriate speech that parallels but does not precisely reproduce the written text.

Writing

There are writing activities in the Activity Book that are designed to improve pupils' writing skills. In the fifth level pupils are continuing to practise semi-cursive letters and write short, simple sentences and paragraphs. Pupils also complete simple writing tasks, such as short descriptions and emails. Always help pupils to write clearly and neatly by ensuring that they are sitting comfortably with the book in the correct position: right-handed pupils tend to slope their paper slightly to the left, left-handed pupils the other way around. Never encourage left-handed pupils to write with their right hands. In class, it is often beneficial for pupils to revise their written work with the assistance of their peers; encourage pupils to work in pairs to correct spelling and punctuation.

Linguistic Structures

These are listed in the Pupil's Book contents pages and also at the beginning of each lesson in the Teacher's Book. Please note that they are given for your reference only. **The approach to teaching language structures and grammar introduced in *Action Pack* is one of 'grammar in context'. The pupils learn the new structures without needing to be made consciously aware of the structures or grammatical items as such, or the specific names of such structures.**

Classroom management

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 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.

Throughout the course there are various activities that require pupils to work in pairs or small groups.

Pair work

With pair work, the simplest way to organise the class is to ask the pupil to work with the person sitting next to them. However, try and ensure that the same pupils do not always work together. You can also ask pupils to work with the person sitting behind them; or move pupils round so that they have new seats. Sometimes, it is a good idea to pair less able pupils with stronger ones, in order for the stronger ones to help the quieter ones.

Group work

For group work, try and divide the class into equal-sized groups. You may want to encourage groups to remain fixed for a certain period of time throughout the year, in which case allow pupils to assign their groups fun names based on food, animals, colours, or any other suitable theme. However, remember to rotate pupils and rearrange groups sporadically in order to allow pupils a chance to work with a wider variety of their classmates and to gain confidence in developing their communication and teamwork skills.

Tasks and games

Ensure each group or pair has the correct materials when completing tasks and games. Encourage pupils to communicate in English whilst doing the task. Ensure that each pupil in the pair or group gets the chance to participate. Do not let the stronger ones dominate.

Above all, good luck and enjoy the course!

Lesson 1

Outcomes: To use *some* and *any* in questions and statements
 To use reading and listening strategies to help recognising
 To make polite requests and give responses

Structures: *Have we got any (paper)? Yes, we have. There's some (paper on the desk). It's next to (the printer). It hasn't got any (pictures on it).*

Functions: Making polite requests and enquiries, and answering in the affirmative and negative

Vocabulary: cover, edition, editor, first, floor, great, ink, magazine, next to, paper, print, printer, stories

Topic: Preparing a school magazine

Resources:

- Pupil's Book, page 4 Exercise 1, Listen and read
- Cassette, Unit 1, Exercise 1
- Flashcards: ink, magazine, printer
- Realia: A magazine

- Hold up the flashcards and point at the pictures, eliciting the different words.
- Finally, show the word only and ask pupils to say it.
- Ask pupils questions about what they have using *some* and *any*, for example *Have you got any books?* Elicit the answer *Yes, I have/No, I haven't*. Practise with other items pupils know.

Oral Assessment

With reference to flashcards and presentation, pupils:

Scoring criteria	Yes	No
point to the correct flashcard, following the teacher's prompt		
recognise the words without the aid of the flashcards		
answer the questions with <i>some</i> and <i>any</i> correctly		

Pupil's Book, Exercise 1

UNIT | **Have we got any paper?**

Word Box
cover, edition, editor, first, floor, great, ink, magazine, next to, paper, print, printer, stories

Listen and read

4

Revision

- Greet the children. Say *Hello, I'm...* and give your name. Ask the class *How are you?* Elicit response *Fine, thank you. And you?*
- Ask pupils to greet each other in pairs.
- Write these words on the board as prompts for pupils: *Good holiday? Where? What do? What best thing?*
- Choose pupils to model the correct question for each prompt: *Did you have a good holiday? Where did you go? What did you do?* Write these on the board for reference.
- Choose pupils to model the correct answer for each prompt: *Yes, it was great.* Teach *great* from context - pupils will come across it in Exercise 1. *We went to... We visited museums/played tennis* etc.
- Ask pupils to ask and answer the questions in pairs and to remember their partner's responses.
- Ask pupils to give you the information about their partners (*He/She had a great holiday. He/She went to... He/She visited,* etc.)

Presentation

- Show pupils the magazine you have brought in or use the flashcard. Teach *magazine, cover, paper, stories, (first) edition.* Tell the pupils that an *editor* works on a magazine. He or she chooses the stories.
- Say the words and ask pupils to repeat.
- Show the flashcards of *ink* and *printer*. Teach and practise the words.

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 4.
- Point to each character in turn and ask *Who is this?* (*Fatima, Saleem*).
- Ask pupils to look at picture 1. Ask *Where is Fatima sitting?* (*at the computer/at her desk*) *Where is Saleem sitting?* (*on the sofa*) *What is Saleem doing?* (*reading a book*).

UNIT 1

- Play the cassette. Tell pupils to follow the text in the speech bubbles as they listen. Present *next to* from the context of the story.
- Play the cassette for a second time.
- Ask some comprehension questions, for example *Where is the paper? Where is the desk? Where is the black ink? What is Fatima doing at school? What is her job?*

Tapescript

- FATIMA: Have we got any paper?
SALEEM: Yes, we have. There's some paper on the desk. It's next to the printer.
FATIMA: Oh, yes! Have we got any blue ink?
SALEEM: No, we haven't. There's some black ink in the printer. What are you doing?
FATIMA: At school, we're writing a magazine about Jordan. I'm the editor.
FATIMA: This is the cover for the first edition.
SALEEM: It hasn't got any pictures on it.
FATIMA: It isn't finished! I'm going to put some pictures in it and then I'm going to print it.
SALEEM: Is it going to have stories and letters in it?
FATIMA: Yes, it is. It's going to be great!

Further practice

- Ask *Do you read magazines? Do you want to make a school magazine? What do you want to write about?*
- Elicit response from pupils, for example *I read... I want to make a school magazine. I want to write about (my family, school, sport etc.)*

End the lesson

- Put some things on your desk so that all the pupils can see. Make sure there is a box or something similar to put something in.
- Ask questions *Where is the...?* Elicit answers with different prepositions, i.e. *in, on, next to, under*.
- Congratulate pupils for a good first lesson.
- Dismiss the class.

Lesson 2

Outcomes:	To practise using <i>some</i> and <i>any</i> in questions and answers To write answers to questions in the affirmative and negative To give short answers To read and stress the first syllables in words
Structures:	<i>Have we got any (paper)? Yes, we have. There's some (paper on the desk). It's next to (the printer). It hasn't got any (pictures on it).</i>
Functions:	Answering questions
Topic:	Preparing a magazine and describing a room
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 4 Exercise 1, Listen and read□ Activity Book, page 4 Exercise 1, Ask, answer and write Exercise 2, Listen and say□ Cassette, Unit 1, Exercise 1 Cassette, Unit 1, Activity Book, Exercise 2□ Flashcards: ink, magazine, printer

Revision

- Use the flashcards and elicit the vocabulary from pupils in the usual way.
- Show the flashcard of the magazine and elicit vocabulary about it by asking questions, for example, *Who chooses the stories? What is the first page called? What can you read in a magazine?*

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 4 again.
- Play the cassette again. Pause after each line and ask pupils to repeat.
- Choose two pupils to take the parts of *Fatima* and *Saleem*.
- Ask these pupils to read the dialogue aloud as an example to the class of the following activity.
- Separate pupils into pairs. They choose their characters and practise the dialogue.
- Monitor as they are working and help where necessary.
- Choose pairs to come to the front to present their dialogue to the class.
- Congratulate the pairs on their hard work and ask them to sit down.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 4.
- Ask pupils to look at the three pictures in the table and ask *What are these?* Elicit the words.
- Explain that pupils must answer questions about the table. Choose two pupils to read the example dialogue.
- Choose pupils to ask questions 2 to 4 and choose other pupils to answer them.
- Then ask pupils to fill in the table for themselves. They then practise asking and answering questions 5-7 in pairs.
- Choose pupils to ask and answer questions in front of the class.
- Pupils then write the answers to the questions.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. No, she hasn't.
3. Yes, she has.
4. Yes, they have.
- 5, 6, 7 Pupils' own answers – Yes, I have./No, I haven't.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 4.
- Tell pupils that some words that are connected have different stress. This exercise focuses on two related words which have different stress patterns.
- Say the first word **ed-it-or** and tap fingers on the desk at the same time, giving a stronger tap to **ed**.
- Write the word on the board in three syllables. Ask pupils where the stress is. Pupils repeat the word after you.
- Play the cassette. Choose pupils to repeat the word.
- Do the same with **e-di-tion** and play the cassette.
- Play the cassette again and ask pupils to repeat after the cassette.

Tapescript

editor
edition

Further practice

- Choose some other words from the unit and ask pupils to say where the stress is, for example **mag-a-zine**, **pa-per**, **print-er**, **pic-tures**.

End the lesson

- Show the class the flashcards again. Ask pupils to come to the front and ask the class questions, for example *What's this?*
- Dismiss the class.

Lesson 3

Outcomes:	To listen for gist and specific information To ask and answer questions with <i>some</i> and <i>any</i> To practise semi-cursive handwriting
Structures:	<i>Are there any (magazines) in your picture?</i> <i>Yes, there are. There are some (magazines on the desk).</i>
Functions:	Describing locations of objects using prepositions of place
Vocabulary:	floor
Topic:	Describing a room
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 5 Exercise 2, Listen and match Exercise 3, Ask and answer □ Activity Book, page 5 Exercise 3, Look, match and write Exercise 4, Trace and copy □ Cassette, Unit 1, Exercise 2

Revision

- Ask questions about the story in Exercise 1, for example *What does Fatima want? Have they got any blue ink? Have they got any paper? What is Fatima doing?*

Presentation

- Put some pens on your desk so that the class can see them. Say *There are some pens on my desk*. Repeat with some other items, for example, books, rulers, pencils. Elicit sentences from the pupils.
- Walk to the back of the class and ask a few questions about the things on your desk, for example, *Are there any pens on my desk?* Elicit *Yes, there are*.
- Then ask *Are there any flowers on my desk?* Elicit the answer *No* from the pupils and give them the sentence *No, there aren't any flowers on the desk*.
- You may also wish to highlight here that *some* is used most often in the affirmative and *any* is used in questions and the negative.
- Practise with other things, for example, balls, bags, apples, etc. Elicit the negative response.
- Also teach *floor*.
- Encourage pupils to ask each other questions. They can ask about things they can see or use their own vocabulary knowledge to think of other things.

UNIT 1


Oral Assessment


With reference to the presentation, pupils:

Scoring criteria	Yes	No
answer the questions with <i>some</i> and <i>any</i> correctly		
ask questions using their own vocabulary knowledge		


Pupil's Book, Exercise 2

UNIT 1

2  Listen and match




a




b

3 Ask and answer



Are there any magazines in your picture?



Yes, there are. There are some magazines on the desk.

5

- Ask pupils to look at the pictures in Exercise 2 in their Pupil's Book on page 5.
- Elicit as many sentences as possible about the two pictures from the pupils using *some* and *any*.
- Tell the class they will hear somebody describing one of the pictures.
- Pupils must choose the picture that matches the description.
- Play the cassette twice. Check answers as a class.
- Elicit the sentences from the class.

Tapescript

GIRL: My bedroom isn't very tidy!
 There are some pens on the desk next to the printer.
 There isn't any paper in the printer.
 There's some paper on the desk next to the computer.
 There are some magazines on the floor.

There are some DVDs on the bed.
 There aren't any cups on the desk.

Answer

Picture a

Pupil's Book, Exercise 3

- Ask pupils to look at the pictures in Exercise 3 in their Pupil's Book on page 5.
- Tell the pupils to choose one of the pictures in Exercise 2.
- Ask a pupil *Are there any magazines in your picture?* Elicit answer *Yes, there are some magazines on the desk/on the floor.*
- Pupils work in pairs to ask and answer questions about the picture they have chosen.
- Choose a few pupils to ask questions to different pupils across the class.

Activity Book, Exercise 3

- Put some things on your desk so that all the pupils can see them. Ask pupils to describe what they can see, for example *There is a pen on the desk. There are some books on the desk.*
- Ask pupils to look at Exercise 3 in their Activity Book on page 5.
- Ask the pupils to look at the picture, *What can you see on the table? What can you see on the floor?* Remember to remind pupils that leaving things on the floor makes a room very untidy!
- Choose pupils to read the words in the box out loud.
- Explain that they have to match the sentences to the pictures and complete them with a word from the box.
- Pupils work individually. Monitor and help where necessary.
- Check answers as a class.

Answers

2. There are some magazines on the table.
3. There are some pens on the table.
4. There is some paint on the table.
6. There aren't any DVDs on the table.
7. There isn't any paper on the table.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 5.
- Ask pupils to read the words aloud. Demonstrate on the board how pupils are going to form the words *paper* and *printer*. Highlight how to join the letters and how to write the letter *p*.
- Tell pupils to first complete the tracing activity and then try to write the word independently.
- Monitor the class and help those who need it. Demonstrate again if necessary.

End the lesson

- Ask pupils to read a sentence about the picture they chose in the Pupil's Book, Exercise 3.

Lesson 4

Outcomes: To listen for gist and specific information
To ask and answer questions using *Have you got any?*
To write sentences with correct punctuation

Structures: *Excuse me, have you got any (blue pens)?*
No, I'm sorry. I haven't got any (blue pens).

Functions: Making polite requests and enquiries and answering in the affirmative and negative

Topic: Making polite requests

- Resources:**
- Pupil's Book, page 6
Exercise 4, Listen and choose
Exercise 5, Ask and answer
 - Activity Book, page 6
Exercise 5, Write the sentences correctly
Exercise 6, Look and spell
 - Cassette, Unit 1, Exercise 4

Revision

- Give pupils three to five minutes working in pairs to make sentences about their classroom using *some* and *any*, for example, *There are some books in the classroom. There aren't any books on the floor.* Monitor as they are working, listening for any problems.
- Elicit examples from different pairs. Go through any problems.

Presentation

- Ask a pupil *Have you got any pens?* If he/she says *Yes*, elicit a full sentence *Yes, I've got some pens.* Ask *Have you got any blue pens?* Elicit the answer.
- Ask other pupils questions with other items.
- Encourage pupils to ask similar questions across the class so you can hear any problems pupils may have.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
answer the questions with <i>some</i> and <i>any</i> correctly		
ask questions using their own vocabulary		

Pupil's Book, Exercise 4

UNIT 1

4 Listen and choose

5 Ask and answer

6

- Ask pupils to look at the pictures in Exercise 4 in their Pupil's Book on page 6.
- Ask them to look at each picture and tell you what they can see in each one.
- Tell them that they will hear three conversations with two people talking. They have to match the conversations with the pictures.
- Play the cassette all the way through once.
- Play the first part of the cassette again. Elicit the answer from the class. If they all agree, move onto the next one. If they don't, either replay the tape or elicit sentences from the pupils and agree on the answer.

UNIT 1

Tapescript

1. BOY: Excuse me, have you got any white paper?
MALE SHOP ASSISTANT: No, I'm sorry. We haven't got any paper.
BOY: Have you got any blue pens?
MALE SHOP ASSISTANT: Yes, we've got some blue pens. Here you are.
BOY: Thank you.
2. GIRL: Excuse me, have you got any black pens?
FEMALE SHOP ASSISTANT: Yes, we have.
GIRL: Have you got any black ink?
FEMALE SHOP ASSISTANT: Yes, we have. There's some next to the pens.
GIRL: Thank you.
3. BOY: Excuse me, have you got any green ink?
MALE SHOP ASSISTANT: No, we haven't. We've got some yellow ink.
BOY: Have you got any red paint?
MALE SHOP ASSISTANT: Yes, we have. Here you are.
BOY: Thank you.

Answers

1. b 2. a 3. a

Pupil's Book, Exercise 5

- Ask two pupils to read out the short dialogue in Exercise 5. Pay attention to the pronunciation and correct accordingly.
- Ask pupils to work in pairs, asking and answering using the same structures.
- Monitor and help where necessary.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 6.
- Explain to pupils that they have to rewrite the sentences using the correct punctuation. They have to use capital letters, commas, apostrophes, full stops and question marks.
- Working in pairs, pupils write the sentences.
- Monitor and help where necessary.
- Check answers as a class, writing the answers on the board.

Answers

2. No, I'm sorry. We haven't got any red ink.
3. Excuse me, have you got any green ink?
4. Yes, we've got some green ink next to the blue pencils.
5. Are there any books on your table?
6. No, there aren't.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 6.
- Ask them to read the words and to say them aloud. Check

pronunciation.

- Tell them now to look at them again alone, then cover the words. Read the words to the class and pupils try to spell them correctly.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

End the lesson

- Ask individual pupils *Have you got any (blue pens)?* Elicit the answer using *some/any* in the answers. Practise with different items.
- Dismiss the class.

Lesson 5

Outcomes: To read for gist

Structures: *There are some books next to the lamp.
I've got some DVDs.
There's a computer on the desk.*

Functions: Describing rooms and locations of belongings using prepositions of place

Topic: Describing a room

Resources:

- Pupil's Book, page 7
Exercise 6, Read and match
- Activity Book, page 7
Exercise 7, Read and complete

Revision

- Place a few things on your desk, for example, some blue pens, some red books, etc.
- On pieces of card write some colours and nouns, for example *blue pens, red books, yellow pens, green books*.
- Choose one pupil to be the shop assistant and to stand behind your desk. Hand the cards out to different pupils.
- Each pupil comes to the front and asks their question, for example, *Have you got any blue pens/yellow pens?* The 'shop assistant' replies *Yes, we have got some./No, we haven't got any.*

Presentation

- Revise some vocabulary from previous levels. Focus on the items that you will need for exercise 6 (For example, desk, lamp, DVDs, bed, computer, chair).
- Ask pupils to think about their own bedrooms. Elicit a sentence from one of the pupils, for example, *I've got a desk. There are some books on the desk. I've got some books and DVDs.*
- Pupils work in pairs and tell each other their sentences. Then elicit sentences from pupils about their partner's room, for example, *She's got a desk. There are some books on her desk. She's got some books and DVDs. She hasn't got any magazines in her room.*

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
recognise revised vocabulary		
describe a room using <i>some</i> and <i>any</i> in the affirmative and negative		

Pupil's Book, Exercise 6




UNIT 1

6 Read and match

1 My bedroom isn't very tidy. I've got a desk with a lamp on it. There are some books next to the lamp. I've got some DVDs and there are some magazines on the floor under the desk.
Ahmad


3 I've got a desk in my bedroom. There's a computer on the desk and there are some books on the desk. I do my homework there after lunch. There are some clothes on my chair. I like my room.
Jaber

2 I like my bedroom. There are some pens and pencils on my desk. There are some books on the bed. They are my favourite books.
Eman

7 Read and answer

1. Are there any books in Eman's bedroom?
2. Who has got a computer in their bedroom?
3. Are there any clothes in Ahmad's bedroom?
4. What is on the chair in Jaber's bedroom?
5. What is on the desk in Eman's bedroom?
6. What is on the floor in Ahmad's bedroom?



Yes. There are some books on the bed.

7

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 7.
- Ask a pupil to read Ahmad's text.
- Ask the pupils which picture a, b or c they think shows Ahmad's bedroom. Elicit the answer.
- Tell pupils to read and match the other texts and pictures.
- Monitor and help where necessary.
- Check answers as a class. Ask *What has Ahmad got in his room?*

Answers

1. c 2. a 3. b

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 7.
- Look at the example with the class. Explain that they have to complete the sentence using one of the words in the box. They have to describe the picture.
- Go over the exercise orally. Then ask pupils to work individually to write the answers.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. in 3. under 4. in 5. next to 6. on 7. next to 8. under

End the lesson

- Play a memory game with the class. The first person says, for example, *I've got some paper*. The next pupil says *I've got some pens and some paper*. The next says *I've got some books, some pens and some paper*.
- Continue until somebody can't remember the words. Then start another set of sentences. See which set of pupils can remember the most words.
- Dismiss the class.

Lesson 6

Outcomes:	To read for specific information
Structures:	<i>There are some books next to the lamp.</i> <i>I've got some DVDs.</i> <i>There's a computer on the desk.</i>
Functions:	Describing rooms and locations of objects using prepositions of place
Topic:	Describing a room
Resources:	▫ Pupil's Book, page 7 Exercise 7, Read and answer

Revision

- Ask pupils to keep their books closed and try to tell you about each of the bedrooms in Exercise 6, for example, *Ahmad has got a desk in his bedroom*.
- Encourage the class to discuss whether the sentences are correct or not. If they are not sure, write those sentences on the board.
- Pupils can then look at their books and check the answers.

Pupil's Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Pupil's Book on page 7.
- Tell pupils that they must refer to Exercise 6 from the previous lesson, for the answers.
- Do the first question together.
- Put pupils into pairs and tell them to take turns asking and answering the questions. Monitor and help where necessary.
- Check answers as a class.

Answers

1. Yes, there are some books on the bed.
2. Jaber has got a computer in his bedroom.
3. No, there aren't any clothes in Ahmad's bedroom.
4. There are some clothes on the chair in Jaber's bedroom.
5. There is a lamp and some pens and pencils on the desk in Eman's bedroom.
6. There are some magazines on the floor in Ahmad's bedroom.

Further practice

- Ask pupils to draw a picture of their own bedroom on a piece of paper.
- They write at least three sentences about it.
- Make a display of their pictures on the wall. Give pupils time to look at each other's pictures.

End the lesson

- Ask individual pupils *What have you got in your bedroom (Abla)?* Elicit a response, then ask another pupil *What has (Abla) got in her bedroom?* Continue several times around the class.
- Dismiss the class.

Lesson 1

Outcomes: To describe processes using imperative verbs with time markers
To recognise simple instructions
To make offers and requests

Structures: *How do you make (it)?*
First, (put the lamb in a big pot).
Then, (add an onion and some water).
Finally, (put some almonds on it).
Mum, can I (help you make lunch)?

Functions: Describing processes
Recognising instructions
Using *can* for requests

Vocabulary: add, almonds, cupboard, lamb, meal, onion, pot, put, rice, yoghurt

Topic: Food and cooking

Resources:

- Pupil's Book, page 8
- Exercise 1, Listen and read
- Cassette, Unit 2, Exercise 1
- Flashcards: almonds, cupboard, lamb, onion, pot, rice, yoghurt
- Wall Chart 1: Food
- Resources: white card

Oral Assessment

With reference to the presentation and flashcards/wall chart, pupils:

Scoring criteria	Yes	No
are able to use new words correctly		
are able to pronounce new vocabulary		
can respond to teacher's questions		

Pupil's Book, Exercise 1

UNIT 2 How do you make it?

1 Listen and read

Word Box
add, almonds, chicken, cucumber, cupboard, lamb, meal, onion, pot, put, restaurant, rice, salad, tomato, yoghurt

1 Mum, can I help you make lunch?
Of course. I'm making your favourite meal, lamb and rice.
Lovely! How do you make it?

2 First, put the lamb in a big pot. Then, add an onion and some water. After twenty minutes, add some yoghurt and salt. Cook it for an hour.
Can I add the yoghurt?
Yes, you can.

3 Cook the rice. Then, put the lamb on the rice. Finally, put some almonds on it.
Oh, no! We haven't got any almonds!

4 There are some almonds in the cupboard.
Saleem! What are you eating?

Revision

- Prepare some small cards with different words such as, apples, books, magazines, ink, paper, pens, etc. Write three cards with the same words and make enough for each pupil.
- Hand the cards out to the pupils, telling them not to show anyone else.
- Pupils stand up and talk to each other, asking *Have you got any (apples)?* The other replies *Yes, I have.* or *No, I haven't.*
- When pupils find someone with the same card as they have, they stay together and work until they have found the third person. They then sit down.

Presentation

- Present the different food: *almonds, lamb, onion, rice, yoghurt*, using the flashcards/wall chart in the usual way.
- Ask different pupils *Do you like (almonds) ... etc.?*
- Teach *pot* and *cupboard*. Ask *Is there a cupboard in our classroom? Have you got a cupboard in your bedroom? What is in it?*
- Tell the pupils that you are going to show them how to make a tasty dessert. Say *First, put some yoghurt on a plate. Then, add some grapes. Finally, put some almonds on it.* Note that pupils need to know *First, Then, Finally, put, add* for Exercise 1.
- Ask questions about the pudding *What do you do first? Then what do you do? What do you do finally? Would you like this? What is your favourite dessert?*

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 8.
- Focus pupils' attention on the dialogue by asking questions, for example *Who can you see in the pictures?* Elicit, *Fatima and Fatima's mum.* Ask pupils to guess what they think is happening in the story before they read and listen.
- Tell pupils to listen and follow the dialogue in their books. Play the cassette. Present *meal* from the context of the story.
- Ask pupils some comprehension questions and elicit full answers, for example, *What is Fatima's mum doing? What is Fatima's favourite meal? What does Mum do first? What does Fatima add to the pot? Finally what do they put on the meal? Who is eating the almonds?*

UNIT 2

Tapescript

FATIMA: Mum, can I help you make lunch?
MUM: Of course. I'm making your favourite meal, lamb and rice.
FATIMA: Lovely! How do you make it?
MUM: First put the lamb in a big pot. Then, add an onion and some water. After twenty minutes, add some yoghurt and salt. Cook it for an hour.
FATIMA: Can I add the yoghurt?
MUM: Yes, you can.
MUM: Cook the rice. Then, put the lamb on the rice. Finally, put some almonds on it.
FATIMA: Oh no! We haven't got any almonds!
MUM: There are some almonds in the cupboard.
FATIMA: Saleem! What are you eating?

Further practice

- Give the pupils some further practice with *First, Then, Finally*.
- Write the following sets of words on the board, one by one:
have breakfast have dinner have lunch
eat your breakfast make your breakfast clean your teeth
- Pointing to the first set of words, explain that the pupils have to put them in the correct order.
- Ask a pupil to give you a first sentence beginning with *First* (*First, I have breakfast.*)
- Then ask a pupil to give you the *Then* sentence (*Then, I have lunch.*)
- Finally ask a pupil to give you the *Finally* sentence (*Finally, I have dinner.*)
- Repeat with the other set of words, making sure all pupils provide a sentence.

End the lesson

- Ask pupils *What do you do first in the morning?* Elicit answers and ask *What do you do then?*
- Dismiss the class.

Lesson 2

Outcomes: To describe processes using imperative verbs with time markers
To recognise instructions
To read for specific information
To recognise and write new vocabulary

Structures: *How do you make (it)?*
First, (put the lamb in a big pot).
Then, (add an onion and some water).
Finally, (put some almonds on it).
Mum, can I (help you make lunch)?

Functions: Describing processes
Recognising instructions
Using *can* for requests

Topic: Food and making food

Resources:

- Pupil's Book, page 8
Exercise 1, Listen and read
- Activity Book, Page 8
Exercise 1, Read and write
- Cassette, Unit 2, Exercise 1
- Flashcards: almonds, cupboard, lamb, onion, pot, rice, yoghurt
- Wall Chart 1: Food

Revision

- Show the pupils the flashcards/wall chart and ask them to say the words. Then show them the words only and ask them to read them.
- Ask the pupils to match the words with the flashcards.
- Then ask pupils to tell you three things they do every morning, for example, *First, I get up. Then, I get dressed. Finally, I go to school.*

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 8 again.
- Divide pupils into pairs and tell them they are going to act out the dialogue in their groups. Play the cassette again to allow pupils to become familiar with the dialogue once more.
- Ask a couple of pairs to come to the front and act out the dialogue for the class.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 8.
- First ask the pupils what food they can see in the pictures.
- Ask a pupil to read the example sentence and show that it matches the picture.
- Choose another pupil to read the next sentence in the box. Ask another pupil if they can find the picture that matches the sentence.
- Tell pupils to read and match the rest of the sentences and pictures.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. Then, add some onion and water.
3. After twenty minutes, add some yoghurt and salt.
4. Cook the lamb for an hour.
5. Then, cook some rice.
6. Put the lamb on the rice.
7. Finally, put some almonds on the lamb and rice.

End the lesson

- Ask pupils to close their books. Ask them to spell the different words in Activity Book, Exercise 2. The rest of the class should listen and say if the pupils' spelling is right or wrong. Make a note of any words that cause a problem and practise them in the next lesson.
- Dismiss the class.

Lesson 3

Outcomes:	To listen for gist and specific information To describe processes using imperative verbs with time markers
Structures:	<i>First, (put the lamb in a big pot).</i> <i>Then, (add an onion and some water).</i> <i>Finally, (put some almonds on it).</i>
Functions:	Giving instructions
Vocabulary:	cucumber, tomato
Topic:	Food
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 9 Exercise 2, Listen and order Exercise 3, Ask and answer □ Activity Book, page 9 Exercise 2, Read, and complete Exercise 3, Read, order and write □ Cassette, Unit 2, Exercise 2 □ Flashcards: almonds, cucumber, lamb, onion, rice, tomato, yoghurt □ Wall Chart 1: Food

Revision

- Put the flashcards *almonds, lamb, onion, rice, yoghurt* on the wall or point to relevant parts of wall chart. Ask individuals *What do you like to eat?* Elicit *I like (lamb and rice). I don't like ...* etc. Pupils can answer with other food they know.
- Ask pupils *Who likes lamb?* When pupils answer, ask them *How do you make lamb and rice?*
- Try to elicit instructions using *First, Then* and *Finally* as in Pupil's Book Exercise 1.

Presentation

- Show pupils the two flashcards for the new vocabulary *cucumber, tomato*. Hold them up to the class. Say the words individually and ask pupils to repeat each word twice. Check pronunciation.
- Hold up the flashcard of the cucumber and ask: *Do you like cucumber? When do you eat it? Do you eat it for breakfast?* Repeat with *tomato*.

UNIT 2

Oral Assessment

With reference to the flashcards/wall chart and the presentation, pupils:

Scoring criteria	Yes	No
are able to understand new vocabulary		
are able to pronounce new vocabulary		
can respond to teacher's questions		

Pupil's Book, Exercise 2

UNIT 2

2 Listen and order

1

2

3

4

5

6

3 Ask and answer

How do you make a sandwich?

First, take a plate ...

9

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 9.
- Ask pupils to look at the pictures. Elicit as much vocabulary as possible to describe the pictures.
- Tell pupils they are now going to listen to the cassette and they have to put the pictures in the correct order.
- Play the cassette all the way through.
- Play it again. Pause the cassette to give pupils time to think.
- Check answers as a class.

Tapescript

GIRL: Mum, I'm hungry. I'd like a sandwich, please. How do you make a sandwich?
MUM: It's easy! First, take a plate and take some bread. Next, cut the bread open. Then, put some cheese in the bread. Then, put some cucumber and tomato, and close the bread.
GIRL: Mm... thanks Mum.

Answers

5, 4, 6, 2, 1, 3

Pupil's Book, Exercise 3

- Ask pupils to look at the exercise. Choose a pupil to read the question.
- Choose other pupils to give a sentence each to show how to make a sandwich.
- Ask the pupils to work in pairs. For further practice change the question slightly to *How do you make your favourite sandwich?*
- Pupils answer the question giving their favourite sandwich. Help with vocabulary where necessary. Make sure pupils are using *First, Then, Finally*.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 9.
- Ask a pupil to read the three words in the boxes.
- Then ask a pupil to do the following: *Stand up. Put your hand up. Sit down.*
- Ask *What did I say first? What did I say then? What did I say finally?*
- Explain to pupils that they are going to describe how to make a cheese and tomato sandwich. Choose pupils to read each sentence without the time marker.
- Pupils work individually and write the time marker next to the correct sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answers

First, take some bread and cut it open.
Then, put some cheese and a tomato inside the bread.
Finally, close the bread and eat your sandwich!

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 9.
- Ask pupils what they can see in the picture.
- Choose pupils to read each sentence aloud.
- Pupils work individually and write the sentences in the correct order.
- Monitor and help where necessary
- Check answers as a class.

Answers

1. First, I have a big glass of milk.
2. Then, I have some bread and cheese.
3. Finally, I have an apple.

End the lesson

- Ask pupils *What do you have for breakfast?* Elicit answers.
- Ask *Do you always have (cheese) for breakfast?* etc.
- Ask pupils to work in pairs and find out what their partner eats.
- Pupils report back to the class.
- Dismiss the class.

Lesson 4

Outcomes:	To listen for gist and specific information To make requests politely
Structures:	<i>Mum can I (help you make lunch)?</i>
Functions:	Making polite offers and requests
Topic:	Food
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 10 Exercise 4, Listen and match Exercise 5, Talk together □ Activity Book, page 10 Exercise 4, Look, match and write □ Cassette, Unit 2, Exercise 4 □ Flashcards: almonds, cucumber, lamb, onion, rice, tomato, yoghurt □ Wall Chart 1: Food

Revision

- Display all the flashcards/wall chart. Say to the pupils *I can see something beginning with 'a'*. Pupils say which flashcard you are speaking about (*almonds*).
- Elicit the spelling for each word.

Presentation

- Take a chair over to a pupil and put it beside him. Ask *Can I sit next to you?* Elicit an answer from the pupil *Yes, you can/Yes, of course*.
- Repeat with other pupils.
- Ask a pupil to do a job, for example clean the blackboard or put some books away. Ask another pupil to help him/her. Ask them *What do you say?* Elicit *Can I help you?* and elicit an answer.
- Ask two pupils to come to the front. *What have you got for lunch today?* Elicit an answer. Ask the other pupil to ask for some food. Elicit *Can I have some (rice), please?* Elicit a response from the server *Yes. Here you are*.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
can make polite offers and requests		
can respond to polite offers and requests		

Pupil's Book, Exercise 4

UNIT 2

4 Listen and match

1

2

3

4

5 Talk together

1. You are at your friend's house and you are thirsty.
2. Your friend is playing tennis and you want to play.
3. Your brother or sister has got a book. You want to read it.
4. Your younger brother needs help with his homework.
5. You are hungry and would like a sandwich to eat for lunch.

10

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 10.
- Now ask the class to describe the pictures in the activity and try to elicit what they might be saying.
- Ask the pupils to listen to the cassette and try to match the conversations with the pictures 1-4.
- Play the cassette. If necessary, repeat.
- Ask pupils to check their answers in pairs, and finally check as a class.

UNIT 2

Tapescript

- GIRL 1: Can I help you make dinner, Mum?
 MUM: Yes, of course.
- GIRL 1: Hello, can I sit next to you?
 GIRL 2: Yes, you can.
- GIRL 1: Can I have some rice, please?
 MUM: Yes. Here you are.
- GIRL 1: What are you doing? Can I come in?
 BOY: No, you can't. Sorry.

Answers

3, 4, 1, 2

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 10.
- Choose a pupil to read the speech bubble.
- Explain that they have to read the situations and decide what they will say using a polite request with *Can ...*, (*please*)?
- Do the first one as an example with the class, asking another pupil to say the sentence. Then put them in pairs to do the rest of the exercise. Monitor as they are working and help where necessary.

Answers

- I'm thirsty. Can I have some water, please?
- Can I play tennis with you, please?
- Can I read your book, please?
- Can I help you with your homework?
- Can I have a sandwich for lunch, please?

Activity Book, Exercise 4

- Ask pupils to look at the questions in Exercise 4 in their Activity Book on page 10. Ask individuals to read them aloud.
- Then ask them to look at the pictures and describe them in as much detail as possible.
- Ask pupils to work in pairs matching the questions to the pictures.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- Can we go to the museum, please?
- Can I watch television, please?
- Can we have some cake, please?
- Can I play football, please?

End the lesson

- Draw a cake, a football and a television on the board and elicit relevant questions from the class using the structures practised, for example *Can I have some cake, please?*
- Dismiss the class.

Lesson 5

Outcomes:

To read a short text for gist and specific information
 To answer comprehension questions
 To pronounce new words correctly

Structures:

First, they put spices on the chicken with some onions.

Functions:

Recognising instructions

Vocabulary

chicken, restaurant, salad

Topic:

Food

Resources:

- Pupil's Book, page 11
Exercise 6, Read and answer
- Activity Book, page 10
Exercise 5, Listen and say
- Cassette, Unit 2, Activity Book, Exercise 5
- Flashcards: chicken, salad, restaurant
- Wall Chart 1: Food

Revision

- Say to pupils *It's very hot today. You're very thirsty. What do you want?* Elicit *A drink.* Say *Ask me for a drink?* Teach/Elicit *Can I have some water, please?*
- Give pupils another situation, for example, *You're hungry.* and elicit *Can I have a sandwich, please?*

Presentation

- Hold up the flashcard *chicken* or point to wall chart and say the word twice. Ask pupils to repeat. Do the same with *salad* and *restaurant*.
- Now hold up the cards and ask individuals to spell the word on the card and then say the word. Correct pronunciation as pupils say the full word.
- Ask questions, for example, *Do you like chicken? Do you eat salad every day? Did you go to a restaurant last week? What did you eat? Which is your favourite restaurant?*
- Finally ask *What is your favourite meal?*

Oral Assessment

With reference to flashcards/wall chart and presentation, pupils:

Scoring criteria	Yes	No
point to the new vocabulary correctly		
pronounce the new vocabulary correctly		
spell the new vocabulary correctly		

Pupil's Book, Exercise 6

UNIT 2

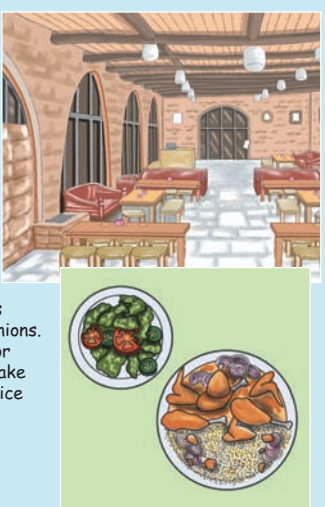
6 Read and answer

My favourite restaurant
My favourite restaurant is in Amman. It's a lovely restaurant and it's very old. They have a very big kitchen and they cook very healthy food. My family likes it very much. We go with my grandparents at the weekend.


This restaurant makes the best chicken and salad. First, they put spices on the chicken with some onions. Then, they cook it slowly for half an hour. Finally, they take the chicken and add some rice and salad.

It is a big meal and it's my favourite meal.

Salma



1. Where is Salma's favourite restaurant?
2. What kind of food does the restaurant cook?
3. Does Salma's family like the restaurant?
4. What is Salma's favourite meal?
5. How does the restaurant make Salma's favourite meal?
6. Is Salma's favourite meal small?



Salma's favourite restaurant is in Amman.

11

- Ask pupils to look at exercise 6 in their Pupil's Book on page 11.
- Ask them to describe what they can see in the pictures. Elicit as much vocabulary as possible.
- Read the text through and ask pupils to follow in their books.
- When finished, ask the class to look at the questions at the bottom of the page. Choose individual pupils to read them out.
- Ask pupils to read the text through again alone, looking for the answers.
- Monitor and check that everyone is confident with the activity. Help with any vocabulary problems that arise. Finally, elicit answers as a class, with as much detail as possible.

Answers

1. Salma's favourite restaurant is in Amman.
2. It cooks healthy food.
3. Yes, they like it very much.
4. Salma's favourite meal is chicken and salad.
5. First they put spices on the chicken with some onions. Then, they cook it slowly for half an hour. Finally, they take the chicken and add some rice and salad.
6. No, it is a big meal.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 10.
- Tell pupils that some words have many syllables and that usually only one syllable is stressed.
- Play the cassette and ask pupils how many syllables they hear.
- Play the cassette again and ask where the stress is. Tap the syllables out with your hands to help the pupils.
- Play the cassette again and ask pupils to tap the words out. Pupils repeat the words after the cassette. Ask pupils where they hear the stress in these words. Elicit *at the beginning*.
- Pupils say the words in pairs. Monitor and check the pronunciation.

Tapescript

favourite restaurant cucumber

End the lesson

- Ask pupils *What is your favourite meal? What is your favourite restaurant?*
- Pupils ask and answer the questions in pairs and then report back to the class.
- Dismiss the class.

Lesson 6

Outcomes:	To listen for gist and specific information
Structures:	<i>Can I help you?</i> <i>Can I have fish, please?</i>
Functions:	Making polite offers and requests
Topic:	Food
Resources:	<ul style="list-style-type: none"> □ Activity Book, page 11 Exercise 6, Listen and circle Exercise 7, Read, answer and write □ Cassette, Unit 2, Activity Book, Exercise 6

Revision

- Choose a pupil to come to the front of the class. Ask them to mime three activities they do every morning before school.
- Ask the other pupils *What does he/she do first? (First, he/she has his/her breakfast.) What does he/she do then? (Then, he/she cleans his/her teeth.) What does he/she do finally? (Finally, he/she goes to school.)*

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 11.
- Ask pupils to look at the list of food you can eat at Rahhal's Restaurant. Ask a pupil *What do you want to eat?* Elicit the answer. Ask another *Do you like fish?* Elicit the answer *Yes, I do.* or *No, I don't. I like chicken and almonds.*
- Ask pupils to work in pairs to ask and answer questions about the menu.
- Tell pupils they have to listen to the cassette and find out what the three people – Mum, Dad and Ali– are going to eat.
- Play the cassette twice. Pupils circle the food on the menu. Let pupils compare their answers.
- Check answers as a class.

Tapescript

WAITER: Good evening. Can I help you?
 FATHER: Yes, please. Can I have some lamb and rice with yoghurt, please?
 MOTHER: And can I have chicken and almonds, please? Chicken with almonds is my favourite meal!
 FATHER: And Khadija? What is your favourite meal?
 KHADIJA: Fish! I love fish! Can I have fish, please?
 FATHER: And can we have an onion salad and a tomato salad, please?
 KHADIJA: And can we have some water, please? I'm thirsty!
 WAITER: So, that's one lamb and rice with yoghurt, one chicken and almonds, one fish, one onion salad and one tomato salad. Oh – and some water.
 FATHER: That's right.
 WAITER: Thank you.

Answers

tomato salad
 onion salad
 lamb and rice with yoghurt
 fish
 chicken and almonds
 water

Further practice

- Ask pupils questions about the listening *Who is going to eat chicken? Who loves fish? What are they going to drink? Do they ask for any salads? What kind of salads do they want?*

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 11.
- Discuss their favourite meals as a class. Remind pupils of verbs such as *put, add, cook.*
- Pupils discuss in pairs how to make their favourite meals. If they have the same favourite meals, put them in pairs or groups to discuss how to make it.
- Pupils write a few sentences describing their meal. Remind them to use *First, Then, Finally.*
- Monitor and help where necessary.
- Ask different pupils to read their sentences aloud.

End the lesson

- Ask pupils *What do you eat for breakfast/lunch/dinner?* Encourage those pupils who answer to ask another pupil.
- Dismiss the class.

Lesson 1

Outcomes: To use the present simple to talk about senses
To make and accept offers politely
To use descriptive adjectives

Structures: *What are we having for lunch? It smells (delicious)!*
(The table) looks (amazing).
It tastes (lovely).
Would you like some (cake)?
Yes, please. I'd love some.

Functions: Using descriptive adjectives
Responding politely to offers

Vocabulary: amazing, delicious, smell, taste, wonderful

Topic: Using the senses

Resources:

- Pupil's Book, page 12
- Exercise 1, Listen and read
- Cassette, Unit 3, Exercise 1
- Flashcards: almonds, chicken, cucumber, lamb, lamb and rice, onion, rice, salad, tomato, yoghurt
- Wall Chart 1: Food

Revision

- Using the flashcards/ wall chart as prompts, ask the class questions to revise vocabulary learnt in Unit 2, for example *Do you like almonds? What's your favourite meal?*
- Revise also ordering using *First, Then, Finally*. Ask questions, for example, *How do you make a sandwich?*

Presentation

- Teach *smell, taste, delicious, wonderful, amazing*. Hold up the food flashcards, or point to relevant pictures on the wall chart, and mime smelling, tasting and looking at the food.
- Say *It smells delicious! It tastes wonderful! It looks amazing!* Remember to sound enthusiastic and change intonation in the voice.
- Now show the cards to the class and try to elicit full sentences describing the food on the cards. Encourage pupils to sound enthusiastic and use the correct tone and intonation when describing the food.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
pronounce new vocabulary well		
use new words correctly		
understand when to use <i>smell, taste</i> and <i>look</i>		

Pupil's Book, Exercise 1

UNIT
3
That smells delicious!

1 Listen and read

Word Box
amazing, cheap, delicious, honey, pastry, smell, sweet, taste, wonderful

2

3

4

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 12.
- Focus pupils' attention on the pictures by asking *Who can you see?* Elicit *Saleem, Fatima, their parents and grandparents*.
- Tell pupils to listen and follow the dialogue in their books. Play the cassette.
- Repeat the story on the cassette if necessary.
- Ask pupils some comprehension questions and elicit full answers: *Are they having breakfast? What are they having for lunch? Who is visiting them? What is on the table? How does it look? What does Dad say about lunch? What does Grandma say about the food? Did Saleem eat all his lunch? What did he want?*

UNIT 3

Tapescript

DAD: What are we having for lunch? It smells delicious!

SALEEM: Yes, it tastes good, too!

MUM: It's lamb and rice. Grandpa and Grandma are visiting today.

FATIMA: The table looks amazing and the food smells wonderful.

MUM: Please sit down, Dad. Would you like some?

GRANDPA: Yes, please. I'd love some.

GRANDMA: It looks delicious.

SALEEM: Would you like some lamb and rice, Grandma?

GRANDMA: Yes, please.

FATIMA: Mmm! Delicious. I'd like some more, please!

Further practice

- Show pupils the food flashcards again. Mime the action of looking, tasting and smelling and ask the class *Does this look, taste or smell amazing?*
- Elicit the appropriate verb and repeat the activity with different items.

End the lesson

- Ask pupils to think of some food they really like and tell the rest of the class, for example, *Lamb and rice tastes delicious.*
- Dismiss the class.

Lesson 2

Outcomes: To use the present simple to talk about senses
To make and accept offers politely
To recognise word stress

Structures: *What are we having for lunch?*
It smells (delicious)!
(The table) looks (amazing).

Functions: Using descriptive adjectives

Topic: Using the senses

Resources:

- Pupil's Book, page 12
Exercise 1, Listen and read
- Activity Book, page 12
Exercise 1, Read, look and match
Exercise 2, Listen and say
- Cassette, Unit 3, Exercise 1
- Cassette, Unit 3, Activity Book, Exercise 2
- Flashcards: almonds, chicken, cucumber, lamb, lamb and rice, onion, rice, salad, tomato, yoghurt
- Wall Chart 1: Food

Revision

- Show the pupils the wall chart, or the individual flashcards. Ask them to create sentences about the pictures, for example *It smells delicious!*
- Write *delicious, amazing, wonderful* on the board. Practise saying the words with the class. Ask them to repeat the words a few times as a class and then individually.

Pupil's Book, Exercise 1

- Tell the class they are going to listen to the story on page 12 again. Play the cassette.
- Ask the class to work in groups of six and choose a character to play from the story. Ask them to practise acting out the story and remind them to mime tasting, looking and smelling as they are acting out the story.
- Now ask pupils to act out the story in their groups for the class.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 12.
- Ask a pupil to read the sentences aloud. Ask them to mime the actions that could go with each sentence.
- Tell pupils they have to match the pictures with the sentences. Point out the example sentence.
- Ask the class to complete the exercise. When they finish ask them to check in pairs.

- Monitor and help where necessary.
- Check answers as a class.

Answers

- 2. d
- 3. e
- 4. b
- 5. a

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 12.
- Ask them to read the words quietly and think about their pronunciation.
- Play the cassette. Pupils repeat after the cassette. Point out the stress on each word. It is on the second syllable, not the first.
- Tap out the stress and ask pupils to repeat.
- Choose pupils to read the words aloud.

Tapescript

amazing delicious

End the lesson

- Ask pupils to say the words from Activity Book, Exercise 2 correctly.
- Dismiss the class.

Revision

- Give pupils prompt words to make sentences with, for example *Almonds – Almonds taste delicious. Lamb and rice – Lamb and rice smell wonderful. Chicken and rice – Chicken and rice taste delicious.* etc.

Presentation

- Hold up the flashcard *lamb and rice* and ask a pupil *Would you like some lamb and rice?* Elicit *Yes, please. It looks delicious. Yes, please. I'd love some.* Continue with other flashcards.
- Ask that pupil to take a flashcard and offer it to the next pupil. Continue around the classroom.

Oral Assessment

With reference to the presentation, pupils:


Scoring criteria	Yes	No
make polite offers		
respond to offers politely in the affirmative		

Lesson 3

Outcomes:	To use the present simple to talk about senses To listen, read and sing along with the words of a song To recognise correct collocations To complete a simple crossword
Structures:	<i>What are we having for lunch?</i> <i>It smells (delicious)!</i> <i>(The table) looks (amazing).</i>
Functions:	Using descriptive adjectives Listening and singing along with a song
Topic:	Using the senses
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 13 Exercise 2, Sing Exercise 3, Look and say □ Activity Book, page 13 Exercise 3, Read and (✓) or (X) Exercise 4, Read, look and write □ Cassette, Unit 3, Exercise 2 □ Flashcards: lamb and rice, salad □ Wall Chart 1: Food

Pupil's Book, Exercise 2

UNIT 3


2  **Sing**

Look! It looks delicious,
Taste it! It tastes lovely,
Smell it! It smells wonderful,
Would you like to eat some with me?


Yes! It looks amazing,
Yes! It tastes great,
Yes! It smells delicious,
I'd love to eat some cake!

Look! It looks lovely,
Taste it! It tastes great,
Smell it! It smells wonderful,
Would you like to drink some with me?

Yes! It looks delicious,
Yes! It tastes lovely,
Yes! It smells wonderful,
I'd love to drink some tea!



3 **Look and say**



13

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 13.
- Ask them questions in order to elicit as much vocabulary as possible, for example *What can you see in the picture? What are the girls saying/doing?*
- Play the cassette all the way through once. Tell the pupils to read the words of the song as they listen.
- Point to the first verse. Ask the pupils to join in with the words as you play the cassette for a second time.
- Point to the second verse. Play it, asking the pupils to join in. Do the same with the third and fourth verses.
- Divide the class into two. Play the cassette again and tell the pupils to sing along with the cassette. One half of the class sings verses 1 and 3; the other half sings verses 2 and 4.

Tapescript

Look! It looks delicious,
Taste it! It tastes lovely,
Smell it! It smells wonderful,
Would you like to eat some with me?

Yes! It looks amazing,
Yes! It tastes great,
Yes! It smells delicious,
I'd love to eat some cake!

Look! It looks lovely,
Taste it! It tastes great,
Smell it! It smells wonderful,
Would you like to drink some with me?

Yes! It looks delicious,
Yes! It tastes lovely,
Yes! It smells wonderful,
I'd love to drink some tea!

Pupil's Book, Exercise 3

- Ask a pupil to read the example sentence in Exercise 3. Ask another pupil which picture it relates to.
- Ask the class to work in pairs and make a sentence about each picture.
- Monitor and help where necessary.

Answers

It smells wonderful/delicious/great.
It looks amazing/wonderful/delicious/great.
It tastes delicious/wonderful/amazing/great.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 13.
- Read the first sentence with the class. Tell them this is wrong.
- Choose a pupil to read the second sentence. Ask them if they think this is right or wrong.
- Ask pupils to complete the remainder of the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. X 2. X 3. ✓ 4. ✓ 5. X

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 13.
- Ask pupils to say what they can see in the pictures.
- Choose a pupil to read the completed sentence. Point to where *wonderful* is in the crossword.
- Choose others to read the sentences and complete them.
- Pupils complete the crossword.
- Monitor and help where necessary.
- Check answers as a class.

Answers

Across
2. amazing
3. Would

Down
4. delicious
5. love
6. please

End the lesson

- Ask pupils *What would you like to eat? Why?* Elicit answers from different pupils.
- Dismiss the class.

Lesson 4

Outcomes: To make and accept offers politely
To use the present simple to talk about senses
To order words correctly in a statement and question

Structures: *What are we having for lunch?*
It smells (delicious)!
(The table) looks (amazing).

Functions: Using descriptive adjectives
Offering and accepting politely

Topic: Using the senses

Resources:

- Pupil's Book, page 14 Exercise 4, Look and answer
- Activity Book, page 14 Exercise 5, Order and write
- Flashcards: almonds, chicken, cucumber, lamb, lamb and rice, onion, rice, salad, tomato, yoghurt
- Wall Chart 1: Food

Revision

- Show pupils the flashcards/wall chart. Elicit what they can see. Ask them to make a comment about the different foods, for example, *It looks delicious.*

Presentation

- Using the same pictures, ask the pupils *Would you like some (chicken)?* Elicit the answer, *Yes, please. I'd love some.* Practise with other pictures.
- Hand the pictures out to various pupils and ask them to ask the question to different pupils. Elicit answers. Keep the pace going quite quickly.
- Then ask a pupil to ask you the question. Reply *No, thanks. I'd like some (grapes).*
- Repeat using the pictures eliciting affirmative and negative replies.

Oral Assessment

With reference to the presentation, pupils can:

Scoring criteria	Yes	No
produce good intonation in questions and answers		
pronounce the contraction <i>I'd</i> and the word <i>would</i> well		
reply to polite offers in the affirmative and the negative		

Pupil's Book, Exercise 4

UNIT 3

4 Look and answer

5 Ask and answer

14

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 14.
- Ask two pupils to read out the short dialogue in Exercise 4. Pay attention to the pronunciation and correct accordingly. Problem areas might be the *w* start of *Would* and the contraction *I'd*.
- Ask pupils to work in pairs, looking at their table. They are either *Huda* or *Nadia*. They ask and answer using the same structures as the example. If there is a tick, they should answer in the positive. If there is a cross, they should say *No, thanks*. They can add *I'd like some.../I'd love some....* Practise a negative response with the class.
- Monitor and help where necessary.
- Choose a few pairs to act out their dialogue in front of the class.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 14.
- Explain that they have to look at all the words in each sentence and reorder them to make sense.
- Choose pupils to read the example sentence.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. No, thanks.
3. I'd like some water.
4. Yes, please.
5. I'd love some!

End the lesson

- Play the song from the last lesson to the pupils. Encourage them to sing along.
- Dismiss the class.

Lesson 5

Outcomes: To make polite offers and responses
To write sentences based on a table of information

Structures: *Would you like some (cake)?*
Yes, please. I'd love some.
No, thanks. I'd like some (salad). It looks (delicious).

Functions: Making and responding to offers

Topic: Using the senses

Resources:

- Pupil's Book, page 14
Exercise 5, Ask and answer
- Activity Book, page 14
Exercise 6, Look and write
- Flashcards: almonds, chicken, cucumber, lamb, lamb and rice, onion, rice, salad, tomato, yoghurt
- Wall Chart 1: Food

Revision

- Using the flashcards or the wall chart, ask the pupils *Would you like some (chicken)?* Elicit the answer, *Yes, please. I'd love some.* Practise with other pictures.
- Then put two pictures on the board, for example, chicken and cake. Ask a pupil to come to the front and ask you a question, for example, *Would you like some (chicken)?* You reply *No, thanks. I'd like some cake, please. It looks delicious.*
- Ask the same pupil to ask some other pupils the question. Elicit the answer.

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 14.
- Choose two pupils to read the dialogue aloud.
- Ask pupils to work in pairs. They ask and answer like the example in their Pupil's Book. Tell them to swap roles each time.
- Explain that they should look at the pictures in Exercise 4 and use these as prompts.
- Monitor and help where necessary.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 14.
- Ask three pupils to come to the front with their books. Explain that they are Nadia, Abbas and Mariam. Pupils need to look at the table to find out what each pupil likes.
- Ask the question *Would you like some milk (Nadia)?* Nadia replies *No, thanks. I'd like some orange juice.*
- Ask pupils to work in threes. Each of them is one of the characters. They take turns asking the question and look at the table to answer.
- Monitor and help where necessary.
- Pupils then write the answers in their Activity Book.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. Abbas: No, thanks. I'd like some tea.
3. Mariam: Yes, please. (I'd love/like some (milk).)

End the lesson

- Ask pupils to work in pairs and ask their partners *Would you like some tea/milk/ orange juice?* If they answer *No*, they should give an alternative.
- Dismiss the class.

Lesson 6

Outcomes: To read for specific information
To answer comprehension questions
To write simple sentences
To spell learnt vocabulary correctly

Structures: *It smells (delicious).*
It looks (amazing).
It tastes (lovely).
The cakes look amazing.

Functions: Reading for specific information
Writing simple sentences

Vocabulary: cheap, honey, pastry, sweet

Topic: Using senses

Resources:

- Pupil's Book, page 15
Exercise 6, Read and answer
- Activity Book, page 15
Exercise 7, Look and complete
Exercise 8, Look and spell
- Flashcards: honey, pastries
- Wall Chart 1: Food

Revision

- Ask pupils to think of their favourite food.
- Choose a pupil to ask another *Would you like some (favourite food)?* The pupil answers either *Yes, please. I'd love some.* or *No, thanks. I'd like some (favourite food).*
- The pupil who answered then asks another pupil and so on around the class. Practise this for two or three minutes.

Presentation

- Teach *honey* and *pastries* in the usual way using the flashcards/wall chart. Write *pastry* on the board and the plural *pastries* next to it to highlight the plural form to the class.
- Now ask pupils *Are pastries expensive?* Elicit *No*. Teach *They are cheap*. Ask pupils *Is a car cheap?* Elicit *No, it is expensive*. Practise with some other items in this way, making sure pupils understand the new vocabulary.
- Show the pupils the picture of the honey and mime eating it and finding it delicious. Ask them *How does it taste?* Elicit *It tastes delicious/wonderful*. Say *Yes, and it tastes sweet*. Repeat the word *sweet*. Ask pupils to say it.
- Tell the pupils *Honey tastes sweet but chicken doesn't*. Ask pupils *Is sugar/chocolate sweet?* *Are cakes/pastries/sweets sweet?* Elicit answers, making sure pupils understand the concept of *sweet*.

Pupil's Book, Exercise 6

UNIT 3

6 Read and answer

The best cake shop in town

This shop smells wonderful. You walk in the door and you can smell the delicious cakes and pastries.

The shop sells many different kinds of cakes. Some have fruit and some have nuts. The cakes look amazing. You can buy cakes and pastries and take them home or eat them in the shop.

My favourite pastry has sugar, honey and nuts in it. It tastes very sweet and delicious.

I would love to work in this shop. I would love to eat cakes every day!



1. How does the cake shop smell?
2. Why does the shop smell wonderful?
3. Where can you eat the cakes?
4. Why does the writer's favourite pastry taste sweet?
5. What would the writer love to do every day?

The cake shop smells wonderful.



15

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 15.
- Tell them they are going to read about a little boy's favourite shop.
- Ask pupils to look at the pictures and describe what they can see. Tell them *Look at the cakes. What do you think of them?* Elicit *They look delicious, etc.*
- Read the text through, or ask an individual pupil to read it aloud to the class, and ask pupils to follow in their books.
- When finished, ask the class to look at the questions at the bottom of the page. Choose individual pupils to read them out loud.
- Ask pupils to read through the text again alone, looking for the answers.
- Monitor and check everyone is confident with the activity. Help with any vocabulary problems that arise.
- Finally, elicit answers as a class, with as much detail as possible.

Answers

1. The cake shop smells wonderful.
2. It smells wonderful because there are delicious cakes and pastries in the shop.
3. You can eat them at home or in the shop.
4. It tastes sweet because it has honey and sugar in it.
5. He would love to work in the cake shop and eat cakes every day.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 15.
- Ask pupils to read the two words. Ask pupils to make sentences with the words to show they understand the difference between them.
- Ask pupils to look at the first picture and describe it. Choose a pupil to read the sentence.
- Explain that they must look at the other pictures and write sentences using the words in the box as help.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. It smells (wonderful).
3. It tastes (delicious).

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 15.
- Ask them to read the words and to say them aloud. Check pronunciation.
- Now, tell them to look at them again alone, then cover the words. Read the words to the class and have pupils try to spell them correctly in their books.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

End the lesson

- Choose pupils to read sentences from the description in Exercise 6 in the Pupil's Book.
- Dismiss the class.

Lesson 1

Outcomes:	To revise the use of <i>some</i> and <i>any</i> in questions and statements To revise new vocabulary To match written descriptions and pictures
Structures:	<i>My favourite meal is lamb and rice. It tastes delicious.</i> <i>How do you make it?</i>
Functions:	Talking about and asking questions about favourite food
Vocabulary:	delicious, edition, editor, lamb, magazine, meal, stories
Topic:	The school magazine
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 16 Exercise 1, Listen and read □ Activity Book, page 16 Exercise 1, Read, look and match □ Cassette, Unit 4, Exercise 1 □ Flashcards: magazine

Revision

- Hold up the flashcard magazine and elicit associated words by asking *Who writes the magazine? What is the first page called? What does a magazine have in it?* etc.

Pupil's Book, Exercise 1



Listen and read

Word Box

almonds, cupboard, delicious, edition, editor, first, honey, lamb, magazine, meal, next to, onion, pastry, printer, put, rice, stories

Jordan

Dear Friends,



We are writing a magazine at school. It is called *Jordan*. I am the editor and I choose the stories for the magazine. Would you like to send me some stories? The first edition is about homes and food in Jordan.

There are some pictures of our homes in Jordan and there are stories about our favourite food. My favourite meal is lamb and rice. It tastes delicious.

Do you have any favourite foods? What is your favourite meal? How do you make it? You should write a letter to the magazine and tell me.

From
Fatima
(The editor)




16

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 16. Ask them who they can see and elicit *Fatima*. Ask what *Fatima's* job is and elicit *editor*.
- Now ask pupils to listen to the cassette and to follow the text in their books.
- As they listen, write on the board *What's the magazine called? What is the first edition about?*
- Play the first paragraph of the text again and elicit answers from individual pupils.
- Now write on the board *What are there pictures of? What is Fatima's favourite meal? What does the editor want you to do?*
- Play the rest of the text again and elicit answers from individual pupils.

Tapescript

Dear Friends,

We are writing a magazine at school. It is called *Jordan*. I am the editor and I choose the stories for the magazine. Would you like to send me some stories? The first edition is about homes and food in Jordan.

There are some pictures of our homes in Jordan and there are stories about our favourite food. My favourite meal is lamb and rice. It tastes delicious.

UNIT 4

Do you have any favourite foods? What is your favourite meal? How do you make it? You should write a letter to the magazine and tell me.

From
Fatima
(*The editor*)

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 16.
- Ask pupils to look at the pictures and describe what they can see. Elicit as much information as possible.
- Tell the class that they have to read the sentences and match them with the pictures.
- Ask a pupil to read the first sentence and another to choose the picture which matches it.
- Ask pupils to work on their own matching the pictures and sentences. When they finish, tell them to check in pairs.
- Monitor and help where necessary.
- Check answers as a class.

Answers

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

Further practice

- Ask pupils to look at the pictures in the Activity Book again and say which is their favourite and why.

End the lesson

- Ask pupils what they would write a letter about to Fatima, the editor – their home/rooms or their favourite meal?
- Dismiss the class.

Lesson 2

Outcomes: To listen for specific information
To ask and answer questions using *some* and *any* about belongings
To punctuate sentences correctly

Structures: *Have you got any books in your room?*
Yes, I have. There are some books on my desk next to my computer.

Functions: Describing a room
Using punctuation marks correctly

Vocabulary next to

Topic: Describing a room

Resources:

- Pupil's Book, page 17
Exercise 2, Listen and choose
Exercise 3, Ask and answer
- Activity Book, page 17
Exercise 2, Write the sentences correctly
- Cassette, Unit 4, Exercise 2


Revision

- Revise vocabulary of objects found in a bedroom.
- Divide the class in two. Ask each group to give you one piece of vocabulary. Write it on the board. Each time they get a word correct, they get a point. Give them an extra point if they can spell it correctly too.
- Continue eliciting words from the groups. They have to take it in turns. When they can no longer give you any words, stop the game and add up the scores.

Pupil's Book, Exercise 2

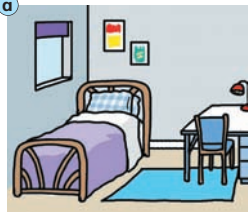
UNIT 4

2 Listen and choose

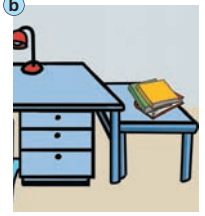


Ibrahim


a




b




c




d



3 Ask and answer



Have you got any books in your room?



Yes, I have. There are some books on my desk next to my computer.

17

- Ask pupils to look at the pictures in Exercise 2 in their Pupil's Book on page 17.
- Ask them to describe what they can see in the pictures. Elicit as much vocabulary as possible.
- Explain that pupils must listen and choose the pictures that match the text. One picture will not match the text they hear.
- Play the cassette twice.
- Check answers with the class.

Tapescript

MAN: Ibrahim, what have you got in your bedroom?
 IBRAHIM: In my room, I've got a bed and a desk with a chair next to it.
 MAN: Have you got any books?
 IBRAHIM: Yes, I have. There are some books next to my desk on a smaller table.
 MAN: Have you got any DVDs?
 IBRAHIM: No, I haven't got any DVDs.
 My room is tidy. There are some clothes on my chair and some magazines on my desk.

Answer

Picture c

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 17. Ask pupils to work in pairs.
- Ask a pair to read through the dialogue as an example of the activity.
- Tell the class to continue asking and answering questions with their partner, in the same way as the example.
- Monitor the class and help where necessary.
- When pupils have answered in their pairs, tell them to join another pair and ask and answer questions with them, in the same way.
- Monitor the class and help where necessary.
- Finally ask individual groups to tell the class about their partners.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in the Activity Book on page 17.
- Ask the pupils to read the sentences silently. Explain that the punctuation is missing from them.
- Write the punctuation marks needed on the board: , . ' ?
- Ask which sentences are questions (1 and 3). Ask pupils to point to the correct punctuation mark needed for these sentences. Ask which mark goes at the end of sentences 2 and 4. Talk about where the comma (,) goes.
- Ask what else is wrong with the sentences. Elicit the fact they need capital letters at the beginning of the sentences.
- Pupils work individually to write the sentences correctly.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- Yes, please. I'd love some.
- Have you got any books in your room?
- Yes, I have.

End the lesson

- Ask a pupil to come to the board and start drawing something in their bedroom. The rest of the class guesses what it is. They try to guess before they finish the drawing. If they don't guess in time, the pupil drawing takes another turn.
- Dismiss the class.

Lesson 3

Outcomes: To revise using imperatives for processes and time markers *First, Then, Finally*
 To read for gist and specific information
 To match headings with texts
 To revise using *some* and *any* in questions and responses
 To ask and answer questions and write the responses

Structures: *First cook the fish with some olive oil, onions and spices. Then, cook the rice. Finally, put the fish on the rice and eat it. I've got some books on my desk next to my computer.*

Functions: Reading for gist and specific information
 Matching headings to texts
 Writing answers to questions using *some* and *any*

Vocabulary: almonds, cupboard, delicious, honey, meal, onion, pastry, rice

Topic: The school magazine

Resources:

- Pupil's Book, page 18
 Exercise 4, Read and choose
 Exercise 5, Ask and answer
- Activity Book, page 17
 Exercise 3, Ask, answer and write
- Flashcards: almonds, chicken, cucumber, honey, lamb, lamb and rice, onion, pastries, rice, salad, tomato, yoghurt
- Wall Chart 1: Food

Revision


- Using the flashcards/wall chart as prompts, revise the names of different food with the class.
- Ask individual pupils what their favourite food is and which food they don't like.

Pupil's Book, Exercise 4

UNIT 4

4 Read and choose

1 Dear Editor,
 My favourite meal is fish and rice. It's very easy to make. First cook the fish with some olive oil, onions and spices. Then, cook the rice. Finally, put the fish on the rice and eat it. It tastes delicious.
 From Omar




a My favourite story

b Sweet pastries

c An easy meal

d My room

2 Dear Editor,
 My Grandma makes lovely pastries. They smell and look delicious. They have honey and almonds in them.
 From Nada



3 Dear Editor,
 I am sending you a picture of my bedroom. In my room I've got a computer and printer. There is a bed and I've got some books on my desk next to my computer. I like my room very much.
 From Ali



5 Ask and answer

1. What is your favourite meal?
2. How do you make your favourite meal?
3. Have you got any blue pens in your pencil case?
4. You are at your friend's house and you are hungry.
 What do you say?
5. Your friend is playing a game and you want to play.
 What do you say?

My favourite meal is chicken and salad.



18

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 18.
- Tell them to look at the three pictures and describe them.
- Explain that the letters are from readers of the magazine. Tell pupils that they must match the letters and pictures to the correct heading. There is one heading which they do not need.
- Ask pupils to work on their own.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. c
2. b
3. d

Pupil's Book, Exercise 5

- Ask the class to look at the next exercise and ask individual pupils to read out the questions in the exercise. These questions revise the structures and vocabulary covered in the previous units.
- Ask pupils to work in pairs, asking and answering the questions provided.
- Monitor and help where necessary.
- Finally, ask individual pairs to ask and answer the questions in front of the class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 17.
- Ask them to describe what they can see in the picture.
- Ask two pupils to read the example dialogue aloud.
- Pupils work in pairs taking turns to orally ask and answer the questions.
- Monitor and help where necessary.
- Pupils then work alone to write the answers.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. Yes, we have. There are some on the table.
2. No, we haven't.
3. Yes, we have. There are some on the table next to the cucumbers.
4. No, we haven't.
5. Yes, we have. There are some on the table next to the onions.

Further practise

- Give the pupils a picture dictation to draw, for example *Draw a table. Next to the table, draw a cupboard. Draw some tomatoes on the table. Next to them draw some cucumbers. Draw some rice in the cupboard. Next to the rice draw some honey.*
- Pupils show each other their drawings to compare.

End the lesson

- Ask pupils to give a sentence describing the picture they have just drawn.
- Dismiss the class.

Lesson 4

Outcomes:	To revise using imperatives for processes and time markers <i>First, Then, Finally</i> To write a short, formal email based on a model To recognise and complete a learning record
Structures:	<i>First, write your story. Then, save your story. Finally, Send me your story by email.</i>
Functions:	Describing a process Writing an email Completing a written learning record
Topic:	The school magazine
Resources:	<ul style="list-style-type: none"> □ Activity Book, page 18 Exercise 4, Read, order and write Exercise 5, Read, tick (✓) or cross (X) and copy □ Flashcards: almonds, chicken, cucumber, honey, ink, lamb, lamb and rice, magazine, onion, pastries, pot, printer, rice, salad, tomato, yoghurt

Revision

- Use the flashcards from the previous three units to revise all the vocabulary learnt.
- Make sure pupils can match the words to the pictures and also spell the words.
- Give them statements to differentiate the pictures, for example hold up a picture of *almonds* and ask *Are these almonds or onions?*

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 18.
- Ask a pupil to read the email. Ask the following questions *Who is it from? Who is it to? What does Ahmad want to do?*
- Tell the pupils they must read the sentences which make up the answer. Explain they are in jumbled order.
- Pupils work in pairs to discuss the answers.
- Then they work alone to write the email in the correct order.
- Monitor and help where necessary.
- Check answers as a class. Write on the board in order for pupils to check their answers.

UNIT 4

Answers

Dear Ahmad,
Thank you for your email.
First, write your story.
Then, save your story.
Finally, send me your story by email.
From Fatima
(The editor)

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 18.
- Explain that this is a learning record for them to complete alone and in order for them to monitor their own learning.
- Read the statements aloud and explain anything they do not understand. Demonstrate the activity as an example to the class.
- Ask the class to work alone and put a tick or a cross next to the statement, depending on whether they agree or disagree.
- Pupils then copy the statements as neatly as possible. Check their writing.

Further practice

- Ask individual pupils to give another example sentence for each statement in Exercise 5.

End the lesson

- Ask pupils which their favourite unit was in this first part of the book and why.
- Dismiss the class.

Lesson 1

Outcomes:	To recognise and answer questions with <i>How often</i> and phrases of frequency
Structures:	<i>How often do you (visit them)?</i> <i>We (visit them once or twice a month).</i> <i>We often (stay at their house at the weekend).</i> <i>We sometimes (go to a museum together).</i> <i>We go (to a museum about four times a year).</i>
Functions:	Talking about regular activities
Vocabulary:	about, different, games, often, once, sometimes, together
Topic:	Regular activities
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 19 □ Exercise 1, Listen and read □ Cassette, Unit 5, Exercise 1

Revision

- Ask individual pupils *Have you got any pens on your desk? How do you make your favourite meal?* Elicit full sentences.
- Tell pupils to ask the person sitting next to them the same question and continue around the classroom until everyone has had the opportunity to answer.

Presentation

- Tell the class *I like playing games.* Then ask *Do you like playing games? Which is your favourite game?* Pupils will be familiar with the word *computer games* but write the word *game* on the board and elicit a few examples of popular games.
- Then ask *Do you play these games every day?* If they reply *No*, ask *How often do you play?* Teach appropriate replies, for example, *often, sometimes, once a week, twice a month, four times a month, sometimes*, etc. Equate *often* to four or five times a week and *sometimes* to once or twice a week.
- On the board, write *once a week, twice a week, three times a month.* Ask pupils *What do you do once a week/twice a week/three times a month?* Elicit answers from the pupils with different activities and the present simple.
- Tell pupils to continue the activity asking the person next to them the same questions.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
use new vocabulary correctly		
pronounce new vocabulary correctly		
use the present simple accurately		
answer questions about frequency of activities		
ask questions about frequency of activities		

Pupil's Book, Exercise 1

UNIT 5 How often do you visit them?

Word Box
about, brush, capital city, different, evening, games, ice cream, nice, often, once, same, sometimes, together, world

1 Listen and read

1 We're going to see my grandparents this Saturday.
How often do you visit them?
We visit them once or twice a month. We often stay at their house at the weekend.

2 We sometimes go to a museum together. How often do you go to museums?
We go to a museum about four times a year.

3 Next Saturday, we're going to visit the Children's Museum. Would you like to come?
Yes, please! I like museums very much.

4 This museum is different. It's a museum for children. The building is red, yellow and blue and there are lots of games inside.
It sounds great.

19

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 19.
- Ask *Who can you see in the pictures? Where are they? What are they talking about?* Elicit full sentences.
- Tell pupils to listen and follow the story in their books. Play the cassette all the way through. Teach new vocabulary *about, different* and *together* in the context of the story.
- Write the following questions on the board:
 - Where is Hassan going this Saturday?*
 - How often does he go there?*
 - Where does he sometimes go?*
 - Where is Saleem going next Saturday?*
 - What is in there?*
- Play the cassette again. Let the pupils read the questions and think about the answers. Elicit full answers from the pupils.

Tapescript

HASSAN: We're going to see my grandparents this Saturday.

SALEEM: How often do you visit them?

HASSAN: We visit them once or twice a month. We often stay at their house at the weekend.

HASSAN: We sometimes go to a museum together. How often do you go to museums?

SALEEM: We go to a museum about four times a year.

UNIT 5

- SALEEM: Next Saturday, we're going to visit the Children's Museum. Would you like to come?
- HASSAN: Yes, please! I like museums very much.
- SALEEM: This museum is different. It's a museum for children.
The building is red, yellow and blue and there are lots of games inside.
- HASSAN: It sounds great.

Further practice

- Write the following questions on the board:
 - Where are you going this Friday?*
 - How often do you go there?*
 - Where are you going this Saturday?*
 - How often do you go there?*
- Ask pupils to ask and answer the questions in pairs. Monitor and help where necessary

End the lesson

- Write the days of the week on the board. Point to, for example, *Monday, Wednesday, Friday* and elicit three times a week. Repeat to elicit other time phrases.
- Dismiss the class.

Lesson 2

Outcomes: To recognise and answer questions with *How often* and phrases of frequency
To read for gist
To practise semi-cursive handwriting

Structures: *How often do you (visit them)?*
We (visit them once or twice a month).
We often (stay at their house at the weekend).
We sometimes (go to a museum together).
We go (to a museum about four times a year).

Functions: Talking about regular activities
Reading for gist

Topic: Regular activities

Resources:

- Pupil's Book, page 19
Exercise 1, Listen and read
- Activity Book, page 19
Exercise 1, Read and complete
Exercise 2, Trace and copy
- Cassette, Unit 5, Exercise 1

Revision

- Ask pupils *How often do you do English at school?* Elicit the answer, for example, *Five times a week*. Practise with other subjects.

Pupil's Book, Exercise 1

- Ask pupils to listen to the cassette from Exercise 1 in their Pupil's Book on page 19 again, following the text in their books.
- Ask pupils to work in pairs and act out the dialogue from Exercise 1.
- Monitor the class and help with pronunciation difficulties where necessary.
- Ask pairs to come to the front of the classroom and act out the dialogue for the class. Make sure they are using the correct intonation and pronunciation.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 19.
- Explain that they have to complete sentences from 1–5 with the sentences in the box.
- Ask two pupils to read the example aloud to demonstrate the activity.
- Pupils work on their own to complete the exercise. Monitor the class.
- Check answers as a class.

Answers

- I often read books. I read every evening.
- I sometimes play computer games. I play them about once or twice a week.
- My brother sometimes meets his friends in the park and plays football. They meet once a week.
- My sister often helps Mum in the kitchen. They make cakes three times a month.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 19.
- Ask them to read the words aloud. As they read each word, write it on the board, showing them how to join the letters. Pay particular attention to the formation of the letter *f*.
- Ask pupils to work alone, tracing and then copying the words. Monitor and help where necessary. Check their writing.

End the lesson

- Ask pupils questions, for example, *Do you often watch TV?* Elicit *Yes, I do.* or *No, I sometimes watch TV.*
- Dismiss the class.

Lesson 3

Outcomes:	To listen for specific information To ask and answer questions about frequency of activities To practise pronunciation of multi-syllabic words
Structures:	<i>How often do you (visit them)?</i> <i>We (visit them once or twice a month).</i> <i>We often (stay at their house at the weekend).</i> <i>We sometimes (go to a museum together).</i> <i>We go (to a museum about four times a year).</i>
Functions:	Talking about regular activities Listening for specific information
Vocabulary:	brush, evening
Topic:	Regular activities
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 20 Exercise 2, Listen and choose Exercise 3, Ask and answer □ Activity Book, page 20 Exercise 3, Read, match and copy Exercise 4, Listen and say □ Cassette, Unit 5, Exercise 2 □ Cassette, Unit 5, Activity Book, Exercise 4

Revision

- Ask the class *Do you visit museums? How often do you visit museums?* Elicit full sentences and introduce different activities to ask about.
- Tell pupils to ask each other questions in pairs. Monitor the class.

Presentation

- Mime brushing your teeth and say to the class *I'm brushing my teeth.* Ask *What am I doing?* and elicit full sentences.
- Ask pupils *When do you brush your teeth?* Elicit answers from the class. They may say *after breakfast/in the morning/before I go to bed.* Accept all answers and teach *I brush my teeth three times a day – in the morning, after lunch and in the evening.*
- Practise saying *evening* with the pupils. Write it on the board for them to read. Show them that there are two syllables.

Oral Assessment



With reference to the presentation, pupils:

Scoring criteria	Yes	No
use new vocabulary correctly		
pronounce new vocabulary correctly		

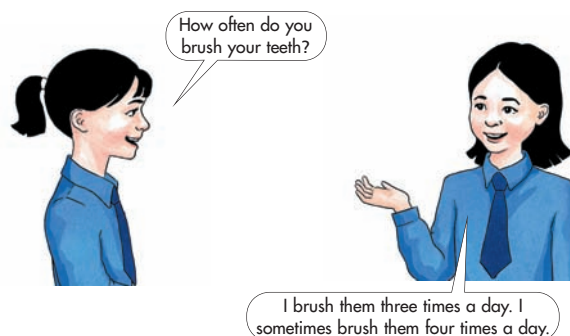
Pupil's Book, Exercise 2

UNIT 5

2 Listen and choose

		
	Sameer	Hisham
How often do you...		
brush your teeth?	three times a day	three times a day
play games?	twice a week	three times a week
see your grandparents?	twice a month	twice a month
go on holiday?	once a year	three times a year

3 Ask and answer



20

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 20. Look at the table with them. Ask the pupils to make the questions, giving them the first one as an example *How often do you brush your teeth?* Elicit answers from other pupils.
- Read through the rest of the table with the class and explain that one list is for Sameer and the other for Hisham.
- Tell the class they are going to listen to the dialogue and they have to say which boy is speaking – Sameer or Hisham.
- Play the cassette all the way through.
- Play it again, pausing after each question and answer. Pupils point to the answer in the table each time.

Tapescript

MAN: Can I ask you some questions?

SAMEER: Yes, of course.

MAN: How often do you brush your teeth?

SAMEER: I brush them three times a day, once in the morning, once after lunch and once in the evening.

MAN: How often do you play games?

SAMEER: Twice a week, I play football in the park. I like football.

MAN: How often do you see your grandparents?

SAMEER: I see them about twice a month.

MAN: How often do you go on holiday?

SAMEER: Not very often. I go on holiday once a year.

UNIT 5

Answer

Sameer

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 20.
- Ask two pupils to read the dialogue aloud to the class. Ask the question round the class and elicit answers.
- Elicit from the class some other questions to ask each other. Write prompts on the board, for example, *read a book, write a letter, go to a library, etc.*
- Ask pupils to work in pairs asking and answering the questions, using the prompt in the book and on the board. Remind them to take it in turns, asking and answering.
- Monitor and help where necessary.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 20.
- Ask pupils to look at the pictures and describe what they can see in each.
- Explain that they now have to read the sentences and match each one with a time phrase from the word box. They then write the correct phrase in to complete the sentences.
- Do this exercise orally with the pupils before they write the answers alone.
- Choose pupils to read the complete sentences as a final check.

Answers

2. three times a day
3. twice a day
4. about once or twice a year
5. four times a month

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 20.
- Ask them to read the words quietly and think about their pronunciation.
- Play the cassette. Pupils repeat after the cassette. Ask pupils to tell you how many syllables in each word. (*Different* and *museum* have three syllables while *evening* only has two.)
- Choose pupils to read the words aloud.

Tapescript

different evening museum

End the lesson

- Ask pupils to mime an activity, e.g. *brush your teeth*. Other pupils ask a question with a time phrase, for example *Do you brush your teeth twice a day?* The pupil answers *Yes, I do./No I don't*. If he/she answers *no*, the pupils carry on guessing until they get the right frequency phrase.
- Dismiss the class.

Lesson 4


Outcomes:	To listen, read and sing along with the words of a song To practise asking and answering questions about likes and <i>How often</i> To read an email for specific information
Structures:	<i>What do you like doing?</i> <i>Which sports do you do?</i> <i>How often do you play?</i>
Functions:	Listening and singing along with a song Talking about likes and frequency of activities
Topic:	Regular activities
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 21 Exercise 4, Sing Exercise 5, Ask and answer□ Activity Book, page 21 Exercise 5, Read and correct□ Cassette, Unit 5, Exercise 4


Revision

- Give pupils different prompts and ask them to ask a question and then choose another pupil to answer it. Make sure that the pace of the activity is kept quick. You can repeat each prompt now and then.
- For example, *brush your teeth* – *How often do you brush your teeth? I brush my teeth twice a day.* Other examples could be *go to school; play games, listen to music; watch TV; etc.*

Pupil's Book, Exercise 4

UNIT 5

4  **Sing**





What do you like doing?
Which sports do you do?
Do you like music?
Do you like reading, too?

I like playing football,
How often do you play?
I play twice a week,
Wednesdays and Saturdays.

I play the piano,
How often do you play?
I play once or twice,
Or three times every day.


How often do you read?
I read four times a day,
At home, at school, in the evening,
And always in the day.





What do you like doing?
I like playing tennis.

How often do you play tennis?
I play tennis once a week.



21

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 21.
- Ask them to describe the pictures they can see. Elicit as much vocabulary as possible.
- Play the cassette all the way through once. Tell pupils to read the words in their books as they listen.
- Point to the first verse. Ask the pupils to join in with the words as you play the cassette for a second time.
- Repeat with the other verses.
- Finally, play the cassette all the way through again and tell pupils to sing along.

Tapescript

What do you like doing?
Which sports do you do?
Do you like music?
Do you like reading, too?

I like playing football,
How often do you play?
I play twice a week,
Wednesdays and Saturdays.

I play the piano,
How often do you play?
I play once or twice,
Or three times every day.

How often do you read?
I read four times a day,
At home, at school, in the evening,
And always in the day.

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 21.
- Choose two pupils to read the dialogue aloud.
- Pupils work in pairs. Tell the class that one person has to look at the song lyrics and ask their partner questions like the ones in the song. Their partner must answer for themselves.
- Choose a pair to demonstrate the activity or do it yourself with a pupil.
- Monitor the class and help where necessary.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 21.
- Choose pupils to read the text aloud. Read it through twice with pupils reading a paragraph each.
- Ask a few comprehension questions to make sure pupils have understood, for example *Where do they live? How often do they go to the beach in winter? What does Hassan do in the park in the holiday? How often does he go there? Where does he get books from? How often does he go there? Does he like shopping? How often does he go shopping? Who does he go with?*
- Explain to the pupils that sentences 1-6 are incorrect. They must read the email again and write the information correctly. Choose two pupils to read the example sentences to demonstrate the activity.
- Pupils work alone.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- Hassan goes to the beach about once a month in winter.
- He goes to the park three or four times a week in the holidays.
- He goes to the library once a week.
- Hassan emails his friends once or twice a day.
- Hassan goes to the market with his mum once or twice a week.

End the lesson

- Ask pupils about themselves using the ideas in the email in the Activity Book, for example *Do you go to the library? How often do you go?*
- Dismiss the class.

Lesson 5

Outcomes:	To listen, read and sing along with the words of a song To practise asking and answering questions about likes and <i>How often</i> To read for gist and specific information To ask and answer questions about a text
Structures:	<i>It often rains in Amman.</i> <i>We go into the city (about once or twice a month).</i>
Functions:	Reading for gist and specific information Answering questions about a text
Vocabulary:	capital city, ice cream, nice, same, world
Topic:	Regular activities
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, pages 21 and 22 Exercise 4, Sing Exercise 6, Read and order Exercise 7, True or false? □ Cassette, Unit 5, Exercise 4 □ Flashcards: ice cream □ Realia: A map of the world; a map of Jordan

Revision

- Play the cassette from Exercise 4 in the Pupil's Book. Pupils sing along with the song. Divide the class into four groups and ask each group to sing a verse.

Presentation

- Show the pupils a map of the world or draw a basic map on the board. Teach the word *world*. Ask a pupil to find Jordan on the map.
- Then show them the map of Jordan. Ask another pupil to find Amman. Teach *Amman is the capital city of Jordan*. Ask them about other capital cities in the region, using the world map if necessary.
- Ask the pupils to look at the two maps. Ask *Are they different?* Elicit *Yes*. Say *They are not the same*. Show them two books which are the same. Ask *Are they different?* Elicit the answer *No, they are the same*. Note that we say *the same*.
- Ask two pupils of different heights to come to the front. Point to their height and ask *Are they the same?* Elicit *No, they are different*.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
use new vocabulary correctly		
pronounce new vocabulary correctly		

Pupil's Book, Exercise 6

UNIT 5

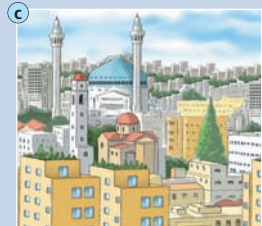
6 Read and order

My city

Amman is the capital city of Jordan. There are different shops and restaurants in Amman. It's one of the most interesting cities in the world. It often rains in Amman. It doesn't snow very often. It snows about three times a year, in winter. We go into the city about once or twice a month and have lunch in a restaurant. We sometimes go to an art gallery after lunch and we often walk in the park. When the weather is warm we sometimes have an ice cream in the park. Amman is a great city.



Rakan



7 True or false?

1. All the shops and restaurants are the same in Amman.
2. Amman is an interesting city.
3. It never snows in Amman.
4. Rakan has lunch in the city once a month.
5. Rakan often walks in the park after lunch.
6. Rakan always has ice cream in the park when the weather is warm.



False. There are different shops and restaurants in Amman.

22

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 22. Ask them to look at the pictures and elicit as much descriptive vocabulary about the pictures as possible.
- Ask the class what the people are eating in picture b. Show them the flashcard and elicit the word *ice cream*.
- Explain that pupils must read the story and order the pictures as they read. Teach *nice* from the context.
- Tell pupils that they must work alone.
- Monitor the activity.
- Check answers as a class and ask some comprehension activities in order to check pupils' understanding of the new vocabulary, for example, *What is the capital city of Jordan? Is Petra the capital city?* Say *Tell me the name of a shop in town. How many are there? Are they all called [name of shop]?* Say *No, they are all different*.
- Use other examples to show the meaning of *different* and *the same*. Show the map of the world. Point to the whole world and ask *What is this?* Ask *How often does it snow in Amman?* Elicit *about three times a year*. Ask *Does that mean it snows three times a year every year?* Elicit *No, sometimes twice, sometimes four times – it's about three times a year*.
- Give other examples. Ask *Do they have ice cream if the weather is cold?* *No. If it is windy?* *No. If it is sunny?* *Yes. Say Yes, because it is nice*.

Answers

c, a, b

Pupil's Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Pupil's Book on page 22.
- Ask individual pupils to read the sentences aloud.
- Tell pupils that they must read the text again in order to find the answers. They have to say if they are true (right) or false (wrong).
- Elicit one or two answers from the class as an example of the activity.
- Tell pupils to work in pairs.
- Monitor and help where necessary.
- Check answers as a class. Ask pupils to correct the false statements.

Answers

1. False. There are different shops and restaurants in Amman.
2. True.
3. False. It snows about three times a year, in winter.
4. False. He has lunch in the city once or twice a month.
5. True.
6. False. He sometimes has an ice cream in the park when the weather is nice.

End the lesson

- Ask pupils some questions and elicit the answers, for example *How often do you eat ice cream? Do you eat ice cream in winter? When do you eat ice cream? Do you go to a restaurant for lunch sometimes? Do you go every month?*
- Dismiss the class.

Lesson 6

Outcomes:	To practise asking and answering questions about likes and <i>How often</i> To write sentences with the correct punctuation
Structures:	<i>How often do you (visit your grandparents)?</i> <i>We visit them (once or twice a month).</i>
Functions:	Asking and answering questions Writing with correct punctuation
Topic:	Regular activities
Resources:	<ul style="list-style-type: none"> □ Activity Book, page 22 Exercise 6, Ask, answer and write Exercise 7, Write the sentences correctly □ Realia: a map of the world; a map of Jordan □ Wall Chart 4: Map of Jordan

Revision

- Ask pupils questions about the maps. *Are they the same? What is the capital city of Jordan?*

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 22.
- Ask two pupils to read the example dialogue out loud. Remind pupils that we normally use the *ing* verb form after *like*.
- Ask pupils to look at the table and encourage them to ask three different pupils the questions. They only have to make notes of the answers in the table.
- When the pupils have completed the table they must use their notes to write full sentences about their classmates.
- Pupils work in groups of three.
- Monitor and help where necessary.
- Choose some of the pupils to read their sentences aloud. Correct any mistakes.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 22.
- Ask the pupils to look at the sentences and tell you what is wrong with them. Elicit that the punctuation is missing from them.
- Write the punctuation marks needed on the board: . ' ?
- Ask which sentences are questions (1 and 3). Ask pupils to point to the correct punctuation mark needed for these sentences. Ask which mark goes at the end of the other sentences.
- Pick up a pupil's book and ask *Whose book is this?* Elicit *It's Fatima's book.* Write the sentence on the board and remind them of the use of 's.
- Ask what else is wrong with the sentences. Elicit the fact that they need capital letters at the beginning of the sentences.
- Ask a pupil to read the first sentence and say what has changed.
- Pupils work individually to write the sentences correctly.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. How often do you go swimming?
2. I go to my friend's house for lunch twice a week.
3. How often do you go to a restaurant?
4. We go to the mosque five times a day.
5. I sometimes go to art galleries with my family.

End the lesson

- Choose other pupils to read their sentences from Exercise 6 out loud.
- Dismiss the class.

Lesson 1

Outcomes:	To recognise directions
Structures:	<i>She lives in the centre of Amman, opposite the library. Go past the school, then go straight ahead. When you see the library, turn right. There's the school, on the left. It's between number 39 and number 41!</i>
Functions:	Recognising directions
Vocabulary:	street
Topic:	Directions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 23 □ Exercise 1, Listen and read □ Cassette, Unit 6, Exercise 1 □ Flashcards: between, go straight ahead, in the centre, on the left, on the right, opposite, turn left, turn right □ Wall Chart 2: The town

Revision

- Ask questions with *How often* and elicit full answers, for example *How often do you go to school/go on holiday/visit your grandparents/eat chicken/play tennis/help Mum/listen to music?* etc.

Presentation

- Draw pupils' attention to the wall chart. Say *This is a town*. Point to the streets and teach the word *street*.
- Next, present the flashcards in the usual way.
- Hold up the cards, say the words and ask pupils to repeat them. You might need to demonstrate *between* and *opposite* further. Ask two pupils to come to the front. Ask them to stand facing each other, either side of your desk. Hold up the two flashcards *opposite* and *between*. Ask pupils to point to the correct card (*opposite*). Ask a third pupil to come to the front and demonstrate *between*.
- Then hold up two cards together, describe one of the cards and ask pupils to point to the correct card.
- Finally, hold up the card and ask pupils to tell you what the card shows. Correct pronunciation where necessary. Repeat with the other cards.
- Ask pupils questions about their situations in the classroom, for example *Saleem, where is Yousof?* etc. Ask questions to elicit answers such as *on my right, on my left, opposite me*.

Oral Assessment

With reference to flashcards and wall chart, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
use new words correctly		
answer questions about where they are in the classroom		

Pupil's Book, Exercise 1

UNIT 6 A trip to town

Word Box
balcony, bank, bookshop, clothes shop, drive, flat, hospital, new, pharmacy, post office, shopping centre, street, supermarket

1 Listen and read

23

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 23.
- Ask them who they can see in the pictures and where they are. *What do they think they are doing?*
- Now, tell pupils to listen and follow the dialogue in their books. Play the cassette all the way through twice.
- Ask some comprehension questions, for example *Where are Saleem and his family going? Where does Hassan's grandma live? What is her house near? What is her house number?*

UNIT 6

Tapescript

- SALEEM: We're meeting Hassan at his grandma's house.
DAD: Where does she live?
SALEEM: She lives in the centre of Amman, opposite the library.
- MUM: Where's the library?
SALEEM: It's near the school. Hassan said go past the school, then go straight ahead. When you see the library, turn right.
- DAD: Look! There's the school on the left and there's the library on the right.
- MUM: Turn right here.
SALEEM: This is her street. Her house is number 40. Where's number 40?
- FATIMA: It's between number 39 and number 41!
SALEEM: I know that, but I can't see the number.
FATIMA: Look! It's Hassan! He's standing in front of the number!

Further practice

- Write the following questions on the board:
Do you live in the centre of Amman?
Where do you live?
What is your house number?
- Pupils work in pairs to ask and answer the questions.
- Monitor and help where necessary.

End the lesson

- Ask pupils to tell you about their partners following the previous exercise.
- Dismiss the class.

Lesson 2

Outcomes:	To recognise directions To write short sentences describing locations
Structures:	<i>She lives in the centre of Amman, opposite the library.</i> <i>Go past the school, then go straight ahead.</i> <i>When you see the library, turn right.</i> <i>There's the school, on the left.</i> <i>It's between number 39 and number 41!</i>
Functions:	Recognising directions
Vocabulary:	street
Topic:	Directions
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 23 Exercise 1, Listen and read□ Activity Book, page 23 Exercise 1, Read and write Exercise 2, Look and answer□ Cassette, Unit 6, Exercise 1□ Flashcards: between, go straight ahead, in the centre, on the left, on the right, opposite, turn left, turn right□ Wall Chart 2: The town

Revision

- Do a quick revision of the directions vocabulary introduced in the previous lesson, using the flashcards/wall chart in the usual way.
- Show the pupils the wall chart and elicit the word *street* by pointing at the chart.

Pupil's Book, Exercise 1

- Ask pupils to listen to the cassette of Exercise 1 in their Pupil's Book on page 23 again, following the text in their books.
- Ask pupils to work in groups of four and act out the dialogue.
- Monitor the class and help with pronunciation difficulties where necessary.
- Then ask some groups to act out the dialogue in front of the class. They can set their chairs as if in a car, with the children sitting behind the 'parents'.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 23.
- Explain that they have to use the words in the boxes to complete the sentences.
- Ask a pupil to read the first sentence to demonstrate the activity.
- Pupils work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

- 2. between
- 3. in the centre
- 4. on the right

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 23.
- Tell the pupils to write full sentences to describe the pictures.
- Ask pupils to work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

- 1. It is in the centre of town.
- 2. It is opposite the school.
- 3. It is between number 47 and number 49.

End the lesson

- Ask pupils to tell you about their school, for example *It's opposite some houses.*
- Dismiss the class.

Lesson 3

Outcomes:	To listen for specific information To give and recognise directions To spell new vocabulary correctly To recognise the different sounds of consonants
Structures:	<i>It's on the left, opposite the shopping centre.</i>
Functions:	Listening for specific information Giving and recognising directions
Vocabulary:	bank, bookshop, clothes shop, hospital, pharmacy, post office, shopping centre, supermarket
Topic:	Directions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 24 Exercise 2, Listen and find Exercise 3, Look and say □ Activity Book, page 24 Exercise 3, Look and write Exercise 4, Listen and say □ Cassette, Unit 6, Exercise 2 □ Cassette, Unit 6, Activity Book, Exercise 4 □ Flashcards: bank, between, bookshop, clothes shop, go straight ahead, hospital, on the left, on the right, opposite, pharmacy, post office, turn left, turn right, shopping centre, supermarket □ Wall Chart 2: The town

Revision

- Hand out the direction flashcards to the pupils.
- Say *Go straight ahead*, and the pupils with that flashcard must stand up.
- Say *Go straight ahead and then turn left*, and the two pupils with those cards must stand up. Continue this activity, redistributing the flashcards to different pupils, in order for everyone to have a turn.

Presentation

- Ask the pupils to look at the wall chart and teach the new vocabulary in the usual way.
- Point to different places and elicit the vocabulary from the pupils.
- Point to, for example, the hospital and ask *Is this a hotel?* Elicit full answers *No, it isn't. It's a hospital.* Repeat with other places.
- Point to the wall chart and with your finger follow the streets turning right and left. Elicit directions from the pupils, for example, as your finger goes round a corner the pupils say *Turn right/left.*, etc.
- Ask a pupil to come to the front of the class. Say *Point to the (hotel). Turn left out of the hotel. Go straight on. Go past the (bookshop). Turn left. Where are you?* Pupil says where they are. Repeat with a few different locations.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
pronounce new vocabulary well		
use new words correctly		
understand and respond correctly to the directions		

Pupil's Book, Exercise 2

UNIT 6

2 Listen and find

3 Look and say

24

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 24.
- Ask them to look at the different place names and read the words aloud.
- Explain that they are going to listen to some directions of how to get to different places in the town, starting from the arrow. They have to find the place the directions take them to.
- Play the cassette once all the way through. Ask the pupils to work in pairs and discuss their answers.
- Play the first part of the cassette through again. Let the pairs discuss their answers again and change their minds if they need to. Then elicit the answers from the class.
- Do the same with the rest of the cassette.

Tapescript

1. Go straight ahead. It's on the left, opposite the shopping centre, between the computer shop and the library.
2. Go straight ahead and then turn left. It's next to the pharmacy and opposite the bookshop.
3. It's on the right. It's next to the post office. It's between the post office and the bank.
4. Go straight ahead. Then turn right. It's on the right opposite the hospital.

Answers

1. The hotel
2. The clothes shop
3. The shopping centre
4. The supermarket

Pupil's Book, Exercise 3

- Choose two pupils to read the dialogue out loud. Explain that the second pupil has to follow the directions and find out where the first pupil is talking about.
- Pupils work in pairs, producing dialogues like the example. They should swap roles.
- Monitor and help where necessary.
- Ask a few pairs to perform in front of the class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 24.
- Ask pupils to describe the pictures telling you what each one is.
- Tell pupils they have to write each word, being careful to spell it correctly.
- Pupils work alone to complete this exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. bookshop
3. clothes shop
4. hospital
5. shopping centre
6. post office
7. supermarket

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 24.
- This exercise focuses on the different sounds of the letter c.
- Play the cassette through. Then play the cassette again and pause after each word, asking pupils to repeat the words.
- Let pupils practise saying the words in pairs. Monitor as they are practising and correct where necessary.

Tapescript

centre chemist clothes

End the lesson

- Ask pupils to think of other words they know beginning with *c*. Write them on the board and practise saying them with the class.
- Dismiss the class.

Lesson 4

Outcomes:	To listen for specific information To ask for and give directions To write directions
Structures:	<i>Excuse me, please. Where is the post office? It's on the left, opposite the hotel.</i>
Functions:	Listening for specific information Asking for and giving directions Writing directions
Topic:	Directions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 25 □ Exercise 4, Listen and follow the directions □ Exercise 5, Ask and answer □ Activity Book, page 25 □ Exercise 5, Look, match and write □ Cassette, Unit 6, Exercise 4 □ Wall Chart 2: The town

Revision

- Show pupils the wall chart. Elicit names of places in the town. Cover the names and ask pupils to name them.

Presentation

- Continue to use the wall chart. Ask a pupil to come to the front. Say *Excuse me, please. Where is the post office?* The pupil shows you where the post office is. Say *Thank you* and teach the pupil to say *You're welcome*.
- Ask another pupil to come to the front. The first pupil asks the second pupil to show him where a place is, for example *Excuse me, please. Where is the bank?* Repeat with a few more pupils.
- Ask the pupils questions about the wall chart, for example *What is opposite the post office? The post office is on the right. What is on the left?*

Oral Assessment

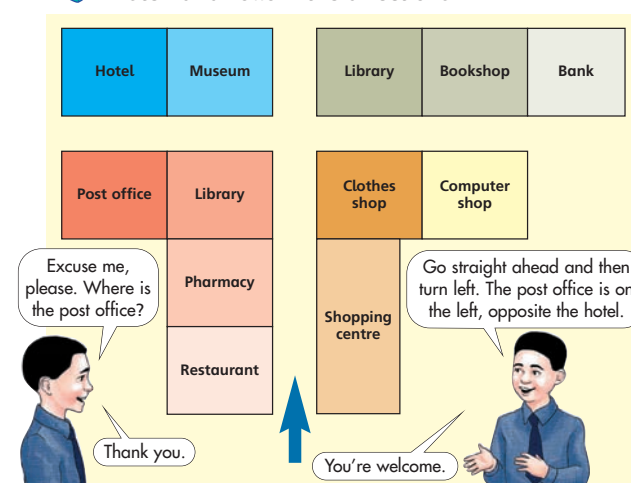
With reference to the presentation and wall chart, pupils:

Scoring criteria	Yes	No
use new vocabulary correctly		
pronounce new vocabulary correctly		
answer questions about situation of places		

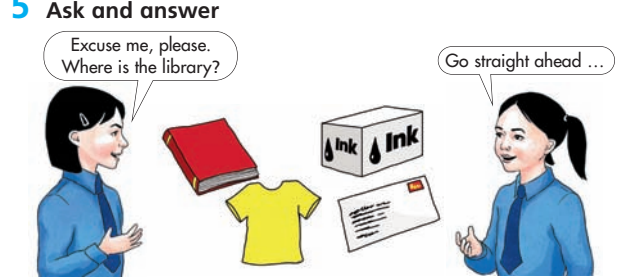
Pupil's Book, Exercise 4

UNIT 6

4 Listen and follow the directions



5 Ask and answer



25

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 25.
- Ask them to read the names of the places.
- Explain that they must listen to the cassette and follow the directions.
- Play the cassette all the way through.
- Ask the pupils to cover the words and play the cassette again.
- Elicit the instructions from the pupils without them looking at the words, just the map. Write them on the board.
- Then ask the pupils to listen again (words still covered) and say if what is on the board is correct or not.

Tapescript

BOY 1: Excuse me, please. Where is the post office?
 BOY 2: Go straight ahead and then turn left. The post office is on the left, opposite the hotel.
 BOY 1: Thank you.
 BOY 2: You're welcome.

UNIT 6

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 25. Tell them to work in pairs.
- Ask a pair to demonstrate the activity by reading the example dialogue and completing it.
- Monitor and help where necessary.
- Finally, check with the class by asking more pairs to give a demonstration of the activity.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 25.
- Point to the boxes of words. Explain that they have to write the words next to the right pictures. Do the first one with the class to demonstrate.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- 1 go straight ahead
- 2 turn left
- 3 turn right
- 4 go past the school

End the lesson

- Ask pupils questions about their school, for example *Where is the library?* Elicit directions from the class.
- Dismiss the class.

Lesson 5

Outcomes:	To read for gist and for specific information To order sentences
Structures:	<i>We live opposite a park.</i>
Functions:	Reading for gist and specific information
Vocabulary:	balcony, drive, flat, new
Topic:	Directions
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 26 Exercise 6, Read and match□ Activity Book, page 25 Exercise 6, Order and write□ Wall chart 2: The town

Revision

- Say to pupils, for example, *I want to buy a book. Where do I go?* *I want to have something to eat. Where do I go?* Practise with other shops.
- Then ask, for example *Why do you go to the post office?* *To send a letter.*

Presentation

- Ask pupils *How do you come to school?* Elicit answers. If they say *in a car*, ask *Do you drive the car?* Elicit, for example *No, my Dad drives the car.*
- Ask pupils *Do you live in a flat or a house? Is it old?* If they say *No* say *It's not old. It's new.* Point to something of yours which is new and say *This isn't old. It's new.* Point to something else of yours and say *This isn't new. It's old.* Ask a few pupils questions such as *Are your shoes old or new?* etc.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
use new vocabulary correctly		
pronounce new vocabulary correctly		
answer questions about themselves		

Pupil's Book, Exercise 6

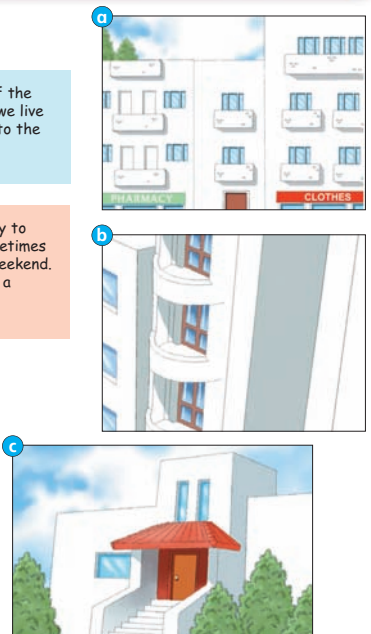
UNIT 6

6 Read and match

1 I live in a flat in the centre of the city. We've got a balcony and we live opposite a park. We often go to the park for a walk in the evening.
Salma

2 We live near the city. It's easy to drive into the centre. We sometimes go to the city centre at the weekend. We live in an old flat between a pharmacy and a clothes shop.
Ali

3 Our house is in Amman. It's a new house with a garden near the school. From our house, you go straight ahead and turn left. The school is on the right.
Badria



7 Read and answer

- Who lives in the city centre?
- Which child has got a garden?
- Who lives in an old flat?
- Where is the school from Badria's house?
- Where is Ali's flat?
- What is opposite Salma's flat?

Salma lives in the city centre.

26

- Choose a pupil to read the first sentence as the example.
- Pupils work alone to write the sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. Go straight ahead and then turn right.
3. Go past the supermarket and turn left.
4. The post office is on the left, opposite the shopping centre.

End the lesson

- Ask individual pupils to come to the board. Give them a direction and ask them to draw it on the board. Ask other members of the class if they are right.
- Dismiss the class.

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 26.
- Focus pupils' attention on the pictures and elicit as much information about them as possible. Teach *flat* and *balcony* using the pictures as references.
- Tell the class they must read the texts and match each text with a picture.
- Ask pupils to work alone. Monitor the class.
- Check answers as a class. Choose pupils to read each part aloud to check pronunciation.

Answers

1. b
2. a
3. c

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 25.
- Tell them that the words in the sentences are not in the correct order. They have to reorder them.
- Before they begin, ask pupils what must be at the beginning of every sentence (a capital letter). Also ask what must be at the end of a sentence (a full stop) and the end of a question (a question mark).

Lesson 6

Outcomes:	To ask and answer questions about a text To write a description To write about where they live
Structures:	<i>We live opposite a park.</i>
Functions:	Asking and answering questions about a text Writing a description
Topic:	Directions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 26 Exercise 7, Read and answer □ Activity Book, page 26 Exercise 7, Look and write Exercise 8, Read, answer and write □ Wall chart 2: The town

Revision

- Use the wall chart to revise the vocabulary from the unit. As the pupils mention an item of vocabulary, write it on the board.
- Remove some of the letters from each word. Ask pupils to come to the board, write the missing letters and say the words. Other pupils say if it is right or not.

Pupil's Book, Exercise 7

- Ask pupils to look at page 26 in their Pupil's Book. Choose pupils to read the short texts in Exercise 6.
- Ask individual pupils to read out the questions in Exercise 7. Then ask the class to work in pairs to answer the questions, reading through the texts.
- Monitor the class. Encourage pupils to answer in full sentences.
- Check answers as a class.

Answers

- 1 Salma lives in the city centre.
- 2 Badria has got a garden.
- 3 Ali lives in an old flat.
- 4 You go straight ahead and turn left. The school is on the right.
- 5 Ali's flat is between a pharmacy and a clothes shop.
- 6 A park is opposite Salma's flat.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 26.
- Ask pupils to look at the pictures and to give as much information about them as possible.
- Ask one half of the class to write about the old house and the other half to write about the new flat. Let them work in pairs to write their descriptions. Monitor and help where necessary.
- Choose pupils to read their descriptions aloud.
- Then tell the pupils to work on their own and write the other description. Monitor and help where necessary.

Possible answers

- 1 I live in a lovely old house. It is between a park and a school. It is opposite number 24.
- 2 I live in a new flat with a balcony. It is between a post office and a supermarket. It is in the centre of town.

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 26 and to write about their own homes.
- Monitor and help where necessary.

End the lesson

- Choose pupils to read out their descriptions of their homes.
- Dismiss the class.

Lesson 1

Outcomes:	To talk about dates using ordinal numbers To make suggestions
Structures:	<i>Shall we look at the map of the museum?</i> <i>What's the date today?</i> <i>It's 25th June.</i> <i>From 23rd June until 17th August you can paint your own T-shirt in the art studio.</i> <i>Let's go to the art studio first.</i> <i>Why don't we go to the garage?</i>
Functions:	Talking about dates of events Recognising suggestions
Vocabulary:	art, calendar, celebration, date, fix, from, garage, own, studio, until
Topic:	Dates
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 27 □ Exercise 1, Listen and read □ Cassette, Unit 7, Exercise 1 □ Flashcards: calendar, garage □ Wall Chart 3: Ordinal numbers □ Realia: a real calendar

Oral Assessment

With reference to flashcards and wall chart, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
use new words correctly		
spell vocabulary correctly		
pronounce ordinal numbers correctly		

Pupil's Book, Exercise 1

UNIT
7
What's the date?

1 Listen and read

1 Shall we look at the map of the museum?
OK. Look! There's a calendar, too. What's the date today?
It's 25th June.

2 From 23rd June until 17th August you can paint your own T-shirt in the art studio. Let's go to the art studio first.

3 Wait! From 16th June until 10th August you can fix a car in the garage! Why don't we go to the garage?

4 I'd like to come here on 2nd September.
Why?
Because it's my birthday and I'd like to have a celebration here.

Word Box
again, art, calendar, celebration, cool, date, fix, from, garage, ice cream, own, studio, until

Revision

- Show wall chart 2 and ask pupils about places, for example, *What is opposite the bank? You are at the bookshop. Turn left. This place is on the right. Where are you?*
- Ask pupils questions about the classroom, for example, *Who is sitting opposite you? Who is sitting on your right?* etc.

Presentation

- Present *calendar* and *garage* using the flashcards.
- Hold the cards up, say the word and ask pupils to repeat it.
- Then, hold up two cards together, say one of the words and ask pupils to point to the correct card.
- Finally, hold up the card and ask pupils to tell you what the card shows. Correct pronunciation where necessary.
- Show pupils the calendar. Point to today's date. Say *What's the date today? It's (today's date)*. Ask the question to the class. Also, explain that although you say *It's the 24th of May* etc in English, we do not write it.
- Make sure pupils are confident with the ordinal numbers from 1st to 31st. Show them wall chart 3.
- Ask one half of the class to say the cardinal number and the other half to say the ordinal number. Then change round.
- Finally say a number from 1 to 30 randomly and ask individual pupils to tell you the ordinal number. Take a note of those which they have problems with and practise those further.
- Then ask *What's the date tomorrow?* Elicit the answer from different pupils.

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 27.
- Ask them who they can see in the pictures and to say what they think they are going to do.
- Now tell them to listen and follow the dialogue in their books. Play the cassette all the way through twice. Teach new vocabulary in the context of the story. It may help to draw a timeline on the board to highlight the use of *From* and *until*, if pupils are struggling to understand the structure.
- Highlight again the difference between the way dates are said in English and the way they are written.
- Now ask the class to work in groups of four. Each pupil chooses a character to play. When they have finished, they can change roles and practise further.

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UNIT 7

- Monitor and help where necessary. Ask pupils comprehension questions, for example, *Where are they? What does Fatima want to do? What does Saleem want to do? When is Hassan's birthday? What does he want to do?*

Tapescript

- MUM: Shall we look at the map of the museum?
- FATIMA: OK. Look! There's a calendar too. What's the date today?
- MUM: It's the 25th of June.
- FATIMA: From the 23rd of June until the 17th of August you can paint your own T-shirt in the art studio. Let's go to the art studio first.
- SALEEM: Wait! From the 16th of June until the 10th of August you can fix a car in the garage! Why don't we go to the garage?
- HASSAN: I'd like to come here on the 2nd of September.
- SALEEM: Why?
- HASSAN: Because it's my birthday and I'd like to have a celebration here.

Further practice

- Ask different pupils *When is your birthday?* Ask the pupils who answer to ask another pupil.

End the lesson

- Ask individual groups to act out the story for the class.
- Dismiss the class.

Lesson 2

Outcomes:	To talk about dates using ordinal numbers
Structures:	<i>Shall we look at the map of the museum? What's the date today? It's 25th June. From 23rd June until 17th August you can paint your own T-shirt in the art studio. Let's go to the art studio first. Why don't we go to the garage?</i>
Functions:	Talking about dates
Topic:	Dates
Resources:	<ul style="list-style-type: none">□ Pupils' Book, page 27 Exercise 1, Listen and read□ Activity Book, page 27 Exercise 1, Listen and circle Exercise 2, Look, read and write□ Cassette, Unit 7, Exercise 1□ Cassette, Unit 7, Activity Book, Exercise 1□ Flashcards: calendar, garage□ Wall Chart 3: Ordinal numbers□ Realia: A real calendar

Revision

- Using the flashcards in the usual way, revise the vocabulary from the previous lesson.
- Use the wall chart to revise ordinal numbers.
- Say a cardinal number and ask the pupils to say the ordinal number. Keep the speed up on this exercise.

Pupil's Book, Exercise 1

- Ask pupils to listen to the story in Exercise 1 in their Pupil's Book on page 27 again.
- Write the three suggestions on the board:
*Shall we look at the map of the museum?
Let's go to the art studio first.
Why don't we go to the garage?*
- Ask pupils to look at the three sentences. Say *One sentence is a little bit different. Can you see which one is different?* Elicit that the second one hasn't got a question mark. Get them to repeat the sentences after you – the intonation is the same each time. Use the cassette as the model.
- Choose some other groups to act out the scene in front of the class.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 27.
- Explain that they have to listen and circle which number they hear.
- Choose pupils to read all the numbers aloud first.
- Play the cassette all the way through twice.
- Check answers as a class.

Tapescript

1. 23rd
2. 16th
3. seventeenth
4. first

Answers

1. 23rd
2. 16th
3. seventeenth
4. first

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 27.
- Ask pupils to look at the example. Ask them *What dates can you see on the calendar?*
- Ask *What can you do on these dates?* Choose a pupil to read the example sentence aloud.
- Ask pupils to work alone, writing sentences using the same structure as the example. Monitor and help where necessary.
- Check answers as a class.

Answers

2. From 4th April until 25th April you can paint a T-shirt.
3. From 7th July until 21st July you can fix a car.
4. From 3rd August until 19th August, you can make a plane.

End the lesson

- Show pupils the wall chart again.
- Say ordinal numbers to them and ask them to tell you the relating cardinal number. Check their pronunciation.
- Dismiss the class.

Lesson 3

Outcomes:

- To listen for specific information and matching information
- To answer questions about important dates
- To practise the pronunciation of words beginning with *c*
- To read for gist

Structures:

What's the date today? It's the second of July.

Functions:

- Listening for specific information
- Asking and answering questions about important dates

Topic:

Dates

Resources:

- Pupil's Book, page 28
Exercise 2, Listen and match
Exercise 3, Ask and answer
- Activity Book, page 28
Exercise 3, Listen and say
Exercise 4, Read, look and order
- Cassette, Unit 7, Exercise 2
- Cassette, Unit 7, Activity Book, Exercise 2
- Flashcards: calendar, garage
- Wall Chart 3: Ordinal numbers

Revision

- Revise the vocabulary again from lessons 1 and 2, using the flashcards and wall chart in the usual way.
- Practise ordinal numbers asking the pupils to count round the class. You start as *first*, the next pupil says *second*, and so on.
- Ask the pupils to look at the wall chart and find the ordinal number when their birthday is. Ask them *When is your birthday?*

Pupil's Book, Exercise 2

UNIT 7

2 Listen and match

What's the date today?

today's date

holiday in Aqaba

visit aunt and uncle

Dad's birthday

go shopping

July						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Ask and answer

1. When is your next holiday?
 2. What is the date today?
 3. What is the date tomorrow?
 4. When is your birthday?
 5. When is your best friend's birthday?

My next holiday is 10th June.

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 28.
- Tell them to read the text above the calendar.
- Ask them to tell you the dates that are circled.
- Explain that when they listen to the cassette, they need to match the dates circled with the text headings.
- Play the cassette all the way through once.
- Play the cassette again, pausing after each answer. Pupils compare their answers.
- Check answers as a class.

Tapescript

GIRL: What's the date today?
 MUM: It's the second of July. July is a very busy month.
 GIRL: Why? What are we doing?
 MUM: Well, it's your dad's birthday on the seventh of July. Then, we're going to visit your aunt and uncle on the twelfth and thirteenth of July.
 GIRL: When is our holiday in Aqaba?
 MUM: It's from the 21st of July until the 25th of July.
 GIRL: How many days are there in July?
 MUM: There are thirty-one. July the thirty-first is the last day of the month. Shall we go shopping then?
 GIRL: Yes, please!

Answers

Today's date – 2nd July
 Dad's birthday – 7th July
 Visit aunt and uncle – 12th and 13th July
 Holiday in Aqaba – 21st to 25th July
 Go shopping – 31st July

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 28. Ask pupils to work in pairs.
- Ask a pair to read the first question and the example answer.
- Tell the class to continue asking and answering questions with their partner, in the same way as in the example.
- Monitor the class and help where necessary.
- When pupils have answered in their pairs, tell them to join another pair and ask and answer questions with them, in the same way.
- Monitor the class and help where necessary.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 28.
- Ask them to read the words quietly and think about their pronunciation.
- Play the cassette. Pupils repeat after the cassette. Point out the two different pronunciations of the letter c.
- Ask pupils to think about where the stress on each word is (calendar, celebration).
- Choose pupils to read the words aloud.

Tapescript

calendar celebration

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 28.
- Ask pupils to describe the pictures in as much detail as possible.
- Explain that they have to read the letter and put the pictures in the correct order.
- Ask pupils to read the letter quietly and then order the pictures.
- Monitor and help where necessary.
- Check answers as a class.

Answers

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

End the lesson

- Choose pupils to read the letter in Exercise 4 in their Activity Book out loud.
- Dismiss the class.

Lesson 4

Outcomes: To listen for gist
To make suggestions and respond to them

Structures: *Shall we (go to the shopping centre)?*
Let's go (to the museum.)

Functions: Making suggestions
Listening for gist

Vocabulary: ice cream

Topic: Making suggestions

- Resources:**
- Pupil's Book, page 29
Exercise 4, Listen and choose
Exercise 5, Ask and answer
 - Activity Book, page 29
Exercise 5, Read and complete
Exercise 6, Look and write
 - Cassette, Unit 7, Exercise 4
 - Flashcard: ice cream

Revision

- Ask the pupils the questions from Exercise 3 again. Choose two or three pupils to answer each question.

Presentation

- Remind pupils of the word *ice cream* by showing the flashcard again and eliciting the vocabulary in the usual way.
- Ask pupils *What is your favourite ice cream?* Elicit answers, for example *chocolate, apple, etc.*
- Set up a short dialogue with the class. Write it on the board. Ask two pupils for flavours of ice cream, for example, *chocolate* and *banana*. Ask one of them to suggest having an ice cream and elicit: *Shall we have a chocolate ice cream?* Tell the other pupil to say no and suggest another flavour. Elicit *No, I don't want a chocolate ice cream. Let's have a banana.*
- Ask pupils to work in pairs, practising the dialogue. Let them use their own flavours.

Oral Assessment

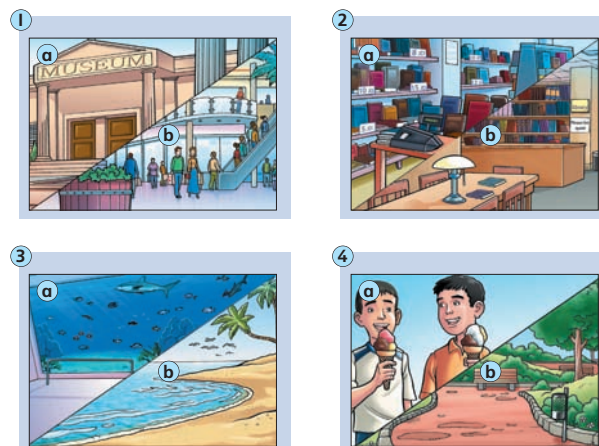
With reference to flashcard and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
use new words correctly		
make suggestions with the correct intonation		
use different structures to make suggestions		

Pupil's Book, Exercise 4

UNIT 7

4 Listen and choose



5 Ask and answer



29

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 29.
- Ask them to describe the pictures they can see. Elicit as much vocabulary as possible.
- Play the cassette all the way through once.
- Tell pupils to look at the pictures as they listen. Pupils must choose which activity shown in the picture matches the speakers' final suggestions.
- Pupils can discuss their answers with a partner.
- Play the cassette through again and pupils change their answers if they wish.
- Stop after each section and check the class answers.

UNIT 7

Tapescript

1. GIRL 1: Shall we go to the shopping centre at the weekend?
GIRL 2: No, I don't like shopping. Let's go to the museum.
GIRL 1: OK, that's a good idea.
2. BOY 1: Why don't we go to the library after school?
BOY 2: Ok, I would like to borrow a new book.
3. GIRL 1: Shall we go to the beach on holiday?
GIRL 2: No, I don't like the beach. Let's go to the aquarium.
GIRL 1: Ok, that's a nice idea.
4. BOY 1: Let's go to the park after school.
BOY 2: No, it's too hot. Why don't we go for an ice cream?
BOY 1: That's a good idea.

Answers

- a
- b
- a
- a

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 29. Pupils work in pairs.
- Explain to the pupils that one pupil has to make a suggestion of somewhere to go. The other pupil has to disagree and make another suggestion. The first pupil then agrees.
- Remind pupils to use the three ways of making suggestions they have studied in this unit. Write them on the board as a reminder.
- Choose two pupils to read the example dialogue aloud.
- Monitor and help where necessary.
- Choose pupils who have come up with new suggestions to perform their dialogues in front of the class.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 29.
- Ask pupils to work in pairs to complete the dialogues using the words in the boxes. They then practise reading them, taking it in turns to be A and B.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- I don't like shopping; museum; good idea
- sandwich
- Why don't you have

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 29.
- Pupils look at the pictures and write suitable suggestions for each.
- Ask pupils to work individually to write the sentences. Choose a pupil to read the example sentence. They then check their answers in pairs.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- Shall we/Let's/Why don't we watch television?
- Shall we/Let's/Why don't we make a cake.
- Shall we/Let's/Why don't we go to the museum?

End the lesson

- Give two pupils two different activities, for example *play tennis*, *go swimming*. Ask them to make a dialogue: *Let's play tennis. No, I don't like tennis. Why don't we go swimming?*
- Dismiss the class.

Lesson 5

Outcomes:	To use dates accurately To read for specific information To recognise abbreviated ordinal numbers
Structures:	<i>April is the fourth month.</i>
Functions:	Talking about dates Reading for accuracy
Topic:	Dates
Resources:	<ul style="list-style-type: none"> □ Activity Book, pages 30 Exercise 7, Read, tick (✓) or cross (X) and correct □ Exercise 8, Read and complete □ Wall chart 3: Ordinal numbers

Revision

- Using the wall chart, practise the ordinal numbers paying particular attention to the pronunciation. Give individual pupils the cardinal number and ask them for the ordinal one.
- Ask questions, for example, *What number is before 25th? What number is after 30th?*

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Books on page 30.
- Ask pupils to tell you the months of the year in order. Then ask questions, for example *What month is before (March)? What month is after (October)?*
- Tell pupils they must read the sentences correctly and correct them if necessary.
- Choose pupils to read the first two sentences to demonstrate the activity.
- Let pupils work alone. When they have finished they can check their answers with a partner.
- Monitor and help where necessary.
- Check answers as a class.

Answers

3. ✓
4. ✓
5. July is the seventh month.
6. ✓
7. February is the second month.
8. ✓
9. October is the tenth month.
10. ✓
11. ✓
12. August is the eighth month.

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Books on page 30.
- Write *first, second, third, fourth* on the board. Then write 1, 2, 3, 4 beside them. Tell them that the words can be written in a short form. Ask *What do we need to write beside the numbers?* Elicit *1st 2nd 3rd 4th*.
- Explain to pupils that they must complete the dates by choosing the correct ending from the boxes.
- Pupils work alone.
- Monitor and help where necessary.
- Check answers as a class. Ask pupils to read each answer aloud to check for pronunciation.

Answers

2. rd 3. th 4. nd

Further practise

- Write more sentences with dates on the board. Leave out the abbreviated endings of the dates.
- Ask pupils to come to the board and complete the sentences using the correct endings.

End the lesson

- Ask the class *What is the date today?* and elicit an answer. Then ask *What was the date yesterday? What was the date last (Tuesday)?*
- Dismiss the class.

Lesson 6

Outcomes:	To use dates accurately To answer questions about a text To use a dictionary to help recognise new vocabulary
Structures:	<i>School finishes 5th June.</i>
Functions:	Talking about dates
Vocabulary:	again, cool
Topic:	Making suggestions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 30 Exercise 6, Read and answer

Revision

- Say to pupils *Tell me the (third) month.* Practise with all the months.

Pupil's Book, Exercise 6

UNIT 7

6 Read and answer

My favourite month

It's the best month in the year. School finishes 5th June and we go on holiday. We're going on holiday for three weeks. We go from 5th until 26th.
Khaled



My favourite month is the ninth month of the year. The weather is cooler and I can see my friends at school.
Abla



I like the twelfth month of the year. We always visit my aunt and uncle in Petra and have a big meal with all our family and friends.
Nawal



The fourth month is the best. It's the month of my birthday. It's my eleventh birthday this year.
Sameer



1. Whose favourite month is September?
2. Whose favourite month is in winter?
3. Whose birthday is in spring?
4. What does Nawal do in December?
5. Why does Abla like September?
6. Why does Khaled like June?



30

Further practice

- Write the following questions on the board and ask pupils to ask and answer around the class:
 - *What is your favourite month? Why?*
 - *Which season is your birthday in?*
 - *How old are you?*
 - *Which month is your birthday in?*
- Monitor and help where necessary.

End the lesson

- Choose pupils to ask and answer the questions on the board across the class.
- Dismiss the class.

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 30.
- Focus pupils' attention on the pictures and ask them to describe what they can see.
- Tell pupils that they must read the short texts and then answer the questions below.
- Ask pupils to read the texts on their own. Ask them to use their dictionaries to find the meanings of *cool* and *again*.
- Ask pupils to work in pairs and answer the questions. Monitor and help where necessary.
- Check answers as a class.

Answers

1. Abla's favourite month is September, the ninth month of the year.
2. Nawal's favourite month is in winter.
3. Sameer's birthday is in spring.
4. She always visits her aunt and uncle in Petra in December and has a big meal with all her family and friends.
5. She likes September because it is cooler and she can see her friends at school again.
6. Khaled likes June because school finishes in June and he goes on holiday.

Lesson 1

Outcomes:	To revise directions To revise adverbs of frequency To revise vocabulary
Structures:	<i>Go past Al Hussein Park in the city centre and go straight on. Then, turn right.</i> <i>In summer it's often hot and in winter it often rains.</i> <i>It usually snows about once or twice a year.</i>
Functions:	Giving directions Talking about frequency of events
Vocabulary:	about, capital city, nice, often, once, sometimes, twice
Topic:	The school magazine
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 31 Exercise 1, Listen and read □ Activity Book, page 31 Exercise 1, Look, match and write □ Cassette, Unit 8, Exercise 1 □ Flashcards: between, go straight ahead, in the centre, on the left, on the right, opposite, turn left, turn right

Revision

- Use the flashcards to revise the vocabulary in the usual way.
- Then divide the class into two teams. Hold up a flashcard, hiding the words from the class.
- Teams take it in turns to say the vocabulary. If they get it correct, they score a point, if they get it wrong, they lose a point.
- Then ask pupils questions using *How often* to elicit answers with *often, sometimes*, for example *How often do you go shopping? How often do you play games?*

Pupil's Book, Exercise 1


UNIT **8**

Revision: The school magazine (2)

Word Box
about, capital city, celebration, date, flat, new, nice, often, once, sometimes, twice, world

Listen and read

Jordan




Dear Friends,
The second edition of our magazine is about what you can do in our interesting capital city, Amman.

My favourite place to go is the Children's Museum. It is easy to find. Go past Al Hussein Park in the city centre and go straight on. Then, turn right. It is the nice building on the left.

There are always things to do in Amman in every season. In summer it is often hot and in winter it often rains. It usually snows about once or twice a year. You can walk in the parks when it is hot, or go to a museum when it is cold.

To find out more about Amman, read our magazine.

From
Fatima
(The editor)



31

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 31.
- Ask them to describe the pictures and elicit as much vocabulary as possible.
- Now ask pupils to listen to the cassette and to follow the text in their books.
- As the class listen, write some comprehension questions on the board, for example *Is this the first edition of the magazine? What is it about? What's Fatima's favourite place? What can you do in summer in Amman? What can you do in winter?*
- Ask the class to read the comprehension questions, then play the cassette again.
- Put the class into pairs and ask pupils to discuss the questions on the board.
- Monitor and help where necessary.
- Check answers as a class.

Tapescript

Dear Friends,

The second edition of our magazine is about what you can do in our interesting capital city, Amman.

My favourite place to go is the Children's Museum. It is easy to find. Go past Al Hussein Park in the city centre and go straight on. Then, turn right. It is the nice building on the left.

UNIT 8

There are always things to do in Amman in every season. In summer it is often hot and in winter it often rains. It usually snows about once or twice a year. You can walk in the parks when it is hot, or go to a museum when it is cold.

To find out more about Amman, read our magazine.

From

Fatima

(The editor)

Further practice

- Ask pupils to read a sentence of the letter out loud. Check pronunciation as they read.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 31.
- Ask pupils to describe the pictures, eliciting as much information as possible.
- Choose a pupil to ask the questions. Choose others to answer them.
- Explain that they must write one of the sentences next to the correct picture.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. Amman is often very hot in summer.
2. It often rains in winter.
3. It snows once or twice a year.

End the lesson

- Ask the pupils questions *What do you like to do in winter/summer?*
- Dismiss the class.

Lesson 2

Outcomes:	To revise directions To read for specific information To ask and answer questions about a text To spell learned vocabulary correctly
Structures:	<i>Go past Al Hussein Park in the city centre and go straight on. Then, turn right.</i>
Functions:	Recognising directions Reading for specific information
Topic:	Directions
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 32 Exercise 2, Read and match Exercise 3, Ask and answer□ Activity Book, page 31 Exercise 2, Look and spell

Revision

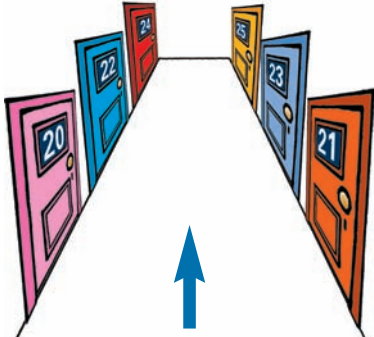
- Draw a small map on the board. Draw a main road with three labelled buildings on the right and three on the left, for example:

Bank	School
Library	Computer Shop
Shoe Shop	Baker's
- Ask questions *What is opposite the bank? What is between the bank and the shoe shop? Is the computer shop on the right or on the left?*

Pupil's Book, Exercise 2

UNIT 8

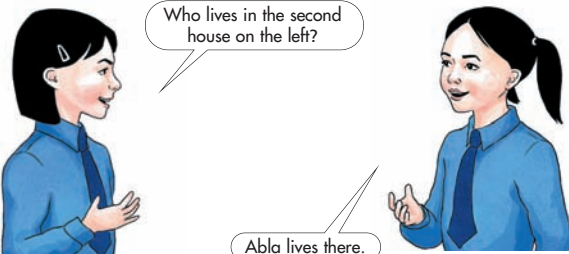
2 Read and match



Muna Khaled Ibrahim Mohammad Aisha Abla

Khaled lives in the first house on the left. Mohammad lives next to Aisha.
Aisha lives between Mohammad and Muna. Khaled lives opposite Mohammad.
Muna lives in the third house on the right. Ibrahim lives opposite Muna.
Abla lives between Khaled and Ibrahim.

3 Ask and answer



Who lives in the second house on the left?

Abla lives there.

32

- Ask pupils to look at the diagram and the six names of the children in Exercise 2 in their Pupil's Book on page 32.
- Ask them to read the children's names.
- Explain that they must read the text and match the children with the doors.
- Ask pupils to check their answers in pairs.
- Check answers as a class

Answers

Khaled - 20
 Mohammad - 21
 Abla - 22
 Aisha - 23
 Ibrahim - 24
 Muna - 25

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 32.
- Ask class to work in pairs and ask and answer questions.
- Tell them to take it in turns and ask a pair to demonstrate the activity, reading the example dialogue given.
- Monitor and help where necessary.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 31.
- Ask them to read the words and to say them aloud. Check pronunciation.
- Tell them now to look at them again alone, then cover the words. Read the words to the class and pupils try to spell them correctly.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

End the lesson

- Ask pupils to use the words in Exercise 2 in their own sentences.
- Dismiss the class.

Lesson 3

Outcomes:	To read for gist and specific information To recognise written directions
Structures:	<i>I'm going with my friend and her family on 7th August for a birthday celebration. There's a supermarket in the centre of the picture.</i>
Functions:	Reading for gist and specific information
Vocabulary:	celebration, flat, new, world
Topic:	The school magazine
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 33 Exercise 4, Read and match □ Activity Book, page 32 Exercise 3, Read, look and correct □ Flashcards: bank, between, in the centre, on the left, on the right, opposite, pharmacy, post office, supermarket □ Wall chart 2: The town

Revision

- Revise the vocabulary using the flashcards and wall chart in the usual way.
- Also ask questions to check their understanding of those words not featured on the wall chart or in the flashcards, for example *When do you have a celebration? What do you eat at a celebration? Do you live in a flat or a house? Have you got new shoes?*

Pupil's Book, Exercise 4

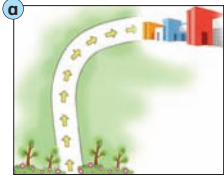
UNIT 8

4 Read and match


1 Dear Editor,
We go to the Children's Museum about four times a year. I'm going with my friend and her family on 7th August for a birthday celebration. It's the best museum in the world!
From
Hussein

2 Dear Editor,
I live in a new flat in the city centre. Our flat is opposite my school. There is a nice park on the left. I like my flat.
From
Jaber


3 Dear Editor,
I sometimes visit my family in Petra in the holidays. We often go to the museum there. I would like to go to the Children's Museum in Amman, but where is it? Thank you.
From
Nadia



b




c



5 Ask and answer

1. How often do you go on holiday?
2. How often do you go to a museum?
3. Where is your school?
4. What is the date tomorrow?
5. When is your birthday?
6. When is your dad's birthday?



I go on holiday twice a year.

33

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 33.
- Ask them to look at the pictures and try to describe what they can see in each. Elicit as much vocabulary as possible.
- Tell pupils they have to match the short pieces of text to the pictures.
- Pupils work alone. Monitor and help where necessary.
- Tell the class to check their answers with the person sitting next to them.
- Check answers as a class.

Answers

1. b
2. c
3. a

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 32.
- Ask the pupils to read what the boy is saying.
- Explain that they must look at the diagram, read the sentences and correct them. Each one has a mistake.
- Ask pupils to work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

2. There's a park on the right of the diagram.
3. There's a post office next to the supermarket.
4. There's a pharmacy between the supermarket and the park.
5. The bank is opposite the park.
6. My house is on the left of the diagram.

Further practice

- Ask pupils to draw five buildings in their street as in Activity Book, Exercise 3. They then tell their partner about it. Monitor and help where necessary.

End the lesson

- Choose pupils to read the short texts in Exercise 4 in their Pupil's Book out loud. Check for pronunciation.
- Dismiss the class.

Lesson 4

Outcomes:	To ask and answer questions To complete a text with missing information To recognise and complete a learning record
Structures:	<i>How often do you go on holiday?</i> <i>I go on holiday twice a year.</i>
Functions:	Asking and answering questions Completing a written learning record
Vocabulary:	date
Topic:	Celebrations
Resources:	<ul style="list-style-type: none"> ▫ Pupil's Book, page 33 Exercise 5, Ask and answer ▫ Activity Book, page 33 Exercise 4, Read and complete Exercise 5, Read, tick (✓) or cross (X) and copy

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 33.
- Ask individual pupils to read a question and ask other pupils to give an example answer. Check pupils understand *date*.
- Pupils work in pairs, asking and answering questions.
- Monitor and help where necessary. Ensure pupils use the learned structures.
- When pair work is complete, ask pupils to join another pair and continue the activity in groups of four.

Revision

- Ask pupils if they are going to go to a museum soon. Ask *Which is your favourite museum?*

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 33.
- Ask pupils to look at the picture and describe what they can see. Make sure they see the date as well.
- Choose pupils to read the words in the box. They will have to think carefully to complete the exercise and find the missing piece of information (it is on the photograph).
- Pupils work alone to complete the exercise. Let them compare answers before you check as a class.

Answers

1. celebration
2. date
3. 2nd of August
4. often
5. sometimes
6. nice

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 33.
- Explain that this is a learning record for them to complete alone and in order for them to monitor their own learning.
- Read the statements aloud and explain anything they do not understand. Demonstrate the activity as an example to the class.
- Ask the class to work alone and put a tick or a cross next to the statement, depending if they agree or disagree.
- Pupils then copy the statements. Check their writing.

End the lesson

- Ask pupils what they *sometimes* or *often* do on their birthday.
- Dismiss the class.

Lesson 1

Outcomes:	To talk about the past To use more regular and irregular verbs in the past simple
Structures:	<i>Did you (have a good time at the museum last week)?</i> <i>Yes, we did./No, we didn't.</i> <i>I made a paper aeroplane and flew it too!</i> <i>I designed a T-shirt.</i>
Functions:	Talking about what you did in the past
Vocabulary:	aeroplane, ancient, bracelet, designed, drank, drew, flew, found, opened, piece, sand, too
Topic:	Activities in the past
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 34 □ Exercise 1, Listen and read □ Cassette, Unit 9, Exercise 1 □ Flashcards: aeroplane, bracelet, sand

Revision

- Revise the past simple. Ask pupils some questions about their last holiday, for example *Where did you go? What did you see? Did you visit a museum?* Encourage pupils to respond using full sentences and try to elicit a selection of regular and irregular verbs.

Presentation

- Use the flashcards to present new vocabulary *aeroplane, bracelet, sand*.
- Hold up the cards, say the word and ask pupils to repeat it.
- Then hold up the cards together, say one of the pieces of vocabulary and ask pupils to point to the correct card.
- Show pupils the words and ask them to read them. Correct pronunciation if necessary.

Oral Assessment

With reference to flashcards, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 1

UNIT 9 What did you do at the museum?

Word Box
aeroplane, ancient, bracelet, dark, designed, drank, drew, flew, found, night, opened, piece, planetarium, police station, sand, stars, too

1 Listen and read

1 Did you have a good time at the museum last week?

2 I went into an ancient cave and drew a picture. I made a paper aeroplane and flew it too!

Yes, we did. Look! I found this in the sand. It's a piece of an ancient pot from Petra.

I made a bracelet and I designed a T-shirt. I wrote my name on it.

3 Did you really go to a museum?

Yes, Grandma! Look, I bought this book about it. The Majesty Queen Rania opened the Children's Museum in 2007. She wanted children to learn and have fun at the same time.

4 Did you have lunch there?

Yes, we did. We ate and drank in the restaurant.

Can I come next time?

Of course you can, Grandma!

34

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 34.
- Ask pupils to look at the pictures and tell you who and what they can see. Ask *Where did Saleem and Fatima go?* Elicit *A museum*.
- Ask pupils to predict what the children did by looking at the pictures. Don't let them read the text at this point.
- Play the cassette once. Pupils listen to find out if their predictions were correct.
- Play the cassette again. Teach the remaining vocabulary in the context of the story.
- Follow the usual procedure. Ask the class comprehension questions about the text, for example *Where did Saleem and Fatima go last week? What did Saleem find? What did he draw in the cave? What did he make? What did Fatima make? What did she design? When did the museum open? Who opened it? Did they have anything to eat? Does Grandma want to go?*

Tapescript

GRANDMA: Did you have a good time at the museum last week?

SALEEM: Yes, we did. Look! I found this in the sand. It's a piece of an ancient pot from Petra.

SALEEM: I went into an ancient cave and drew a picture. I made a paper aeroplane and flew it, too!

FATIMA: I made a bracelet and I designed a T-shirt. I wrote my name on it.

UNIT 9

GRANDMA: Did you really go to a museum?

SALEEM: Yes, Grandma! Look, I bought this book about it. Her Majesty, Queen Rania, opened the Children's Museum in 2007. She wanted children to learn and have fun at the same time.

GRANDMA: Did you have lunch there?

SALEEM: Yes, we did. We ate and drank in the restaurant.

GRANDMA: Can I come next time?

FATIMA: Of course you can, Grandma!

Further practice

- Ask the pupils questions about themselves. *When did you last go to a museum? What did you see? What did you do? Do you want to go (again)?* Encourage them to give as much information as possible.
- Write the questions on the board and ask pupils to work in pairs, asking and answering the questions.

End the lesson

- Ask pupils to tell the rest of the class their partner's answers to the Further practice questions.
- Dismiss the class.

Lesson 2

Outcomes: To talk about the past
To complete sentences using regular and irregular past simple verb forms
To practise semi-cursive handwriting

Structures: *Did you (have a good time at the museum last week)?*
Yes, we did./No, we didn't.
I made a paper aeroplane and flew it too!
I designed a T-shirt.

Functions: Talking about what you did in the past

Topic: Activities in the past

Resources:

- Pupil's Book, page 34
Exercise 1, Listen and read
- Activity Book, page 34
Exercise 1, Read, look and complete
Exercise 2, Trace and copy
- Cassette, Unit 9, Exercise 1
- Flashcards: aeroplane, bracelet, sand

Revision

- Show the pupils the flashcards and elicit the vocabulary.
- Ask pupils questions about museums they have visited in the past.

Pupil's Book, Exercise 1

- Ask pupils to look at the story in Exercise 1 in their Pupil's Book on page 34. Elicit again from pupils what the children saw and did.
- Play the cassette again.
- Ask the class to work in groups of three and act out the dialogue.
- Ask individual groups to present their work to the class.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 34.
- Ask pupils to read the words in the boxes and to tell you which verbs they are the past tense of, e.g. *drank* – *drink*. Write these verbs on the board for pupils' reference.
- Ask pupils to look at the pictures in the exercise and say what is happening in each.
- Then tell pupils to read the sentences and to complete them using the correct past simple verb from the boxes.
- Choose a pupil to read the example sentence as a demonstration of the activity to the class. Tell them they can use each verb once only.
- Pupils work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

2. went
3. drew
4. made
5. flew
6. bought
7. wrote
8. ate; drank

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 34.
- Ask them to read the words again. As they read each word, write it on the board, showing them how to join the letters. Pay particular attention to the ascenders and descenders in *p*, *g*, *f* and *y*.
- Ask pupils to work alone, tracing and then copying the words. Monitor and help where necessary.

End the lesson

- Ask pupils to close their Pupil's Books and then ask questions about the story, for example *Who walked into a cave? Who drew a picture? Who made a bracelet? Who flew a paper aeroplane? Who ate and drank something?*
- Dismiss the class.

Lesson 3

Outcomes: To listen for gist and specific information
To ask, answer and write about the past
To recognise different vowel sounds

Structures: *Did you (have a good time at the museum last week)?*
Yes, we did./No, we didn't
I made a paper aeroplane and flew it too!
I designed a T-shirt.

Functions: Talking about events in the past

Vocabulary: night, planetarium, stars

Topic: Activities in the past

Resources:

- Pupil's Book, page 35
Exercise 2, Listen and choose
Exercise 3, Ask and answer
- Activity Book, page 35
Exercise 3, Ask, answer and write
Exercise 4, Listen and say
- Cassette, Unit 9, Exercise 2
- Cassette, Unit 9, Activity Book, Exercise 4
- Flashcards: aeroplane, bracelet, planetarium, sand, stars

Revision

- Revise the vocabulary using the flashcards in the usual way.
- Ask some questions to revise *Did you*, for example *Did you make a bracelet yesterday? No, I didn't. Did you eat lunch yesterday? Yes, I did.*
- Revise the irregular past simple verbs used in the unit.

Presentation

- Show the flashcard *stars*.
- Tell pupils *You can see the stars in a special museum. It's called a planetarium.* Ask pupils to repeat the new words. Write them on the board and ask pupils to read them.
- Ask pupils *Do you like stars? Would you like to go to a planetarium?*

Oral Assessment

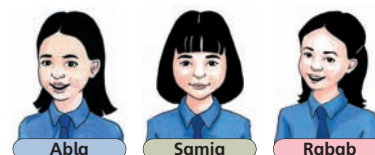
With reference to the flashcards, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 2

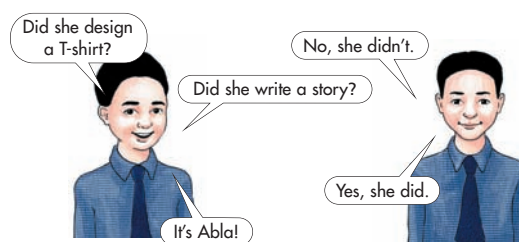
UNIT 9

2 Listen and choose



Museum activities	Abla	Samia	Rabab
Buy books at the shop	X	X	✓
Eat and drink in the restaurant	✓	✓	✓
Draw a cave picture	✓	✓	✓
Find ancient pots in the sand	✓	✓	✓
Make a bracelet	✓	X	✓
Design a T-shirt	X	✓	X
Make a paper aeroplane	X	X	X
Write a story	✓	✓	X
See the stars	✓	✓	✓

3 Ask and answer



- Ask pupils to look at Exercise 2 in their Pupil's Book on page 35.
- Tell the pupils that the table shows the different things you can do at the Children's Museum. Elicit the things that can be done from the pupils.
- Ask them to look at the children's names and elicit something that each one did, for example *Abla ate and drank in the restaurant*. The ticks indicate things done and the crosses things not done.
- Then ask the class to tell you something they didn't do, for example *Abla didn't buy books at the shop*
- Explain that they must listen to the cassette and say which person is speaking – Abla, Samia or Rabab.
- Play the cassette twice.
- Pupils can check their answers in pairs.
- Check answers as a class.

Tapescript

WOMAN: Did you have a nice time at the museum?
RABAB: Yes, I did. In the morning I drew a cave picture and I found an ancient pot in the sand. Then we went into the planetarium and saw lots of beautiful stars.

WOMAN: Did you have lunch at the museum?
RABAB: Yes, there's a restaurant at the museum. We ate and drank there.

UNIT 9

- WOMAN: What did you do in the afternoon?
RABAB: I made a bracelet. Look! I wanted to write a story, but it was late and we wanted to go to the shop.
- WOMAN: Did you buy anything in the shop?
RABAB: Yes I bought a book about the museum.

Answers

Rabab

Further practice

- Pupils give sentences about Rabab, for example *Rabab bought books at the shop.*

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 35.
- Pupils work in pairs. One of them silently chooses one of the children from Exercise 2. The other pupil asks questions to establish which child their partner is thinking of.
- Choose two pupils to read the example dialogue out loud.
- Pupils work in pairs. Monitor and help where necessary.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 35.
- Point to the picture of the aquarium. Ask *Did Ali and Salma go to the aquarium last week?* Elicit *No, they didn't.* Point to the picture of the museum and ask *Where did they go?* Elicit *They went to the museum.*
- Ask pupils to work in pairs, asking and answering the questions in the exercise.
- Finally ask pupils to write their answers to the questions.
- Monitor and help where necessary. Check the pupils' use of the irregular past simple.

Answers

2. No, he didn't. He made a paper aeroplane.
3. No, she didn't. She wrote Eman on her T-shirt.
4. No, he didn't. He bought a book.
5. No, he didn't. He drank a glass of orange juice.
6. No, she didn't. She ate a salad.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 35.
- Ask them to read the words quietly and think about their pronunciation.
- Play the cassette. Pupils repeat after the cassette. Point out the three different pronunciations of the letter *a*.
- Choose pupils to read the words aloud.

Tapescript

bracelet sand star

End the lesson

- Give pupils six more words they know with *a* and ask them to match them to the sounds in Activity Book, Exercise 4: *car (star), make (bracelet), magazine (sand), cave, (bracelet), grandma (sand), art (star)*. Ask if they can think of other words.
- Dismiss the class.

Lesson 4

Outcomes:	To talk about activities in the past in the affirmative and negative To write answers to questions in the past simple
Structures:	<i>Muna didn't (play football last weekend)</i> <i>Su'ad (met her cousins yesterday).</i>
Functions:	Describing events using the past simple, regular and irregular verbs Writing answers to questions using the past simple
Topic:	Activities in the past
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 36 Exercise 4, Look and say Exercise 5, Talk together□ Activity Book, page 36 Exercise 5, Look, answer and write

Revision

- Revise the past simple form of verbs in the unit. Write the infinitive forms of the verbs on the board: *buy, ride, read, eat, play, go, meet, drink, draw, find, make, design, write, see, open.*
- Elicit the past simple forms from the class.
- If one pupil does not know the answer, ask another and then go back to the first pupil. Ask the first pupil about the same verb a bit later in the lesson too.
- You can add further verbs to your list as time goes on.

Presentation

- Write the following time phrases on the board: *this morning, in January/February..., yesterday, last week, last weekend, last year, on Monday/Tuesday...*
- Ask different pupils *What did you do this morning/last night?* etc. Elicit answers, checking they are using the past simple form of the verbs correctly.
- Ask different pupils the questions and then say to another pupil *What did you (do/eat etc.)?* to elicit, for example *I didn't eat chicken last night. I ate fish.*
- Continue until everyone has had the opportunity to answer, using the different verbs.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
answer questions <i>What did you do (last night)?</i> with correct past simple verb		
Produce negative sentences using the past simple		
give alternative affirmative sentences with the past simple		

Pupil's Book, Exercise 5

- Ask pupils to look at the pictures in Exercise 5 in the Pupil's Book on page 36.
- Choose two pupils to read the example sentences out loud. Choose two others to give an example sentence.
- Pupils work in pairs. Monitor and help where necessary.
- Pupils change partners. They tell their new partner about their original partner.

Pupil's Book, Exercise 4

UNIT 9

4 Look and say

- buy
- ride
- read
- eat
- play
- go
- meet

- this morning
- in January/February
- yesterday
- last week
- last weekend
- last year
- on Monday/Tuesday

5 Talk together

36

- Ask pupils to look at the pictures in Exercise 4 in the Pupil's Book on page 36.
- Elicit what objects they can see.
- Tell the class that they have to use the pictures, the verbs and the time phrases to create sentences in the past simple.
- Choose two pupils to read the example sentences aloud.
- Pupils work in pairs and create their own sentences.
- Monitor and help where necessary. Check they are using the past simple correctly in affirmative and negative sentences.
- Choose some pupils to say a sentence to the class.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in the Activity Book on page 36.
- Ask the class to look at the pictures next to the questions. Ask pupils to read the questions aloud and then elicit sentences about the pictures.
- Pupils work individually to write the answers.
- Monitor and help where necessary. Encourage pupils to give as much detail as possible.
- Check answers as a class.

Answer

1. She drew a picture of a fish.
2. He met his friend in the park.
3. He played tennis.
4. They went to the beach.
5. They went shopping.
6. He read a book.

End the lesson

- Write the list of infinitives on the board again.
- This time ask pupils to spell the past simple verb form. Make a note of any problem verbs that you need to revise.
- Dismiss the class.

Lesson 5

Outcomes:	To read for gist and specific information To answer questions about short texts
Structures:	<i>I bought food from a supermarket and I went to the bank.</i>
Functions:	Describing events using the past simple, regular and irregular verbs Reading for gist and specific information
Vocabulary:	dark, police station
Topic:	Activities in the past
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 37 Exercise 6, Read and match □ Exercise 7, True or false? □ Flashcards: bank, dark, police station

Revision

- Ask pupils to tell you three things they did yesterday.
- Elicit full sentences from the class.

Presentation

- Teach the new vocabulary using the flashcards in the usual way.
- Next, stick the cards to the board and ask pupils to look at them for five seconds.
- Ask the class to close their eyes and remove one of the cards.

- Ask the class to open their eyes and tell you which card is missing.
- Continue until pupils seem confident with new vocabulary. Help with pronunciation where necessary.

Oral Assessment

With reference to the flashcards, pupils:

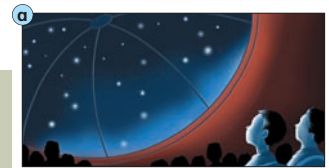
Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 6

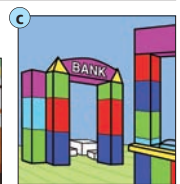
UNIT 9

6 Read and match

1 The most interesting room in the Children's Museum was the Town Room. I bought food from the supermarket and I went to the bank. I visited the police station too. Khadija



2 I liked the planetarium. We sat in the dark and looked up. We learned about the different stars. Rakan



3 We walked around the museum all morning. Then we went to the restaurant and ate sandwiches and drank juice. The meal tasted delicious. Abla



4 I liked the Ancient Times room. We looked for ancient pots in the sand. My pot was very old. We learned about life in Jordan in the past. Faisal

7 True or false?

1. Khadija went to four buildings in the Town Room.
2. Rakan didn't learn anything.
3. Abla liked the food.
4. Faisal found an old plate.
5. Abla went to the museum in the afternoon.
6. It was dark in the planetarium.

False. She went to three buildings in the Town Room.



37

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 37.
- Ask the class to look at the pictures first and to say what they can see.
- Explain that they have to match the texts with the pictures.
- Ask individual pupils to read a passage of the text each.
- Now, tell the class to read the text again alone and find the matching pictures. Monitor and help where necessary.
- Check answers as a class.

Answers

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

Pupil's Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Pupil's Book on page 37.
- Ask individuals to read out the sentences in Exercise 7. Ask another pupil to read the example out loud.
- Then ask the class to work in pairs, checking if the sentences are true or false about the texts from Exercise 6.
- Monitor the class. Encourage the pupils to answer in the format given in the example. Also ask them to extend the true answers to include some extra information.
- Check the answers as a class and ask pupils to amend the false sentences.

Answers

1. False. She went to three buildings in the Town Room.
2. False. He learned about the different stars.
3. True. It tasted delicious.
4. False. He found an old pot.
5. False. She went to the museum in the morning.
6. True. They sat in the dark.

Further practice

- Ask pupils *Do you want to go to the Children's Museum?* Encourage pupils to give reasons for their answers.

End the lesson

- Ask pupils to mime the different activities in the reading texts. Other pupils guess what they did. They should give their answers in the past simple.
- Dismiss the class.

Lesson 6

Outcomes:	To listen for specific information To write sentences with the correct punctuation
Structures:	<i>I went to the Children's Museum last week.</i>
Functions:	Answering questions in the past simple Punctuating sentences correctly
Topic:	Activities in the past
Resources:	<ul style="list-style-type: none"> □ Activity Book, page 37 Exercise 6, Listen and write Exercise 7, Write the sentences correctly □ Cassette, Unit 9, Activity Book, Exercise 6

Revision

- Write *museum* in the middle of the board. Ask pupils to tell you things they have seen at a museum. Write their answers around the word.
- When one pupil gives an item, ask another to give an example as the following: Pupil 1: *I saw an old pot.* Pupil 2: *I didn't see an old pot. I saw some old books.* etc.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 37.
- Explain that they are going to listen to two children talking. They have to listen and answer the two questions.
- Ask pupils to read the two questions aloud.
- Say *Imagine you went to the Children's Museum last week. What did you see?* Elicit sentences from the pupils.
- Then ask *What did you do at home last Saturday?* Again elicit full sentences from the class, making sure they are using a variety of verbs in the past simple.
- Play the cassette twice. Leave a short break between the first time and the second time you play the cassette to give the pupils chance to write down anything they have heard. Give them time at the end to correct their sentences.
- Check answers as a class.

Tapescript

- FAISAL: I went to the Children's Museum with my family last week. I designed a T-shirt and wrote my name on it. I made a paper aeroplane. I found a piece of an ancient pot in the Ancient Times room. I didn't go to the planetarium but I went to the restaurant. We had a delicious lunch there. It was a great day!
- RABAB: Last Saturday I stayed at home with my Mum. We drew a picture of the stars at night and I made a bracelet – it's very nice! My Mum made some lunch and I helped her to make a cake. We made a honey and almond cake. It was a lovely day.

UNIT 9

Answers

Faisal

1. Faisal designed a T-shirt and wrote his name on it.
2. He made a paper aeroplane.
3. He found a piece of an ancient pot.
4. He had lunch.

Rabab

1. Rabab drew a picture of the stars at night.
2. She made a bracelet.
3. She helped her mum make a cake.

Further practice

- Ask some comprehension questions about the listening, for example *Who did Faisal go to the museum with? What did he write on the T-shirt? Did he go to the planetarium? Was the lunch good? Who was at home with Rabab? Who made some lunch? What kind of cake did Rabab make? Was it a lovely day?*
- Play the cassette again if necessary.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in the Activity Book on page 37.
- Ask the pupils to read the sentences silently. Explain that the punctuation is missing from them.
- Write the punctuation marks needed on the board , . ?
- Ask which sentences are questions (1, 3 and 5). Ask pupils to point to the correct punctuation mark needed for these sentences. Ask which mark goes at the end of sentences 2 and 4. Talk about where the comma (,) goes.
- Ask what else is wrong with the sentences. Tell them to look at the example. Elicit the fact they need capital letters at the beginning of the sentences.
- Pupils work individually to write the sentences correctly.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. No, she didn't.
3. Did he go into the cave?
4. Yes, he did.
5. What did they do last week?

End the lesson

- Ask pupils *What food do you like making at home? Do you make cakes?*
- Dismiss the class.

Lesson 1

Outcomes:	To talk about the past To compare past and present To recognise ways of talking about preferences
Structures:	<i>Grandpa, was Amman very different in the past?</i> <i>Yes, it was. There weren't many (cars) and there wasn't much (pollution).</i> <i>There were lots of (small buildings).</i> <i>Do you prefer (the city in the past) or (the city today)?</i> <i>I prefer (the city today).</i>
Functions:	Talking about the past and describing differences between the past and present
Vocabulary:	crowded, exciting, life, noise, pollution
Topic:	Life in the past
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 38 Exercise 1, Listen and read □ Cassette, Unit 10, Exercise 1

- Write the words on the board. Read them to the pupils. They repeat after you. Point to the words and ask pupils to read them.
- Write the present year on the board. Say *In (year) Amman is crowded and there is lots of noise.* Write 1900 on the board and ask *What about 1900?* Elicit from the pupils *It wasn't crowded.* Teach *There wasn't much noise.* Ask pupils to make sentences with *pollution*: *There wasn't much pollution.* Then ask them to make a sentence with *cars*: *There weren't many cars.*

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary correctly		
use the determiners <i>much</i> and <i>many</i> and <i>lots of/a lot of</i>		

Pupil's Book, Exercise 1

Revision

- Write the list of verbs introduced in Unit 9 in their infinitive forms on the board. You can add some more verbs from previous levels as well.
- Elicit the past simple forms and encourage pupils to make full sentences using the verbs.

Presentation

- Teach some of the new vocabulary before they listen to the story.
- Mark out a square on the classroom floor. Tell the pupils that you want them to imagine that it is a room.
- Ask some pupils to go into the room. Keep putting more and more pupils in the room. Then say to the pupils *The room is very crowded. There are lots of people in the room.* Repeat the word *crowded*. Ask pupils to repeat it.
- Then ask all the pupils in the 'room' to start talking. Put your hands over your ears to show that there is a lot of noise. Say *Stop* to the pupils talking and then say to the class *There was a lot of noise.* Repeat the word *noise*. Ask pupils to repeat it.
- Ask *Is a city crowded? Is there a lot of noise in a city?* Elicit the answer *Yes*.
- Then ask the following question *Are there lots of cars in a city?* Ask about other vehicles. Elicit *There are lots of cars, buses and bikes in a city.*
- Draw a car on the board with exhaust fumes coming out of the back of it. Say *So there is lots of pollution.* Ask pupils to repeat *pollution* after you. Ask which one does not make pollution (*Bike*).

UNIT 10 Past and present

Word Box
comfortable, crowded, difficult, donkey, everywhere, exciting, kept, life, money, noise, pollution, vegetables

1 Listen and read

38

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 38.
- Ask the class to say who they can see and to describe what they are doing.
- Tell pupils to listen and follow the story in their books. Play the cassette all the way through twice. Teach new vocabulary *life* and *exciting* in the context of the story.

UNIT 10

- Ask the class some comprehension questions, for example *Were there many cars in Amman in the past? Was there much pollution? What were the buildings like? Is Amman an exciting city? Why?*

Tapescript

- SALEEM: Grandpa, was Amman very different in the past?
GRANDPA: Yes, it was. There weren't many cars and there wasn't much pollution.
- GRANDPA: Look at these old photographs.
SALEEM: There were lots of small buildings and there were lots of green fields.
- SALEEM: There were lots of people walking in the street. There weren't many shops.
GRANDPA: No, but there were lots of markets.
- SALEEM: Do you prefer the city in the past or the city today?
GRANDPA: I prefer the city today. There's a lot of noise and it's very crowded, but life is easier. It's an exciting city. There are lots of things to do and see.

Further practice

- Ask pupils to work in pairs and act out the dialogue.

End the lesson

- Ask the pupils to come to the front of the classroom in their pairs and act out the dialogue from Exercise 1. Girls can pretend to be Fatima and Grandma instead of Saleem and Grandpa.
- Dismiss the class.

Lesson 2

Outcomes:

- To compare past and present
- To recognise ways of talking about preferences
- To pronounce diphthongs correctly

Structures:

- Grandpa, was Amman very different in the past?*
Yes, it was. There weren't many (cars) and there wasn't much (pollution).
There were lots of (small buildings).
Do you prefer (the city in the past) or (the city today)?
I prefer (the city today).

Functions:

- Talking about the past and describing differences between the past and present

Topic:

- Life in the past

Resources:

- Pupil's Book, page 38
Exercise 1, Listen and read
- Activity Book, page 38
Exercise 1, Read and write
Exercise 2, Listen and say
- Cassette, Unit 10, Exercise 1

Revision

- Ask questions to elicit the new vocabulary, for example *There are lots of people on a bus. What is it like? (crowded) They are all talking. What is it like? (There is a lot of noise.) There are no cars or buses in a town. Is there a lot of pollution? (No) There are lots of things to do in the city? What is it like? (exciting)*
- Write the words on the board. Ask individual pupils to read the words. Rub out a few letters in each word. Ask individuals to come to the board and write the letters.
- Pupils then say the words. Correct pronunciation where necessary.

Pupil's Book, Exercise 1

- Ask pupils to look again at Exercise 1 in their Pupil's Book.
- Pre-set some more comprehension questions. Write them on the board and read them to the class before playing the cassette again, for example *Were there many green fields in Amman in the past? Were there a lot of shops? Where did people shop? Does Grandpa prefer the city today or in the past? Is life easier now?*
- Play the cassette all the way through; ask the class to read and follow.
- Elicit answers to the comprehension questions.

Further practice

- On the board write a list of things that are in the classroom, for example *books, paper, water, pens, cupboards, food, juice*. Give a list which includes countable and uncountable nouns. You may have to bring some props into the class, for example water and juice.
- Ask pupils to make sentences with the words, for example *There are lots of books. There is a lot of paper. There aren't many cupboards. There isn't much water.*

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 38.
- Ask pupils to describe the picture. Explain that this is a picture from the past.
- Choose a pupil to read the example, explaining that they have to complete the sentences with a word from the box.
- Pupils work individually.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- lots of
- much
- many
- much
- many; lots of

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 38.
- Ask the class to say the words aloud.
- Play the cassette. Pupils repeat as a class.
- Play the cassette again and ask individuals to repeat after the cassette.

Tapescript

noise ancient easier

End the lesson

- Ask pupils to look around the classroom and ask them to make sentences using *much, many* and *lots of*.
- Dismiss the class.

Lesson 3

Outcomes:	To listen for specific information To describe a photograph To spell vocabulary correctly
Structures:	<i>There aren't (weren't) many cars.</i> <i>There isn't (wasn't) much pollution.</i>
Functions:	Talking about the past and describing differences between the past and present
Topic:	Life in the past
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 39 Exercise 2, Listen and match Exercise 3, Look and say □ Activity Book, page 39 Exercise 3, Look, read and complete Exercise 4, Look and spell □ Cassette, Unit 10, Exercise 2

Revision

- Ask pupils to think about their home city. Ask *Is there any pollution here? Is there a lot of noise? Is it crowded?*
- Elicit answers using *much, many* and *lots of/a lot of*.

Pupil's Book, Exercise 2

UNIT 10

2 Listen and match

a

b

3 Look and say

39

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 39.
- Ask them to look at the two photographs and describe what they can see in each one.
- Explain that they have to listen to someone describing one of the photographs. They have to decide which photograph is being described.
- Play the cassette through again.
- Check the answers as a class.

Tapescript

In my photograph there aren't many tall buildings.
 There are lots of people walking in the street.
 There aren't many cars.
 There are lots of beautiful trees behind the buildings and on the street.
 There aren't many shops.

Answer

Photograph b

Further practice

- Ask the pupils to describe the photograph in the same way. Give them prompts, for example *cars* to elicit *There aren't many cars*.

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 39.
- Pupils work in pairs.
- Pupils have to look at the photographs and describe them using the past simple.
- To help them, you could write the prompts on the board which you used in the Further practice activity.
- Ask individuals to read the example dialogue aloud. Pupils continue in their pairs.
- Monitor and help where necessary.
- Choose pairs to say two sentences.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 39.
- Ask pupils to create sentences about today and the past using the words and pictures in the table. Demonstrate by reading the full sentences aloud, for example *Today in my city there are lots of tall flats*. Explain that they have to write about their own cities.
- Monitor and help where necessary.
- Check answers as a class.

Answers

... there is a lot of pollution. ... there wasn't much pollution.
 ... there are lots of cars. ... there weren't many cars.
 ... there is a lot of noise. ... there wasn't much noise.
 ... there are lots of shops. ... there weren't many shops.
 ... there aren't many green fields. ... there were lots of green fields.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 39.
- Ask them to read the words and to say them aloud. Check pronunciation.
- Tell them now to look at them again alone, then cover the words. Read the words to the class and pupils try to spell them correctly.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

End the lesson

- Ask the class to think of their school and playground and to make sentences about it, for example *There aren't many trees*.
There is a lot of noise.
- Dismiss the class.

Lesson 4

Outcomes:	To practise asking and answering questions about preferences To listen for specific information To write about preferences
Structures:	<i>Do you prefer (reading a book) or (watching television)?</i> <i>I prefer (reading a book).</i>
Functions:	Expressing preferences
Vocabulary:	difficult
Topic:	Life in the past
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 40 Exercise 4, Listen and choose □ Exercise 5, Ask and answer □ Activity Book, page 40 Exercise 5, Answer and write □ Cassette, Unit 10, Exercise 4 □ Flashcards: almonds, chicken, cucumber, lamb, lamb and rice, onion, rice, salad, tomato, yoghurt

Revision

- Ask pupils to describe their city in the past. Encourage pupils to use full sentences and monitor use of *much* and *lots of/a lot of*.
- Continue around the classroom until everyone has had the opportunity to answer.

Presentation

- Show pupils two items of food using the flashcards, for example *lamb* and *fish*. Ask them *What is this?* Elicit answers. Then say *I prefer (lamb). It's my favourite food. Do you prefer (lamb) or (fish)?* Elicit answers from the class.
- Show other alternatives to the class and ask them to give their preferences.
- Show the pictures again and ask some pupils to ask others *Do you prefer X or Y?*
- Make sure all the pupils have had the opportunity to ask a question or give a reply.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
ask and answer the question <i>Do you prefer X or Y?</i>		
recognise the vocabulary		

Pupil's Book, Exercise 4

UNIT 10

4 Listen and choose

1



2



3



4



5 Ask and answer



Do you prefer reading a book or watching TV?



I prefer reading a book.

40

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 40.
- Ask them to tell you what they can see in each set of pictures.
- Explain that they must now listen carefully to the cassette. They have to decide which item in the pictures the person talking prefers, *a* or *b*.
- Play the cassette all the way through. Teach *difficult* from the context of the dialogue. Let pupils compare answers.
- Play the cassette through again.
- Check answers as a class.

Tapescript

1. MAN: Do you prefer reading a book or watching TV?
BOY: I prefer reading a book.
2. WOMAN: Do you prefer lamb and rice or fish and rice?
GIRL: Mmm... I like fish, but I prefer lamb and rice.
3. MAN: Do you prefer playing football or going shopping?
BOY: I prefer playing football. I don't like going shopping.
4. WOMAN: Do you prefer winter or summer?
GIRL: That's difficult. I like summer and winter. Yes! I prefer winter.

Answers

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

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 40. Tell them to work in pairs. They must use the pictures in Exercise 4 to create questions about preferences to ask their partner.
- Ask a pair to demonstrate the activity by reading the example dialogue.
- Monitor and help where necessary. Make sure they are using the *ing* part of the verb where necessary and that they are pronouncing it properly.
- Finally ask pairs to give a demonstration of each picture.

Further practice

- Ask pupils to work in pairs and think of three more pairs of things to ask another pair about. Help where necessary.
- Monitor and help where necessary.
- Ask pairs to demonstrate in front of the class.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 40.
- Choose a pupil to read the first question and another to answer it. Ask the questions around the class.
- Ask pupils now to write their answers alone.
- Monitor and help where necessary.
- Check pupils' answers.

Possible answers:

2. I prefer football/tennis.
3. I prefer autumn/spring.
4. I prefer salad/cakes.
5. I prefer English/Maths.
6. I prefer painting/listening to music.

End the lesson

- Congratulate the class on a good lesson.
- Dismiss the class.

Lesson 5

Outcomes:	To read for gist and specific information To answer questions about a short written text To ask, answer and write about preferences
Structures:	<i>There weren't many (cars) and there wasn't much (pollution).</i> <i>There were lots of (small buildings).</i>
Functions:	Expressing preferences
Vocabulary:	comfortable, donkey, everywhere, kept, money, vegetables
Topic:	Life in the past
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 41 Exercise 6, Read and answer □ Activity Book, page 40 Exercise 6, Look, ask, answer and write □ Flashcards: donkey, money, road, vegetables

Revision

- Write two food words on the board and elicit sentences from them, for example, *I prefer chicken.*
- Ask the original pupil to ask another the question, for example *Do you prefer chicken or fish?*
- Continue like this around the classroom.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 40.
- Ask a pair to demonstrate the activity by reading the example dialogue.
- Pupils work individually to write the questions and answers.
- Monitor and help where necessary.
- Ask pupils to work in pairs and practise asking and answering the questions
- Check answers as a class. Ask pairs to ask and answer the questions.

Possible answers:

2. Do you prefer tea or milk? I prefer tea/milk.
3. Do you prefer Arabic or science? I prefer Arabic/science.
4. Do you prefer summer or winter? I prefer summer/winter.

Presentation

- Present *donkey*, *money* and *vegetables* in the usual way using the flashcards. Also reintroduce the word *road* with the flashcard. Pupils should already be familiar with this word from the

previous level.

- Then ask *Can you see any people in the picture?* Elicit yes and say *You're right. They are everywhere.* Ask pupils to repeat *everywhere*.
- Teach *comfortable* by asking pupils *How do you come to school? Do you ever come on an animal? Would you like to? Why not?* Teach for example *A car is comfortable. An animal isn't.*

Oral Assessment

With reference to flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 6

UNIT 10

6 Read and answer

Life in the past



In the past people walked everywhere or they rode camels and donkeys. There were no cars and there weren't many roads. There wasn't much pollution.

People didn't have much money and there weren't many shops. People kept animals and grew vegetables. They bought food at markets.

There wasn't much water in the past. People washed in the rivers and cooked with water from the river.


Our houses are cleaner and bigger than they were in the past. Cars are faster and more comfortable than camels. We're lucky to live in Jordan today.

Aishah

People walked everywhere or they rode camels and donkeys.

1. How did people travel in the past?
2. Why wasn't there much pollution?
3. Where did people buy their food?
4. Was there lots of water in the past?
5. How did people wash?
6. Does Aishah prefer life in the past or present? Why?



41

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 41.
- Ask them to look at the pictures and describe what they can see.
- Ask the class to read the text alone.
- Monitor and help where necessary. Teach *kept* from the context.
- Finally, ask the class to work in pairs answering the questions below the text.
- Monitor and help where necessary.

- Check answers as a class.

Answers

1. People walked everywhere or they rode animals.
2. Most people lived in villages.
3. They grew vegetables and fruit.
4. People washed in streams.
5. Aisha prefers life in the present because there are more schools now than in the past, and cars are faster and more comfortable than animals.
6. Pupils' own answers.

Further practice

- Write the following question on the board: *Do you prefer life in the past or present? Why?* Discuss with the class for a few minutes.
- Then ask the pupils to work in pairs to ask and answer the questions.
- Monitor and help where necessary.

End the lesson

- Ask pupils to tell the rest of the class about their thoughts.
- Dismiss the class.

Lesson 6

Outcomes:	To read for specific information To correct facts in statements
Structures:	<i>There weren't many (cars) and there wasn't much (pollution).</i> <i>There were lots of (small buildings).</i>
Functions:	Correcting statements
Topic:	Life in the past
Resources:	<ul style="list-style-type: none"> □ Activity Book, page 41 Exercise 7, Read, tick (✓) or cross (X) and write □ Flashcards: vegetables, donkey

Revision

- Ask the class to make sentences describing their city or town 100 years ago.
- Let them work in small groups or pairs to think of five sentences each. Monitor and help where necessary.
- Choose groups to give their suggestions. Ask for one sentence from each group to begin with so all groups get the opportunity to participate.
- Write any problem sentences on the board for pupils to correct.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 41.
- Choose pupils to read paragraphs aloud.
- Ask comprehension questions to check understanding, for example *Were there many cars on the roads in the past? Was there a lot of pollution?*
- Explain that pupils have to read the sentences and decide if they are right (✓) or wrong (✗). They have to write the correct sentence after each wrong sentence. Ask two pupils to read the example sentences aloud.
- Pupils work individually to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. ✗ There weren't any cars on the streets in the past.
3. ✓
4. ✗ There were lots of markets in the past. There were no shopping centres.
5. ✓
6. ✓
7. ✗ There was no running water in the past. People walked to the streams to find water for cooking and washing.

Further practice

- Ask pupils to draw a picture of the area where they live one hundred years ago. They should use their imaginations.
- Ask them to write four or five sentences about their pictures.
- Monitor and help where necessary.
- Display their pictures for all the class to see.
- Ask pupils to look at all the pictures they have created. They choose the one they like best and decide why.
- Ask different pupils for their opinions about the pictures. Which do they prefer?

End the lesson

- Discuss what the good things about living in the past would have been. Ask them to think about all the things they wouldn't have had, for example *television, computers*. Ask them to comment on this.
- Dismiss the class.

Lesson 1

Outcomes:	To recognise the past continuous
Structures:	<i>I was (tidying my bedroom) when (I found this book).</i>
Functions:	Describing events in the past using the past continuous
Vocabulary:	castle, decorate, history, mosaic, remembered
Topic:	Visiting a castle
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 42 □ Exercise 1, Listen and read □ Cassette, Unit 11, Exercise 1 □ Flashcards: castle, mosaic □ Realia: A school history book

Revision

- Ask pupils about their preferences, revising vocabulary they know, for example *Do you prefer English or Social Studies? Do you prefer Maths or Science?* You can also ask questions about food, sport, animals, seasons, etc.

Presentation

- Teach pupils the new vocabulary *castle* and *mosaic* using the flashcards in the usual way.
- Teach *history* by showing them the history book. Ask *Is this a Maths book?* Elicit the answer and teach *This is a history book.*
- Ask a pupil to come to the front, sit on a chair and read the history book quietly. Meanwhile ask a pupil to go out of the classroom, knock on the door and walk back in. Ask the pupils to listen to your sentence (*Yousuf was reading a history book when (Saleem) came into the classroom.*)
- Break the sentence into two halves and ask pupils to repeat after you, in groups and individually.
- Ask questions to elicit the full sentence *What was Yousuf doing when Saleem came into the room? What happened when Yousuf was reading a history book?* Show pupils that the sentence can be said with either clause first.
- Set up some other situations in the class, for example *writing on the board/stood up; someone talking/someone put a hand up.*

Oral Assessment

With reference to the presentation and flashcards, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
create sentences using the past continuous and simple past		

Pupil's Book, Exercise 1

UNIT || **What were you doing?**

1 Listen and read



1 Look, Fatima. I was tidying my bedroom when I found this book. It's called 'The History of Jordan.'

Word Box
castle, ceiling, decorate, history, knocked, mosaic, night, other, remembered, sky, window



2 I was looking at the book when I remembered the school magazine.

Yes, the next edition is about the past.



3 This castle looks amazing. Look! Lots of beautiful paintings and mosaics decorate the walls.

Can I have it, please? I was drawing a picture of the castle when you came in.



4 Sorry. Here you are, Saleem. Would you like to write about the castle for my magazine?

Yes, I would. I was waiting for you to ask!

42

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 42.
- Ask them to look at the pictures and say who they can see in the pictures. Ask pupils to say what they think they are doing.
- Tell pupils to listen and follow the story in their books. Play the cassette all the way through twice. Teach *decorate* from context.
- Finally, ask class to listen and repeat the dialogue, trying to copy the pronunciation they hear.
- Play the cassette, pausing after each segment of dialogue and ask pupils to repeat.
- Correct pronunciation where necessary.

Tapescript

SALEEM: Look, Fatima. I was tidying my bedroom when I found this book. It's called 'The History of Jordan'.

SALEEM: I was looking at the book when I remembered the school magazine.

FATIMA: Yes, the next edition is about the past.

FATIMA: This castle looks amazing. Look! Lots of beautiful paintings and mosaics decorate the walls.

SALEEM: Can I have it, please? I was drawing a picture of the castle when you came in.

FATIMA: Sorry. Here you are, Saleem. Would you like to write about the castle for my magazine?

SALEEM: Yes, I would. I was waiting for you to ask!

Further practice

- Ask pupils to work in pairs and act out the dialogue.
- Monitor the class and help where necessary.

End the lesson

- Ask pupils to come to the front of the classroom in their pairs and act out the dialogue from Exercise 1.
- Dismiss the class.

Lesson 2

Outcomes:	To recognise the past continuous To write sentences using the past continuous To spell new vocabulary correctly
Structures:	<i>I was (tidying my bedroom) when (I found this book).</i>
Functions:	Describing events in the past using the past continuous
Topic:	Visiting a castle
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 42 Exercise 1, Listen and read □ Activity Book, page 42 Exercise 1, Look and complete Exercise 2, Look and spell □ Cassette, Unit 11, Exercise 1 □ Flashcards: castle, mosaic

Revision

- Show pupils the flashcards and elicit the words. Check the pronunciation. Write the words on the board and ask how many syllables in each word: *castle* (2 syllables), *mosaic* (3 syllables).
- Ask pupils to look at the word *castle*. Say it two or three times for the pupils. Ask which letter you don't pronounce *t*. Ask pupils to practise pronouncing it again. More work will be done on this later in the lesson.

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 42, again.
- Write some comprehension questions on the board and ask the class to read them before they listen, for example *What was Saleem doing when he found the book? What is the book called? What is the next edition of the magazine about? What is there in the castle? What was Saleem doing when Fatima came in? What is Saleem going to do? Does Saleem want to write about the castle?*
- Play the cassette again and elicit full sentence responses to the comprehension questions.

Further practice

- Give various pupils an activity to do, for example someone is reading a book, writing on the board, putting some books away, two pupils are talking. Ask one pupil to go out of the class and come back in. When the pupil comes in, ask the other pupils to stop doing their activity.
- Ask other pupils what was happening when the pupil came into the room. Elicit sentences, for example *(Fatima) was reading a book when (Saleem) came into the room.*
- Ask other pupils questions, for example *What was (Fatima) doing when Saleem came into the room?*

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 42.
- Ask the pupils to look at the pictures and ask the question about each picture: *What was Saleem doing?* Make sure pupils answer in full sentences, *He was tidying his bedroom when he found a book.*
- Explain that they must write about what Saleem was doing to complete the sentences.
- Class work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

1. Saleem was tidying his bedroom when he found a book.
2. Saleem was reading a book when he remembered the school magazine.
3. Saleem was drawing a picture (of a castle) when Fatima came into the room.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 42.
- Ask them to read the words and to say them aloud. Check pronunciation.
- Tell them now to look at them again alone, then cover the words. Read the words to the class and pupils try to spell them correctly.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

End the lesson

- Ask the pupils to look at Exercise 1 in their Pupil's Book and find a word, for example, beginning with *e*. Elicit the word *edition*. Ask another pupil to spell *edition*. Don't let them look at their books at the same time. Ask other pupils if they have spelt the word correctly. Elicit other words, for example, *bedroom, book, magazine, amazing, painting, picture.*
- Dismiss the class.

Lesson 3

Outcomes:	To use the past continuous and past simple Asking and answering questions using the past continuous
Structures:	<i>She was (playing a game) when (her Grandma arrived).</i>
Functions:	Describing events in the past using the past continuous and past simple
Topic:	Visiting
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 43 Exercise 2, Listen and choose Exercise 3, Look and say □ Activity Book, page 43 Exercise 3, Look, ask, answer and write □ Cassette, Unit 11, Exercise 2

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 43.
- Ask pupils to look at the pictures and say what the little boy and the little girl were doing in each of them.
- Ask them to listen to the cassette and decide which pictures are being described, *a* or *b*.
- Play the cassette all the way through twice. The second time, pause after each sentence.
- Check answers as a class.

Tapescript

1. WOMAN: What was Huda doing when Grandma arrived?
GIRL 1: Huda was playing a game when Grandma arrived.
2. WOMAN: What was Ali doing when Grandma arrived?
BOY: Ali was laying the table when Grandma arrived.
3. WOMAN: What was Samia doing when Grandma arrived?
GIRL 2: Samia was reading a book when Grandma arrived.

Answers

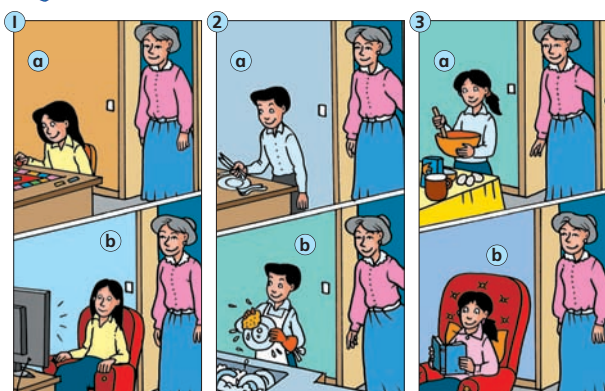
1. a
2. a
3. b

Revision

- Ask pupils *What were you doing when I came into the classroom?*
Elicit different answers from as many pupils as possible.

Pupil's Book, Exercise 2

2 Listen and choose



3 Look and say



Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 43.
- Pupils work in pairs. They have to describe what was happening in the pictures from Exercise 2 to their partner who then points to the correct picture.
- Ask two pupils to demonstrate the activity by reading the example dialogue.
- Pupils work in pairs.
- Monitor and help where necessary.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 43.
- Ask pupils to describe the picture in as much detail as possible.
- Choose a pupil to read the question aloud. Explain that they must look at the picture and complete the sentences about what the people were doing when it started to rain.
- Ask a pupil to read the first answer.
- Pupils work in pairs to ask and answer the questions. They should take turns to ask the question.
- Monitor and help where necessary.
- Then pupils work alone to write the sentences.
- Monitor and help where necessary.
- Check answers as a class.

UNIT 11

Answers

- The man was reading a newspaper when it started to rain.
- The two girls were eating ice cream when it started to rain.
- The girl was skipping when it started to rain.
- The two boys were playing football when it started to rain.

End the lesson

- Ask pupils questions about the picture, for example *Was the girl reading a newspaper when it started to rain?* Elicit full sentences for answers.
- Dismiss the class.

Lesson 4

Outcomes:	To listen to and sing along with a song To ask and answer questions using the past continuous To order sentences correctly
Structures:	<i>What were you doing (at one o'clock yesterday)?</i> <i>I was (eating lunch).</i>
Functions:	Describing events at a certain time in the past using the past continuous Singing along with a song
Vocabulary:	knocked
Topic:	Past activities
Resources:	<ul style="list-style-type: none"> Pupil's Book, page 44 Exercise 4, Sing Exercise 5, Ask and answer Activity Book, page 44 Exercise 4, Order and write Exercise 5, Look, answer and write Cassette, Unit 11, Exercise 4

Revision

- Draw a clock on the board to show different times in order to practise asking and answering about the time.
- Ask a pupil to come to the front and set the clock to a time you tell him/her to. They then ask another pupil *What time is it?* That pupil then comes to the front to continue the activity.

Presentation

- Ask a pupil to go out of the classroom. Keep the door open. Say *What do you do when you want to come in? Show me.* The pupil knocks on the door. Ask him/her to knock again. Say *He/She is knocking on the door.*
- Write the word on the board and say it two or three times. Ask which letter you do not say? (*k*) Ask pupils to practise pronouncing it. Choose pupils to spell it aloud.
- Ask another pupil *What were you doing when (she) knocked on the door?* Elicit answers from different pupils.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
spell new vocabulary		

Pupil's Book, Exercise 4

UNIT 11

4 Sing

What were you doing at a quarter to two?
What was I doing?
I was looking for you.

I was playing in the park at a quarter to two.
I was playing in the park and I was looking for you.

What were you doing at half past four,
When I came to your house and knocked on your door?

I was waiting at your house at half past four,
I was waiting at your house when you knocked on my door.



5 Ask and answer



- Ask pupils to look at Exercise 4 in their Pupil's Book on page 44.
- Ask them to describe what they can see in the picture.
- Play the cassette all the way through once. Tell the pupils to read the words of the song as they listen.
- Point to the first verse. Ask the pupils to join in with the words as you play the cassette for a second time.
- Do the same with the other verse.
- Then divide the class in two. Play the cassette again. Ask one group to sing along with verses one and three and the other group to do verses two and four.

Tapescript

What were you doing
at a quarter to two?
What was I doing?
I was looking for you.

I was playing in the park
at a quarter to two.
I was playing in the park
and I was looking for you.

What were you doing
at half past four,
When I came to your house
and knocked on your door?

I was waiting at your house
at half past four,
I was waiting at your house
when you knocked on my door.

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 44.
- Ask two pupils to read out the short dialogue in Exercise 5. Pay attention to any pronunciation problems and correct accordingly.
- Ask pupils to work in pairs asking and answering questions, using the same structures.
- Monitor and help where necessary.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 44.
- Tell them that the words in the sentences are not in the correct order. They have to reorder them.
- Before they begin, ask pupils what must be at the beginning of every sentence (*a capital letter*). Also ask what must be at the end of a sentence (*a full stop*) and the end of a question (*a question mark*).
- Choose a pupil to read the first sentence as the example.
- Pupils work alone to write the sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. They were watching television when Grandma arrived.
3. What were you doing yesterday at eight o'clock?
4. What were you doing yesterday at nine o'clock?

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 44.
- Ask pupils to tell you the times on the clocks.
- Ask two pupils to read the question and the example answer.
- Explain that pupils must write answers to the questions about themselves. Obviously the activity must relate to the different times on the clocks.
- Monitor and help where necessary.
- Although answers may vary, check answers as a class to ensure pupils are confident using the past continuous structure.

Possible answers:

2. I was eating/having breakfast at half past seven.
3. I was eating/having lunch at one o'clock.
4. I was playing in the park/reading a book at three o'clock.
5. I was watching television/reading a book at eight o'clock.
6. I was sleeping at nine o'clock.

End the lesson

- Choose pupils to read their answers from the Activity Book Exercise 5 aloud.
- Dismiss the class.

Lesson 5

Outcomes:	To read for gist and specific information
Structures:	<i>I was (looking out of the window) when (I saw the castle).</i>
Functions:	Recognising events in the past using the past continuous and past simple
Vocabulary:	ceiling, night, other, sky, window
Topic:	Visiting a castle
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, pages 44 and 45 Exercise 4, Sing Exercise 6, Read and choose Exercise 7, Correct the sentences Cassette, Unit 11, Exercise 4 □ Flashcards: ceiling, night, sky, window

Revision

- Sing the song again from the previous lesson.
- Play the cassette all the way through once and ask the class to follow in their books.
- Divide the class into two and give each half either verses 1 and 3 or 2 and 4 to sing.

Presentation

- Teach the new vocabulary using the flashcards in the usual way.
- Point to the ceiling and ask pupils to tell you what you are pointing at. Do the same for window.
- Ask the class to look through the window. Ask *What can you see?* Tell them *Look up at the sky. What colour is it?* Ask pupils to repeat the word *sky*. Ask *What can you see in the sky?* Elicit *the sun*.
- Tell the pupils *When the sun goes away, what colour is the sky?* Elicit *black*. Say *The sky is black at night*. Repeat the word *night*.

Oral Assessment

With reference to the flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 6

UNIT II

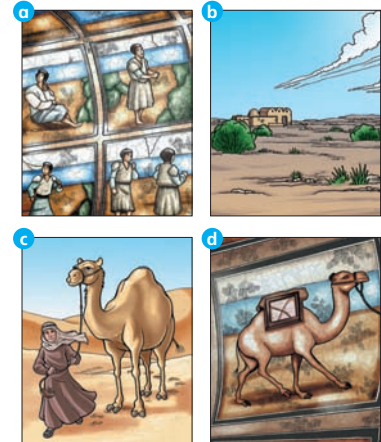
6 Read and choose

On Friday, we were driving from Azraq to Amman when Dad said we should visit Qusayr Amra. It's a desert castle. I was looking out of the window when I saw the castle. It's a beautiful building and it's very old.

Inside the castle lots of paintings and mosaics decorate the walls and floors. I saw lots of different animals and a funny camel carrying a box.

I was looking at the mosaics when I saw there was a painting of the sky at night and lots of other paintings of people on the ceiling. It was amazing.

Su'ad



7 Correct the sentences

1. The family were driving to Amman on Saturday.
2. They were walking in the desert when they saw the castle.
3. Su'ad was looking out of the window when she saw the city.
4. Mosaics decorate the walls outside.
5. The camel was carrying a bag.
6. There was a painting of the sky at night on the floor.



The family were driving to Amman on Friday.

45

- Ask pupils to look at the pictures in Exercise 6 in their Pupil's Book on page 45. Tell them that they are going to read the story and choose which pictures match the text. One of the pictures does not match the text.
- Ask individual pupils to read the text aloud. Teach *other* in the context of the story.
- Ask pupils to read the text alone now and choose the correct pictures.
- Monitor the class and help where necessary.
- Tell pupils to work in pairs and check their answers.
- Finally, check as a class. As pupils give their answers, ask them to describe what they can see in the pictures.

Answers

b, d, a

Pupil's Book, Exercise 7

- Ask individual pupils to read out the sentences in Exercise 7. Then ask the class to work in pairs, checking if the sentences are right or wrong in relation to the text.
- Monitor the class. Encourage pupils to answer in the format given in the example.
- Check the answers as a class and ask pupils to amend the wrong sentences with the correct information.

Answers

1. The family were driving to Amman on Friday.
2. They were driving in the desert when they saw the castle.
3. Su'ad was looking out of the window when she saw the castle.
4. Mosaics decorate the walls inside.
5. The camel was carrying a box.
6. There was a painting of the sky at night on the ceiling.

End the lesson

- Ask pupils to read a paragraph of the text in pairs, taking it in turns to read aloud.
- Check pronunciation.
- Dismiss the class.

Lesson 6

Outcomes:	To practise labelling parts of a castle and writing the words To complete a story with the correct spelling of verbs To practise pronouncing words with silent letters
Structures:	<i>We were driving to Amman when I saw a beautiful castle.</i>
Functions:	Writing neatly Using the past tenses correctly
Topic:	Visiting a castle
Resources:	<ul style="list-style-type: none"> ▫ Activity Book, page 45 Exercise 6, Read, match and copy Exercise 7, Read and complete Exercise 8, Listen and say ▫ Flashcards: castle, ceiling, floor, mosaic, wall, window ▫ Cassette, Unit 11, Activity Book, Exercise 8

Revision

- Revise the vocabulary by showing the flashcards or pointing at different parts of the classroom. Make sure pupils know *castle, ceiling, floor, mosaic, wall, window*.
- Hold up a card or point to something, for example *a window* and ask *Is this a door?* Elicit the correct answer. Practise with different items, making sure a variety of pupils participate.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 45.
- Ask pupils to read the words in the box. Check the pronunciation.
- Explain that they have to write the words next to the correct item in the picture.
- Pupils work individually.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. wall
3. floor
4. ceiling
5. castle
6. mosaic

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 45.
- Write the following sentence on the board: *I was (drive)..... to Amman when I (see) a castle.*
- Ask pupils to try and complete the sentence with the correct form of the verbs (*driving, saw*). Explain that if they have *was* or *were* plus a verb, the verb needs to end in *ing*.
- Ask pupils to work individually. Tell them they have to complete the story with the correct form of the verb.
- Monitor and help where necessary.
- Check answers as a class.

Answers

saw, was, was, were, looking, saw, carrying, was

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 45.
- Tell pupils that some words have letters that we do not say. They have to be careful of the pronunciation.
- Play the cassette and ask pupils to look at the words.
- Play the cassette again and ask which letter is silent.
- Play the cassette again and ask pupils to repeat the words.
- Pupils say the words in pairs. Monitor and check the pronunciation.

Tapescript

castle knock night

End the lesson

- Ask pupils if they have ever been to a castle. Ask them what they saw there.
- Dismiss the class.

Lesson 1

Outcomes:	To revise past simple and past continuous verbs To revise <i>much, many</i> and <i>lots of/a lot of</i> To revise sentences with <i>prefer</i> To practise semi-cursive handwriting
Structures:	<i>We found old pots in the sand and drew cave paintings.</i> <i>There weren't many cars when he was young and there wasn't much pollution.</i> <i>Grandpa prefers to live in Amman today.</i> <i>Last week, Saleem was tidying his room when he found a book about Jordan's history.</i>
Functions:	Reading, listening and writing about the past
Vocabulary:	ancient, castle, drew, found, history, mosaic, noise, pollution, sand
Topic:	The school magazine
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 46 Exercise 1, Listen and read □ Activity Book, page 46 Exercise 1, Read, choose and write Exercise 2, Trace and copy □ Cassette, Unit 12, Exercise 1 □ Flashcards: castle, sand

Revision

- Use flashcards to revise the vocabulary in the usual way.
- Write the words *ancient, history, noise, pollution* on the board with some of the letters missing and ask pupils to complete the words by filling in the gaps.

Pupil's Book, Exercise 1

UNIT **12**

Revision: The school magazine (3)

Listen and read

Word Box
ancient, castle, decorate, design, drew, found, history, mosaic, noise, pollution, sand, too

Our Jordan

Dear Friends,

This is the third edition of our magazine. It is about Jordan in the past and today.

We learned about Jordan in ancient times at the Children's Museum. We found old pots in the sand and drew cave paintings.

We talked to Grandpa about Amman in the past. There weren't many cars when he was young and there wasn't much pollution. Grandpa prefers to live in Amman today.

Last week, Saleem was tidying his room when he found a book about Jordan's history. He drew a picture of an ancient castle. You can see his picture in this edition.

Please send me some interesting pictures and photos for the magazine.

From
Fatima
(The editor)

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 46.
- Ask them to look at the pictures and elicit as much detail as possible.
- Now ask pupils to listen to the cassette and to follow the text in their books.
- As the class listen, write some comprehension questions on the board, for example *Is this the first edition of the magazine? What is the magazine called? What did they draw at the Children's Museum? Who did they talk to about the past? What was Amman like in the past? What did Saleem find?*
- Ask the class to read the comprehension questions and then play the cassette again.
- Put the class into pairs and ask pupils to discuss the questions on the board.
- Monitor and help where necessary.
- Check answers as a class.

UNIT 12

Tapescript

Dear Friends,

This is the third edition of our magazine. It is about Jordan in the past and today.

We learned about Jordan in ancient times at the Children's Museum. We found old pots in the sand and drew cave paintings.

We talked to Grandpa about Amman in the past. There weren't many cars when he was young and there wasn't much pollution. Grandpa prefers to live in Amman today.

Last week, Saleem was tidying his room when he found a book about Jordan's history. He drew a picture of an ancient castle. You can see his picture in this edition.

Please send me some interesting pictures and photos for the magazine.

From

Fatima

(The editor)

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 46.
- Explain that they have to write the sentences in the correct part of the table.
- Ask individual pupils to read the sentences out loud.
- Pupils now work alone reading the sentences again and writing them in the correct boxes.
- Monitor and help where necessary.
- Check answers as a class.

Answers

Amman now	Amman in the past
There are lots of shops.	There weren't many cars.
There aren't many markets.	There weren't many shops.
There are lots of cars.	There wasn't much pollution.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 46.
- Ask pupils to read the words aloud. Demonstrate on the board how pupils are going to form the words. Highlight how to join the letters.
- Tell pupils to first complete the tracing activity and then try to write the word independently.
- Monitor the class and help those who need it. Demonstrate again if necessary.

Further practice

- Ask pupils to think of some more sentences to say about Amman now and in the past.
- Correct where necessary.

End the lesson

- Choose pupils to read a sentence each from the letter in the Pupil's Book. Correct pronunciation where necessary.
- Congratulate class on a good lesson.
- Dismiss the class.

Lesson 2

Outcomes:	To read for gist and specific information To ask and answer questions using the past continuous and simple past
Structures:	<i>I was visiting a desert castle when my Dad took this photo.</i>
Functions:	Making descriptions using the past continuous and past simple
Vocabulary:	decorate, too
Topic:	Activities in the past
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 47 Exercise 2, Read and match □ Activity book, page 47 Exercise 3, Look and write

Revision

- Ask a pupil a question, for example *I got up at (six o'clock) this morning. What were you doing at (six o'clock)?* Elicit the answer, for example *I was sleeping.* The pupil then says to another *I got up at (seven o'clock) this morning. What were you doing at (seven o'clock)?*
- Continue round the class.

Pupil's Book, Exercise 2

UNIT 12

2 Read and match


1 I was visiting a desert castle when my Dad took this photo. I was wearing a hat. It was a hot day last summer.
Eman

2 We were staying in a hotel in Aqaba when my brother took this photo. We were playing on the beach. It was fun.
Ibrahim

3 This is a photo of my Mum last week. She was decorating cakes in the kitchen. I was helping her too. We had a nice time.
Aishah

4 I took this photo at home last week. My brother was drawing a picture and my Mum was making dinner.
Kareem

a



b



c



d



3 Read and answer

1. Who was visiting a castle in their photo?
2. Whose Mum was decorating cakes in their photo?
3. What was Eman wearing when she went to the desert?
4. When did Kareem take his photo?
5. What were Kareem's family doing in his photo?
6. Who was playing on the beach in their photo?

Eman was visiting a castle in her photo.



47

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 47.
- Ask them to look at the pictures and to describe them in as much detail as possible.
- Tell the class they must read the four texts and match them with the pictures.
- Pupils work alone and when they have finished, they check their answers with a partner.
- Monitor and help where necessary.
- Check answers as a class.

Answers

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

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 47.
- Explain that they are going to work in pairs asking and answering questions based on Exercise 2.
- Ask a pair to demonstrate the activity by reading the first question and the example answer.
- Ask the class to work in pairs.

UNIT 12

- Monitor and help where necessary.
- Check answers as a class.

Answers

1. Eman was visiting a castle in her photo.
2. Aisha's Mum was decorating cakes.
3. Eman was wearing a hat when she went to the desert.
4. Kareem took his photo last week.
5. Kareem's brother was drawing a picture and his mother was making dinner.
6. Ibrahim was playing on the beach.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 47.
- Ask them to look at the clocks in the pictures and tell you the time.
- Now, ask pupils to look at the example. Explain that they must look at the pictures and write and answer a question about the photo using the structure in the example.
- Choose two pupils to read the example sentences aloud.
- Pupils work independently to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. What were they doing at seven o'clock yesterday? They were watching TV.
3. What were they doing at four o'clock yesterday? They were playing football.
4. What was she doing at three o'clock yesterday? She was drawing a picture.

End the lesson

- Ask pupils a question using the past continuous, for example *What were you doing at seven o'clock yesterday?* Ask as many pupils as you have time for, varying the time.
- Dismiss the class.

Lesson 3

Outcomes: To read for gist and specific information
To match headings with texts
To revise the past simple and past continuous forms
To revise writing sentences and using the correct punctuation

Structures: *I was wearing my T-shirt when my uncle took this photo.*
There weren't many tall buildings.

Functions: Talking about what people did or were doing in the past
Writing sentences correctly

Topic: Activities in the past

Resources:

- Pupil's Book, page 48
Exercise 4, Read and choose
- Activity Book, page 47
Exercise 4, Write the sentences correctly

Revision

- Ask pupils questions with *much, many, lots of, a lot of*, for example *Is there a lot of noise in the school today? Are there many books in our classroom? Did you eat much food at lunch?*
- Ask pupils about their preferences, for example *Do you prefer chicken or fish? Do you prefer cakes or pastries?*

Pupil's Book, Exercise 4

UNIT 12

4 Read and choose

1 Dear Editor,
I went to the Children's Museum last week. I designed a T-shirt. I drew my face. I was wearing my T-shirt when my uncle took this photo.
From
Ali

a **Our street** b **My holiday**

c **My T-shirt** d **A lovely mosaic**

2 Dear Editor,
This is a black and white photo of my street in the past. There weren't many tall buildings and there weren't many cars on the road. Today, it's a busy street with lots of flats and lots of noise.
From
Omar

3 Dear Editor,
I was reading your magazine, when I saw Saleem's picture. I went to the castle last summer. I like the paintings in the castle, but I prefer the mosaics.
From
Nada

5 Ask and answer

- Do you prefer history or art?
- What did you buy last weekend?
- What did you do in class yesterday?
- Where is there lots of pollution and noise?
- What were you doing at one o'clock yesterday?
- What were you doing at eight o'clock last night?

I prefer history.

48

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 48.
- Ask them to look at the pictures and elicit as much information as possible.
- Tell pupils they must read the short texts and match the titles to the texts. There is one title they do not need.
- Demonstrate the exercise by asking individual pupils to read the first text and match with a title.
- Pupils work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

- c
- a
- d

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 47.
- Explain to pupils that they have to rewrite the sentences using correct punctuation. They have to use capital letters, full stops and question marks.
- Working in pairs, pupils write the sentences.
- Monitor and help where necessary.
- Check answers as a class, writing the answer on the board.

Answers

- There isn't much water in the desert.
- We were driving to Amman when I saw the desert castle.
- What did you do yesterday?

End the lesson

- Play a game with the pupils. Ask them to work in groups of four.
- Ask them the following questions and tell them to write their answers on a piece of paper: *What food do you prefer? What sport do you prefer? Can you describe your city in the past?*
- Now ask groups to read their sentences aloud. If no other groups have the same answer as they do, they get three points. If one other group has the same answer, they get two points. If more than one has the same answer, they get one point. Congratulate the winners.
- Dismiss the class.

Lesson 4

Outcomes:	To revise asking and answering questions about the past To revise asking and answering questions with <i>lots of/a lot of</i> To revise asking and answering questions with <i>prefer</i> To recognise and complete a learning record
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Structures: *Last Saturday we went to our grandparent's house.*

Functions: Asking and answering questions

Topic: Past activities

Resources:

- Pupil's Book, page 48
- Exercise 5, Ask and answer
- Activity Book, page 48
- Exercise 5, Read and order
- Exercise 6, Read, tick (✓) or cross (X) and copy

Revision

- Ask pupils *What did you do last Saturday? What time did you (go)? Who did you go with? What were you doing yesterday at two o'clock?* Encourage other pupils to take an interest and add their own questions.

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 48.
- Ask individual pupils to read the questions aloud to the class.
- Explain that pupils must work in pairs, asking and answering these questions, giving as much information as possible. Elicit a couple of answers to the first two questions as a demonstration of the activity. Encourage the pupils to make full sentences using the structures learnt throughout the unit.
- Monitor and help where necessary.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 48.
- Ask pupils to look at the pictures and elicit as much information as possible.
- Explain that they must read the story and put the pictures in the correct order.
- Pupils read the story individually and order the pictures.
- Let them check answers in pairs and correct themselves where necessary.
- Check answers as a class.

Answers

c, f, a, b, e, d

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 48.
- Explain that this is a learning record for them to complete alone and in order for them to monitor their own learning.
- Read the statements aloud and explain anything they do not understand. Demonstrate the activity as an example to the class.
- Ask the class to work alone and put a tick or a cross next to the statement, depending if they agree or disagree.
- Pupils then copy the statements. Check their writing.

End the lesson

- Ask the class the questions from Exercise 5 in the Pupil's Book. Elicit full answers.
- Dismiss the class.

Lesson 1

Outcomes:	To describe places using <i>too</i> plus an adjective To describe the location of places on a map
Structures:	<i>Saleem, this is too (small) and too (crowded)! Look, the desert is in the east. The River Jordan and the Jordan Valley are in the west.</i>
Functions:	Describing places
Vocabulary:	dry, east, far, field, fruit, north, nothing, on top, south, river, west, wet
Topic:	Places in Jordan
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 49 Exercise 1, Listen and read □ Cassette, Unit 13, Exercise 1 □ Flashcards: dry, east, field, fruit, north, on top, river, south, west, wet □ Wall chart 4: Map of Jordan

Revision

- Ask pupils *What were you doing at (8 o'clock) this morning?* Ask various pupils.
- Let pupils ask and answer the question in pairs. Monitor and help where necessary.

Presentation

- Teach the new vocabulary using the flashcards and/or wall chart in the usual way.
- Show pupils each flashcard, say the word and ask pupils to repeat.
- Hold up two different flashcards and say the word on one of the cards. Pupils point to the correct card.
- Then point to the picture in the flashcard and elicit the word from the pupils.
- Finally, show the word only and ask pupils to say it.
- Hold up an empty pencil case and ask pupils *What's inside the pencil case?* Teach *nothing*. Then try to put a ball or something similar into the pencil case. Make sure it is too big. Say *Can I put this into the pencil case?* Elicit *No*. Ask *Why?* Elicit an answer and teach *It is too big!*
- Ask further questions about different items, for example *Can I put [a banana] in the pencil case?* Elicit *No, [a banana] is too big.*

Oral Assessment

With reference to flashcards, wall chart and the presentation, pupils :

Scoring criteria	Yes	No
recognise new vocabulary		
use new words correctly		
use <i>too</i> appropriately		

Pupil's Book, Exercise 1

UNIT **13**

A map of Jordan

Word Box
countryside, dry, east, far, field, fruit, idea, north, nothing, oasis, on top, river, south, west, wet

1 Listen and read

1 Dad, can you help me with my homework, please? I'm drawing a map of Jordan.

2 Look, the desert is in the east. Only few plants grow there because it doesn't rain very often and it's dry.

3

3 The River Jordan and the Jordan Valley are in the west. Vegetables and fruit grow in the fields there. It's wet in the west because it often rains.

4

4 There are also mountains in the west. They have snow on top in winter.

Shall we go to the mountains on holiday next winter, Dad?

Yes, Saleem! That's a good idea.

49

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 49.
- Ask them who they can see in the pictures and what the characters are doing.
- Now tell pupils to listen and follow the dialogue in their books. Play the cassette all the way through twice. Teach *far* in the context of the story.

UNIT 13

- Write some comprehension questions on the board, for example *What is Saleem drawing? What does his dad say about Saleem's drawing? Where is the desert? Why doesn't fruit grow in the desert? Where do vegetables and fruit grow? Why is it wet in the west? What is on top of the mountains in winter? Does Dad want to go to the mountains? Why not?*
- Ask pupils to work in pairs, trying to answer the comprehension questions together, using the text for reference.
- Monitor the class and help where necessary.
- Elicit answers from the class. For pupils' reference write the answers on the board in full sentences.

Tapescript

- SALEEM: Dad, can you help me with my homework, please? I'm drawing a map of Jordan.
- DAD: Saleem, this is too small and too crowded! Let's make it bigger.
- DAD: Look, the desert is in the east. Only few plants grow there because it doesn't rain very often and it's dry.
- SALEEM: What's in the west, Dad?
- DAD: The River Jordan and the Jordan Valley are in the west. Vegetables and fruit grow in the fields there. It's wet in the west because it often rains.
- DAD: There are also mountains in the west. They have snow on top in winter.
- SALEEM: Shall we go to the mountains on holiday next winter, Dad?
- DAD: Yes, Saleem! That's a good idea.

Further practice

- Ask pupils questions to elicit sentences with *too*, for example *Do you want to go to the mountains? (No. It's too cold.) It's 40 degrees today. Can you go running? (No) Why not? (It's too hot.) It's raining. Can you play tennis today? (No, it's too wet.) There are 100 people on the bus. Can you get on the bus? (No, it's too crowded.)*
- Continue eliciting sentences around the classroom until everyone has had the opportunity to answer a question.

End the lesson

- Ask pupils to tell you what fruit and vegetables grow in the Jordan Valley.
- Dismiss the class.

Lesson 2

Outcomes:	To describe places using <i>too</i> plus an adjective To describe the location of places on a map
Structures:	<i>Saleem, this is too (small) and too (crowded)! Look, the desert is in the east. The River Jordan and the Jordan Valley are in the west.</i>
Functions:	Describing places
Topic:	Places in Jordan
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 49 Exercise 1, Listen and read□ Activity Book, pages 49 and 50 Exercise 1, Read, match and write Exercise 2, Look, match and write□ Cassette, Unit 13, Exercise 1□ Flashcards: dry, east, field, fruit, north, on top, river, south, west, wet□ Wall chart 4: Map of Jordan

Revision

- Show pupils the wall chart and ask questions, for example *Is there a lot of rain in the east? Where is the Jordan Valley?*
- Revise the vocabulary on the flashcards in the usual way.

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 49.
- Ask pupils to work in pairs and act out the dialogue.
- Monitor the class and help with pronunciation difficulties where necessary.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 49.
- Ask pupils to look at the pictures and describe what they can see. Elicit as much information as possible.
- Choose pupils to read the sentences in the boxes.
- Tell pupils they have to look at the pictures and read the sentences. Then choose a sentence from the box to match the pictures and complete the sentences.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. It's too dry.
3. It's too wet.
4. It's too hot.
5. It's too crowded.
6. It's too far.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 50.
- Show the pupils the compass. Explain that they have to write the words in the right places. Point to *north* and ask pupils to read it aloud.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class. Draw a compass on the board and ask individuals to come to the board and write the words.

Answers

north

west east

south

Further practice

- Ask groups to come to the front and act out the dialogue from Exercise 1 of their Pupil's Book.

End the lesson

- Ask pupils *Do you want to go to the mountains in winter? Why?/Why not?*
- Dismiss the class.

Lesson 3

Outcomes:	To describe the location of places in Jordan To correct sentences about place locations using a map
Structures:	<i>Amman is a big city in the centre of Jordan.</i> <i>Petra is in the south of Jordan.</i>
Functions:	Describing places
Topic:	Places in Jordan
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 50 Exercise 2, True or false? Exercise 3, Look and say □ Activity Book, pages 50 and 51 Exercise 3, Read, look and write Exercise 4, Look and correct □ Wall chart 4: Map of Jordan

Revision

- Show the pupils the wall chart.
- Use the information in Exercise 1 of the Pupil's Book. Ask the pupils to give you a sentence and come to the map to point to the correct part, for example *It's wet in the west.*

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 51.
- Ask pupils to look at the map. Elicit sentences from them to describe it.
- Explain that they have to correct the sentences below the map. Ask two pupils to read the example sentences out loud as a demonstration.
- Pupils work individually to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. There is a desert in the east.
3. There is a river in the west.
4. The sea is in the south.

End the lesson

- Ask pupils to talk about the area where their school is. Elicit sentences, for example *The school is in the north. The supermarket is in the east.*
- Dismiss the class.

Lesson 4

Outcomes:	To listen for general and specific information To give reasons for preferences
Structures:	<i>Why doesn't Aunt Nadia want to go to (Wadi Rum)?</i> <i>It's too (far).</i>
Functions:	Listening for general and specific information Giving reasons
Topic:	Places in Jordan
Vocabulary:	country side, idea
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 51 Exercise 4, Listen and choose □ Exercise 5, Ask and answer □ Activity Book, page 51 Exercise 5, Read and write □ Cassette, Unit 13, Exercise 4 □ Flashcard: countryside

Revision

- Ask the class to tell you about places in Jordan and where they are on a map.
- Ask them which places they like or would like to visit.

Presentation

- Teach *countryside* using the flashcard in the usual way.
- Now say, *Tell me about a city.* Elicit what it is like, for example *There is too much pollution/noise. It is very crowded.*
- Then ask pupils *You don't like noise and pollution. Where can you live?* Ask them to explain and elicit *In the countryside.* Say *That's a good idea!*
- Write the new words on the board. Read them to the class and ask them to repeat as a class.
- Rub out a few letters from each word. Ask pupils to spell the words and say them.

Oral Assessment

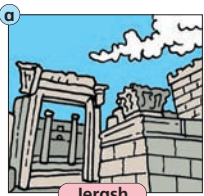
With reference to the flashcard and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		


Pupil's Book, Exercise 4

UNIT 13

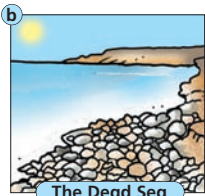
4 Listen and choose



Jerash



Aunt Nadia



The Dead Sea



Irbid



Wadi Rum

5 Ask and answer



Why doesn't Aunt Nadia want to go to Wadi Rum?



It's too far.

51

UNIT 13

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 51.
- Ask them to tell you which places they can see. Ask them which place they would like to go to and why. Ask them why they don't want to go to the other places. Try to elicit sentences with *too*.
- Tell the class they will hear Aunt Nadia talking to Eman about where to go on holiday.
- Pupils must listen and say where Aunt Nadia eventually decides to go on holiday.
- Play the cassette twice.
- Ask class to check answers with the person sitting next to them.
- Check answers as a class.

Tapescript

AUNT NADIA: Where should I go on holiday, Eman?

EMAN: Go to Wadi Rum in the south of Jordan. The countryside is very beautiful.

AUNT NADIA: No, it's too far.

EMAN: Go to Irbid in the north. It's an interesting city with lots to see and do.

AUNT NADIA: It's too crowded. I live in a city. I don't want to go to a city for my holidays. They are too busy and too noisy.

EMAN: Why don't you go to Jerash in the north? It has ancient buildings to visit.

AUNT NADIA: It's too hot in summer and too quiet in winter.

EMAN: Alright, go to the Dead Sea.

AUNT NADIA: Yes, it isn't too far, it isn't too noisy and it isn't too hot. That's a good idea!

Answers

Picture b – The Dead Sea

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 51.
- Ask two pupils to demonstrate the question and answer activity by reading the example aloud.
- Ask pupils to work in pairs asking and answering the questions, giving as much information as possible.
- Monitor and help where necessary.
- Choose pupils to ask and answer the questions in front of the class.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 51.
- Ask pupils to look at the speech bubble. Choose a pupil to read it aloud.
- Elicit from the pupils other reasons why people don't like living in the countryside. Repeat with the city and elicit full sentences.
- Tell the pupils that they have to complete the sentences for the two children like the example. Encourage them to use different adjectives to the example.
- Monitor and help where necessary.
- Choose a few pupils to read their ideas aloud.

Possible answers

1. The countryside is too quiet and too boring.
2. The city is too noisy and too crowded.

End the lesson

- Choose a few pupils to read their sentences from Exercise 5 aloud.
- Dismiss the class.

Lesson 5

Outcomes:	To read for specific information To answer questions about a reading text
Structures:	<i>They like staying when the weather isn't too hot.</i>
Functions:	Reading for specific information Answering questions about a reading text Reading about Jordan
Vocabulary:	oasis
Topic:	Places in Jordan
Resources:	<input type="checkbox"/> Pupil's Book, page 52 Exercise 6, Read and answer <input type="checkbox"/> Flashcard: oasis

Revision

- Choose a few different pupils to read their sentences from Exercise 5 aloud from the last lesson.

Pupil's Book, Exercise 6

UNIT 13

6 Read and answer

Azraq is a nature reserve in the east of Jordan. It is a beautiful oasis in the middle of a desert.

Lots of different birds visit Azraq every year. Some birds stay for winter. They like staying when the weather isn't too hot. They like the countryside because it is quiet. They prefer not to stay in the cities because they are too noisy.

When it rains in spring, Azraq becomes very wet. Lots of flowers grow and Azraq becomes very colourful.



1. Where is Azraq?
2. What is Azraq?
3. What visits Azraq every year?
4. When do the birds like to stay in Azraq?
5. Why do the birds prefer staying in Azraq?
6. When does Azraq become very wet?



52

- Ask pupils to look at the pictures in Exercise 6 in their Pupil's Book on page 52.
- Ask them to look at the pictures and describe them. Let them talk about the colours. Ask them if they have seen flowers and birds like this.
- Ask if they have been to Azraq. Can they tell the rest of the class anything about the nature reserve? Encourage pupils to ask questions to those who have been.
- Alternatively they ask you questions about it.
- Ask pupils to read the text alone now and ask any questions they need to. Teach *oasis* from context and show the flashcard to support understanding.
- To check their understanding, ask pupils to correct the following statements *Azraq is in the west. The oasis is not in the desert. Birds don't stay for winter. The birds like the hot weather. They like a lot of noise. Azraq is very noisy. Azraq is always very dry.*
- Now ask pupils to look at the questions and ask individual pupils to read the first question and example answer aloud.
- Choose other pupils to read the questions aloud.
- Then ask pupils to work in pairs asking and answering the questions in full sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. Azraq is in the east of Jordan.
2. Azraq is a nature reserve./It is a beautiful oasis in the middle of a desert.
3. Lots of different birds visit Azraq every year.
4. They like to stay in winter when the weather isn't too hot.
5. They prefer staying in Azraq because it is very quiet.
6. It becomes very wet in spring.

Further practice

- Ask pupils *Would you like to go to Azraq? Why? What do you want to see?* Ask a few pupils.
- Then ask pupils to work in pairs asking and answering the questions.

End the lesson

- Choose pupils to give their answers to the previous questions.
- Dismiss the class.

Lesson 6

Outcomes:

To write and describe preferred living locations
To write and spell new vocabulary
To practise pronunciation of the letter *i*

Structures:

The countryside is too quiet.

Functions:

Writing descriptions
Practising writing
Practising pronunciation

Topic:

Places in Jordan

Resources:

- Activity Book, page 52
Exercise 6, Read, answer and write
Exercise 7, Look, match and write
Exercise 8, Listen and say
- Cassette, Unit 13, Activity Book, Exercise 8

Revision

- Ask individual pupils *Did you visit different places in Jordan last year? Which places?* Elicit full sentences.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 52.
- Read the question and tell pupils they must now write sentences for themselves. They have to say where they like living and why they don't like living in the other place. Refer back to Exercise 5 from the previous lesson as an example of the activity.
- Choose a few pupils to give examples.
- Monitor and help where necessary. Ensure pupils are using the structures practised throughout the unit and the new vocabulary.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 52.
- Ask the pupils to look at the pictures and describe what they can see.
- Choose pupils to read the words in the boxes out loud.
- Explain that they have to match the words to the pictures and write them neatly, with the correct spelling.
- Pupils work individually. Monitor and help where necessary.
- Check answers as a class.

Answers

2. field
3. fruit
4. oasis
5. river

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 52.
- This exercise focuses on two sounds – *the long i and the short i*.
- Play the cassette through. Then play the cassette again and pause after each word, asking pupils to repeat the words.
- Let pupils practise saying the words in pairs. Monitor as they are practising and correct where necessary.

Tapescript

countryside oasis dry river idea

End the lesson

- Ask pupils to look at the words in Exercise 8 again and say which *i* sound is short (*oasis, river*) and which are long (*countryside, dry, idea*).
- Dismiss the class.

Lesson 1

Outcomes:	To talk and answer questions about the future using <i>will/won't</i> To give opinions about life in the future To ask and answer questions about the future To encourage pupils to use dictionaries to recognise new and unfamiliar words
Structures:	<i>Will we (live on the moon)? No, we won't. I think we'll (live on Earth).</i> <i>Will we (live in houses)? Yes, we will. But we'll (use) less (energy in our homes and we we'll save) more (water).</i>
Functions:	Talking about the future Giving opinions about life in the future Using a dictionary
Vocabulary:	Earth, electric, electricity, energy, everyone, future, less, moon, petrol, save, use
Topic:	Life in the future
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 53 Exercise 1, Listen and read □ Cassette, Unit 14, Exercise 1 □ Flashcards: Earth, moon, petrol

- Encourage the pupils to give their own opinion using the structure *I think, we will/won't etc.*
- Again, continue around the classroom eliciting pupils' opinions about various things in the future and eliciting the newly introduced structure. Help pupils where necessary and encourage pupils to use the correct punctuation and intonation in their responses.

Oral Assessment

With reference to the presentation and flashcards, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
answer questions with <i>will</i> in the affirmative		
answer questions with <i>will</i> in the negative		
understand how to give an opinion about the future using the structure <i>I think, we will/won't...</i>		

Pupil's Book, Exercise 1

Revision

- Ask pupils *Would you like to live in the city? Would you like to live in the countryside?*
- If they say *No*, ask them *Why not?* Elicit answers such as *It's too far/crowded/quiet.*

Presentation

- Teach some of the new vocabulary using the flashcards in the usual way.
- Now, ask the pupils *What year is it?* Elicit the answer. Say *I want you to think about 2100. Say 2100 is in the future.* Write the word *future* on the board and ask pupils to repeat it.
- Say *In the future, we won't live in big houses. We will all live in small flats.* Write this sentence on the board for pupils' reference.
- Now, ask *Will we live in big houses, in the future?* Elicit *No, we won't.*
- Now say *Will we live in small flats?* Elicit *Yes, we will.*
- Write the question and the answers in the affirmative and negative on the board for pupils' reference. Continue around the classroom eliciting the different responses until the class seems confident with the structures.
- Now say, *I think we will live in small flats in the future* and then ask an individual pupil *Will we live in big houses or small flats in the future (Su'ad)?*

UNIT
14
Life in the future

1 Listen and read

1 What are you writing about, Fatima?

I'm writing about life in the future.

2 Will life be different in the future, Fatima? Will we live on the moon?

No, we won't. I think we will always live on earth.

3 Will we live in houses?

Yes, we will. But we'll use less energy in our homes and we'll save more water.

4 Will we drive cars?

Yes, we will, but our cars won't use petrol. They will use electricity. I think everyone will use electric cars.

That's great. There won't be much pollution in the future!

Word Box

earth, electric, electricity, energy, everyone, future, less, moon, petrol, sail, save, use, wheel

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UNIT 14

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 53.
- Ask them who they can see in the pictures. Elicit *Saleem* and *Fatima*.
- Ask them what they think they are doing.
- Now tell the pupils to listen and follow the dialogue in their books. Play the cassette all the way through twice. Teach the vocabulary in the context of the story. Try to encourage pupils to use their dictionaries to look for new and unfamiliar words themselves.
- Play the cassette again, pausing after each line. Ask pupils to repeat the dialogue. Check for correct intonation on questions and answers.
- Now ask the class to work in pairs to act out the dialogue.
- Monitor and help where necessary.

Tapescript

- SALEEM: What are you writing about, Fatima?
FATIMA: I'm writing about life in the future.
SALEEM: Will life be different in the future, Fatima? Will we live on the moon?
FATIMA: No, we won't. I think we will always live on Earth.
SALEEM: Will we live in houses?
FATIMA: Yes, we will. But we'll use less energy in our homes and we'll save more water.
SALEEM: Will we drive cars?
FATIMA: Yes, we will, but our cars won't use petrol. They will use electricity. I think everyone will use electric cars.
SALEEM: That's great. There won't be much pollution in the future!

Further practice

- Ask pupils questions about the future in order to elicit short answers using *will/won't*, for example *Will we have lunch this afternoon? Will we come to school tomorrow morning?*
- Check pronunciation and intonation.

End the lesson

- Ask pupils opinions about the future of the Earth. *Will we live on the moon in the future? Will we drive cars?* Elicit full sentences.
- Dismiss the class.

Lesson 2

Outcomes:	To ask and answer questions about the future using <i>will/won't</i> To give opinions about life in the future To practise pronunciation of questions and answers using <i>will/won't</i> to talk about the future
Structures:	<i>Will we (live on the moon)? No, we won't. I think we will (live on Earth).</i> <i>Will we (live in houses)? Yes, we will.</i>
Functions:	Talking about the future Giving opinions about life in the future Practising pronunciation of questions and answers in the future
Topic:	Life in the future
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 53 Exercise 1, Listen and read□ Activity Book, pages 53 and 54 Exercise 1, Look, match and write Exercise 2, Listen and say□ Cassette, Unit 14, Exercise 1 Cassette, Unit 14, Activity Book, Exercise 2□ Flashcards: Earth, moon, petrol

Revision

- Revise new vocabulary using the flashcards and ask pupils questions using *will*.

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 53 again.
- Write the following comprehension questions on the board. Ask pupils to work in pairs to answer them in full sentences. *What is Fatima writing about? Does Fatima think we will live on the moon? Does she think we will use more energy in the future? Does she think we will use more water? Will we use more petrol in the future? What cars will we have? Will there be much pollution in the future?*
- Play the cassette again if you wish.
- Choose pairs to come to the front of the class to act out the story.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 53.
- Ask them to look at the pictures and describe what they can see in as much detail as possible.
- Choose pupils to read out the sentences and questions in the boxes. Explain that they have to match the sentences with the pictures. Demonstrate the activity by asking a pupil to read the example.
- Also, write on the board the full forms and contracted forms of *will* for pupils' reference, *we will/we'll* etc. Explain that both forms are frequently used.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. We will save more water.
3. Will we live on the moon?
4. I think we'll live on Earth.
5. Our cars won't use petrol.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 54.
- Tell them they must listen carefully to the cassette and repeat what it says.
- Play the cassette all the way through once.
- Play it again, pausing after each sentence for pupils to repeat. Help with pronunciation and intonation where necessary.

Tapescript

1. Will life be different in the future?
2. Yes, it will.
3. No, it won't.

Further practice

- Ask pupils to work in pairs to practise asking and answering the question from the previous exercise. They answer with their own opinion.

End the lesson

- Ask pupils to give you their answers to the question in Exercise 2 in their Activity Book.
- Dismiss the class.

Lesson 3

Outcomes:	To listen for gist and specific information To ask and answer questions and give opinions about the future To write and read aloud a short passage about an illustration
Structures:	<i>Will life be different in the future, Ali?</i> <i>Yes, it will. I think we'll use more computers in school.</i> <i>Hussein, will life be different in the future?</i> <i>Yes, it will. We won't write letters in the future.</i>
Functions:	Listening for gist Giving opinions using <i>I think</i>
Topic:	Life in the future
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 54 Exercise 2, Listen and match Exercise 3, Ask and answer □ Activity Book, page 54 Exercise 3, Look, write and read to the class Exercise 4, Read, ask and answer □ Cassette, Unit 14, Exercise 2

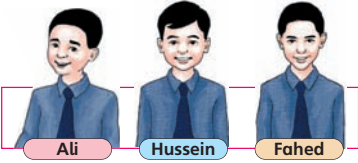
Revision

- Write some of the new vocabulary on the board with some of the letters missing. Ask pupils to work in pairs to complete the words.
- Ask pupils to come to the board and write the missing letters. The rest of the class can say if they are correct or not.

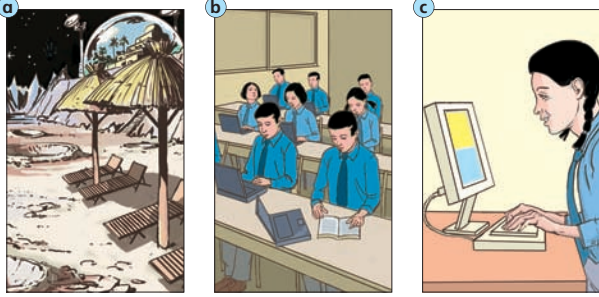
Pupil's Book, Exercise 2

UNIT 14

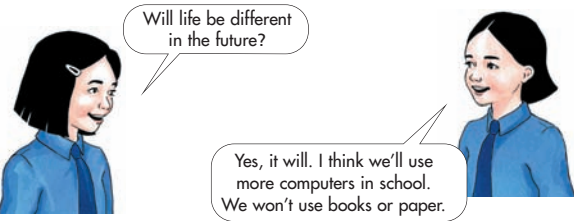
2 Listen and match



Ali Hussein Fahd



3 Ask and answer



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- Ask pupils to look at Exercise 2 in their Pupil's Book on page 54.
- Ask pupils to describe the pictures in as much detail as possible.
- Tell them they are going to hear three boys, Ali, Hussein and Fahd, giving their opinions about the future. They have to match the pictures with the boys.
- Play the cassette all the way through twice.
- Ask the pupils to check their answers with the person sitting next to them.
- Check answers as a class.

Tapescript

MAN: Will life be different in the future, Ali?

ALI: Yes, it will. I think we'll use more computers in schools. We won't use books. The teacher will have a computer and every child will have a computer on their desks.

MAN: Hussein, will life be different in the future?

HUSSEIN: Yes, it will. I think we'll always send emails. We won't write letters in the future. We won't have post offices in the future.

MAN: And, Fahd. Will life be different in the future?

FAHD: Yes, it will. I think we'll go on holiday to the moon. Aeroplanes will be faster and safer. It will be very cheap and very exciting.

Answers

Ali - b
Hussein - c
Fahd - a

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 54.
- Ask an individual pair to read the dialogue as an example of the activity.
- Pupils can use the ideas in the pictures in Exercise 2 and their own ideas.
- Monitor and help where necessary.
- Check answers, asking some pairs to give their answers to the rest of the class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 54.
- Ask them to describe what they can see in the two pictures.
- Ask them which picture is like schools today and which is showing schools in the future.
- Now ask the class to work alone and, using the two pictures for reference, write a few sentences about school life in the future.
- When pupils have finished ask them to stand up individually and read their sentences aloud to the class.
- Continue until everyone has had the opportunity to read their sentences aloud.

Possible answers

Yes, it will. I think we'll use more computers in class. We won't use pens and paper. We won't use books. The teacher will use a computer too.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 54.
- Choose pupils to read the text.
- Tell pupils to work in pairs and discuss the text. Do they think the future will be like this? They have to decide which parts they agree with and change the statements they disagree with.
- Monitor and help where necessary.
- When they have finished, ask pairs to discuss their answers with the class.

End the lesson

- Ask pupils if they can think of any more possible changes in the future. Give them some prompts, for example, *sports*, *clothes* etc.
- Congratulate the class on a good lesson.
- Dismiss the class.

Lesson 4

Outcomes: To listen for gist and specific information
To ask and answer questions about the future
To recognise contractions
To write sentences using the future form *will*

Structures: *What will you do when you grow up?*
I'll (visit lots of different countries).

Functions: Listening for gist and specific information
Talking and writing about the future

Topic: Life in the future

Resources:

- Pupil's Book, page 55
Exercise 4, Listen and choose
Exercise 5, Ask and answer
- Activity Book, page 55
Exercise 5, Answer, ask and write
Exercise 6, Correct the mistakes
- Cassette, Unit 14, Exercise 4

Revision

- Ask the class to work in pairs and write three questions about the future, for example, *Will we live on Earth in the future? Will we drive cars in the future? Will we use books in school in the future?*
- Pairs work together to ask and answer their questions. Monitor and help where necessary.
- Choose a few pairs to ask the class their questions.

Presentation

- Ask an individual pupil *Will you have breakfast tomorrow morning?* Elicit *Yes, I will.*
- Then, say *I'll have breakfast tomorrow morning at seven o'clock.* Ask another pupil *What time will you have breakfast?* Elicit *I will/I'll have breakfast at seven o'clock.* Continue asking this question around the classroom until everyone has had the opportunity to answer.
- Now ask the last pupil to answer the previous question *What will you do tomorrow morning (at seven o'clock)?* Elicit *I'll have breakfast.*
- Pupils should now be confident using *will* to answer a question about themselves, so begin to ask the class *What will you do when you grow up?* Pupils will be confident with the concept of growing up as this featured in the previous level.
- Try to elicit full sentences from the class, for example *I'll go on holiday to France.* Help with vocabulary where necessary. Pupils can also add extra information using the negative.
- Continue around the class.

Oral Assessment

With reference to the presentation, pupils:

Scoring criteria	Yes	No
understand the question <i>What will you do when you grow up?</i>		
respond to questions about their plans for the future using <i>will/won't</i>		

Pupil's Book, Exercise 4

UNIT 14

4 Listen and choose



Sa'ad



a



Yousuf



b



c



d

5 Ask and answer



What will you do when you grow up?



I'll visit lots of different countries.

55

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 55.
- Ask them what they can see in the pictures. Elicit as much vocabulary as possible.
- Explain that they will hear Sa'ad and Yousuf talking and they have to choose one picture which matches each of them. They do not need two of the pictures.
- Play the cassette all the way through once. Ask pupils to discuss what they heard with a partner and choose the pictures.
- Play the cassette again. Pupils check their answers.
- Check answers as a class.

UNIT 14

Tapescript

SA'AD: When I grow up, I'll fly on lots of aeroplanes. I like flying. I'll visit different countries and meet lots of interesting people. I won't live in a different country. I'll come home to Jordan.

YOUSUF: When I grow up, I'll live by the sea. I'll have a small boat and I'll go on boat trips every day. I won't have a car. I'll live in a house on the beach.

Answers

Sa'ad – a
Yousuf – d

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 55.
- Choose two pupils to read the short dialogue aloud. Pay attention again to the pronunciation of the contraction *I'll*.
- Ask pupils to work in pairs, asking and answering the question, using the same structure as the example.
- Monitor and help where necessary.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 55.
- Choose two pupils to read the question and answer.
- Pupils work in pairs. Explain that they have to answer the question and write their answer about themselves. Then they ask their partner and write down what they say.
- Monitor and help where necessary. Ensure pupils are using the correct structures in their answers.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 55.
- Explain that each sentence has mistakes in it. Some sentences are missing punctuation and some sentences do not have the punctuation in the correct places.
- Ask a pupil to read the example sentence aloud and for other pupils to say what has changed.
- Pupils work alone to write the sentences correctly. They then compare with another pupil.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. When I grow up I'll live by the sea.
3. We won't use cars in the future.
4. We'll save more water in the future.
5. What will you do when you grow up?

End the lesson

- Choose a few pupils to say what they will do when they grow up.
- Dismiss the class.

Lesson 5

Outcomes: To read for gist, specific information and inference
To ask and answer questions about the future and different points of view
To practise pronunciation of *will* in full and contracted form

Structures: *In the future cars will look different.*
They won't use petrol.

Functions: Reading for gist
Asking and answering questions about a text
Practising pronunciation of full and contracted forms

Vocabulary: sail, wheel

Topic: Life in the future

Resources:

- Pupil's Book, page 56
Exercise 6, Read and match
Exercise 7, Ask and answer
- Activity Book, page 55
Exercise 7, Listen and circle
- Cassette, Unit 14, Activity Book, Exercise 7
- Flashcards: sail on the sea, wheel

Revision

- Ask pupils *What will you do when you grow up?*
- Elicit answers from the class.

Presentation

- Teach the new vocabulary using flashcards in the usual way.
- Next, stick the cards to the board and ask pupils to look at them for five seconds.
- Ask the pupils to close their eyes, and remove one of the cards.
- Ask the class which card is missing.
- Continue until the class seems confident. You could also add the flashcard for *petrol* again as the class will need to recognise it again in the reading exercise.

Oral Assessment

With reference to the flashcards, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 56.
- Ask pupils what they can see in the pictures and elicit as much vocabulary as possible.
- Tell pupils they must now read the short pieces of text and match them to the pictures. Ask individual pupils to read the texts aloud to the class first.
- Demonstrate the exercise by asking individual pupils to match text 1 with a picture.
- Pupils work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

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

Pupil's Book, Exercise 7

UNIT 14

6 Read and match


1 In the future I think cars will look different. They will be smaller. They'll have three big wheels. They won't use petrol. They'll use energy from vegetables.
Sameer

2 In the future I think cars will be smaller, quieter and lighter. They won't use petrol. Every car will use electricity. They will be very safe.
Zeinab


3 In the future I think cars will fly in the sky and sail on the sea. They will be bigger than cars today and they will be faster. They'll use energy from the wind.
Hassan

4 I think cars will use energy from the sun. We won't need maps. The cars will have computers inside to tell the car where to go.
Abeer


a




b



c




d



7 Ask and answer

1. Who thinks cars will be safer in the future?
2. Who thinks cars will be smaller?
3. Who thinks cars won't use petrol?
4. Why won't we need maps in Abeer's car?
5. Who thinks cars will use energy from the weather?
6. Who thinks cars will have three wheels in the future?



Zeinab thinks cars will be safer in the future.

- Ask pupils to look at Exercise 7 in their Pupil's Book on page 56.
- Ask them to work in pairs, taking it in turns to ask and answer questions about the texts from the previous exercise.
- Ask a pupil the first question as an example of the activity. Elicit a response.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. Zainab thinks cars will be safer in the future.
2. Sameer and Zainab think cars will be smaller in the future.
3. Sameer, Zainab, Hassan and Abeer think cars won't use petrol in the future.
4. Because the cars will have computers inside to tell the car where to go.
5. Hassan and Abeer think cars will use energy from the weather.
6. Sameer thinks cars will have three wheels in the future.

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Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 55.
- Ask pupils to read the sentences quietly to themselves.
- Explain that they have to listen and choose which sentence is said each time.
- Play the cassette through twice. Pupils choose the sentences.
- Check answers as a class.
- Play the cassette again if necessary.

Tapescript

1. I will
2. We'll
3. I think I'll live in Jordan.
4. We will use electric cars in the future.

Answers

1. I will
2. We'll
3. I think I'll live in Jordan.
4. We will use electric cars in the future.

End the lesson

- Choose pupils to read the sentences from Exercise 7 in the Activity Book aloud to practise the contractions. Help with any pronunciation problems.
- Dismiss the class.

Lesson 6

Outcomes:	To write sentences using the future form <i>will</i> to describe pictures To complete a text with the correct vocabulary
Structures:	<i>In the future cars will use electricity.</i>
Functions:	Writing sentences in the future Reading for gist
Topic:	Life in the future
Resources:	<ul style="list-style-type: none"> ▫ Activity Book, page 56 Exercise 8, Look and write Exercise 9, Read, match and complete

Revision

- Ask pupils to say what they think will happen to cars and homes in the future.
- Elicit full sentences from the class and continue until everyone has had the opportunity to answer.

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 56.
- Ask pupils to describe the pictures in as much detail as possible. Elicit vocabulary they have learnt in this unit.
- Tell pupils they have to write a sentence about each picture using the future form *will/won't*. Let them work in pairs to complete this exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. In the future cars will be smaller and have two wheels.
3. In the future cars will fly in the sky.
4. In the future cars will use energy from the sun and have six wheels.
5. In the future cars will use energy from vegetables.
6. In the future cars will sail on the sea.

Activity Book, Exercise 9

- Ask pupils to look at Exercise 9 in their Activity Book on page 56.
- Explain that pupils have to read the words in the boxes and use them to complete the sentences.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. petrol, electricity
- 3 Earth, moon

End the lesson

- Ask pupils to give a statement about the future about something that they think will happen and won't happen.
- Elicit full sentences from the class.
- Congratulate the class for a good lesson and dismiss.

Lesson 1

Outcomes: To ask for and respond to requests for help using *will*
To use *will* for instantaneous decisions
To describe a process

Structures: *Will you help me?*
Yes, we'll help. I'll (get some glue and some scissors).
Will you help me (draw some clouds, too)?

Functions: Asking for and responding to requests for help
Using *will* for instantaneous decisions
Describing a process

Vocabulary: air, alright, cycle, evaporate, fall, get, glue, heat, rise, scissors

Topic: The water cycle

Resources:

- Pupil's Book, page 57
Exercise 1, Listen and read
- Cassette, Unit 15, Exercise 1
- Flashcards: glue, heat, scissors, rise, fall
- Wall chart 5: The water cycle

Revision

- Ask pupils *Will life be different in the future?* Elicit answers such as *Cars will be smaller. We will use more computers.*
- Elicit full sentences using the structures from the previous unit.

Presentation

- Introduce the class to the new vocabulary using the flashcards in the usual way.
- Then to check understanding, ask *Where does the water go when it gets hot?* Ask the pupils to describe air by using their hands. Teach and practise *air*. Say *It will go into the air.*
- Draw a river on the board, a cloud above it and a sun near by (do not use the wall chart yet as it is important for pupils to focus on each process during the cycle, individually at this stage). Elicit what each is. Ask *What will happen to some of the water in this river when it becomes hot?* Elicit the answer *It will evaporate.* Say *Yes, it rises into the air.* Draw arrows from the river going up. Practise *rise*. Say *It will rise because the sun heats it up.* Practise *heat*.
- Tell the pupils *The water rises up and makes clouds. What will happen then?* Elicit *It will rain.* Say *Yes, rain will fall.* Practise *fall*. Draw arrows coming down on the diagram.
- Then ask *Will this happen again?* Elicit *Yes, it will.* Draw some arrows going round and round your diagram to teach *It is a cycle.* Practise *cycle*.
- Now, you can show the class the wall chart and try to elicit what happens in the water cycle by pointing to the different parts of the wall chart in the correct order. Help where

necessary with new vocabulary.

- Write up all the new words on the board for pupils' reference.
- Finally, ask *Will someone clean the board, please?* When a pupil puts their hand up, elicit from them *I will* and thank them. Ask pupils to do other things for you and elicit the answer *I will*, for example *Will someone hand out these books/put these books away? Will someone put the cassette in the machine?*

Oral Assessment

With reference to flashcards, wall chart and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
understand and describe the process in the water cycle		
respond to requests for help		

Pupil's Book, Exercise 1

UNIT
15
The water cycle

1 Listen and read

Word Box
air, alright, collect, cycle, evaporate, fall, farmer, get, glue, guest, heat, kingdom, planet, rise, scissors

1 I'm going to make a poster about the water cycle. I want to take a photo of it for the school magazine. Will you help me?

Yes, we'll help. I'll get some glue and some scissors.

I'll get some paper and some pens.

2 What is the water cycle, Fatima?

The sun heats the water in rivers and seas. Then, the water rises into the air. It evaporates.

I'll draw the sea.

I'll make a big, yellow sun.

3 Will you help me draw some clouds, too? The water becomes clouds in the cold air.

Yes, I'll draw the clouds.

4 Finally, the rain falls from the clouds into the sea and rivers. Then the cycle starts again!

Alright, I'll draw the rain.

UNIT 15

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 57.
- Say *Fatima is going to make a poster of the water cycle. Why? Elicit She will put it in the school magazine.*
- Ask pupils to look at the pictures and ask them to describe them. They should try and use some words they learnt in the presentation.
- Tell the pupils to listen and follow the dialogue in their books. Play the cassette all the way through twice. Teach *alright* and *get* (as in *to fetch*) from context. Ask the pupils *What does Zainab say at the end? She doesn't say 'yes' – she says another word. What is it?*
- Write some comprehension questions on the board, for example, *What is Fatima going to do? Who will help her? What does the sun do to the water in rivers and seas? What happens when water gets hot? What falls from clouds?*
- Ask pupils to work in pairs to answer the comprehension questions, using the text for reference.

Tapescript

FATIMA: I'm going to make a poster about the water cycle. I want to take a photo of it for the school magazine. Will you help me?

LAILA: Yes, we'll help. I'll get some glue and some scissors.

ZAINAB: I'll get some paper and some pens.

LAILA: What is the water cycle, Fatima?

FATIMA: The sun heats the water in rivers and seas. Then, the water rises into the air. It evaporates.

LAILA: I'll draw the sea.

ZAINAB: I'll make a big, yellow sun.

FATIMA: Will you help me draw some clouds, too? The water becomes clouds in the cold air.

LAILA: Yes, I'll draw the clouds.

FATIMA: Finally, the rain falls from the clouds into the sea and rivers. Then the cycle starts again!

ZAINAB: Alright, I'll draw the rain.

Further practice

- Practise eliciting offers from the class. Say sentences, for example, *I want someone to draw a picture.* The pupil responds *I'll draw a picture.* Other activities could be: *open a window, close the door, look for the glue, get me some scissors.*

End the lesson

- Ask pupils *Will we have lots of water in the future?* Elicit their answers.
- Dismiss the class.

Lesson 2

Outcomes:	To ask for and respond to requests for help using <i>will</i> To use <i>will</i> for instantaneous decisions To recognise the pronunciation of different vowel sounds
Structures:	<i>Will you help me?</i> <i>Yes, we'll help. I'll (get some glue and some scissors).</i> <i>Will you help me (draw some clouds, too)?</i>
Functions:	Asking for and responding to requests for help Using <i>will</i> for instantaneous decisions Recognising the pronunciation of different vowel sounds
Topic:	The water cycle
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 57 Exercise 1, Listen and read□ Activity Book, page 57 Exercise 1, Look and write Exercise 2, Listen and match□ Cassette, Unit 15, Exercise 1 Cassette, Unit 15, Activity Book, Exercise 2□ Flashcards: glue, heat, scissors, rise, fall

Revision

- Show pupils the flashcards and revise the words from the last lesson.
- Now, write all the new words on the board.
- Ask individuals to read the words and correct pronunciation where necessary.
- Remove some letters from the words. Ask pupils to give you the missing letters by spelling out the full word and saying it.

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 57 again.
- Play the cassette again.
- Ask pupils to work in groups of three to act out the dialogue.
- Ask groups to perform their dialogues in front of the class.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 57.
- Ask two pupils to read the example dialogue aloud.
- Explain that they have to look at the pictures and write the correct words to complete the sentences.
- Pupils work alone.
- Then ask individual pupils *Will you help me?* and elicit the answers for the exercise from the class.

Answers

2. I'll get some paper and pens.
3. I'll get the glue and scissors.
4. I'll make a big, yellow sun.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 57.
- Ask pupils to read the words aloud. Correct where necessary.
- Explain that they have to listen to the words on the cassette and match them with the same sound in *rain* or *fall*. They write the word in the correct box.
- Play the cassette all the way through. Let pupils write some answers if they can. They can compare answers at this point if they wish.
- Play the cassette again and pupils complete their answers.
- Check answers as a class.

Tapescript

draw make water alright evaporate paper Jordan take

Answer

rain: make, evaporate, paper, take

fall: draw, water, alright, Jordan

Further practice

- Ask pupils to work in pairs practising the pronunciation of the words from the previous activity.

End the lesson

- Ask the class to look round their room and for each pupil to tell you one thing they can see. Included in this list should be glue and scissors. Start at the front of the class and work backwards. They must not repeat a word someone else has said so they should listen very carefully.
- Dismiss the class.

Lesson 3

Outcomes:	To listen for specific information To ask and answer requests To write sentences offering help
Structures:	<i>Will you help me?</i> <i>Yes, we'll help. I'll (get some glue and some scissors).</i>
Functions:	Listening for specific information Requesting and offering help
Vocabulary:	guest
Topic:	Offering to help
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 58 Exercise 2, Listen and match Exercise 3, Ask and answer □ Activity Book, page 58 Exercise 3, Look, match and write Exercise 4, Read and say □ Wall Chart 5: The water cycle



Revision

- Without looking at their Pupil's Book, ask pupils to try to explain the water cycle.
- If they have difficulty show them the wall chart but cover different stages of the process and try to elicit the process from the class.


Pupil's Book, Exercise 2

UNIT 15

2  Listen and match

3 Ask and answer



58

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 58.
- Ask pupils to say who they can see. Elicit their names.
- Explain that Rakan and Nada's aunt is coming to stay with them for a week. Ask *Does she live with them all the time?* Elicit the answer *No* and say *That's right. She's going to be a guest.* Teach the word *guest* and practise it.
- Ask different pupils to read the things to do on the list.
- Explain that each of the four characters is going to do these things. Pupils must listen and match the activity with the person.
- Play the cassette all the way through.
- Play it again after each section and elicit the person and what they are going to do.

Tapescript

MUM: Aunt Salma is coming to stay. Will you help me get ready?

NADA: Yes, Mum. I'll help. I'll tidy the guest bedroom.

MUM: Thank you, Nada. Rakan, will you help me too, please?

RAKAN: Yes, Mum. I'll tidy the sitting room.

DAD: I'll meet Aunt Salma at the airport.

MUM: Alright, I'll make a cake and I'll buy some flowers for her room.

NADA: I'll decorate the cake too, Mum.

MUM: Thank you, Nada. I think we'll be ready in time!

Answers

Mum: make a cake; buy flowers
 Dad: meet Aunt Salma at the airport
 Rakan: tidy sitting room
 Nada: tidy guest bedroom; decorate cake

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 58.
- Tell pupils that they must work in pairs to ask and answer the question in the example dialogue. They must refer to the list in Exercise 2 for things to do.
- Ask an individual pair to demonstrate the activity by reading the example dialogue.
- Monitor and help where necessary.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 58.
- Ask them to describe what they can see in the pictures.
- Explain that they must match the sentences in the boxes with the pictures and then write them neatly.
- Choose pupils to read the sentences aloud.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. I'll tidy the living room.
2. I'll tidy the sitting room.
3. I'll decorate the cake.
4. I'll buy some flowers.
5. I'll meet Aunt Salma at the airport.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 58.
- Explain that they work in pairs to practise the dialogue using the list of things to do.
- Choose a pair to read the example aloud.
- Monitor and help where necessary.

End the lesson

- Choose pairs to read each part from Exercise 4 aloud in front of the class.
- Dismiss the class.

Lesson 4

Outcomes:	To listen, read and sing along with the words of a song To ask and answer questions about how water is used
Structures:	<i>When do you use water? I use it (to brush my teeth). I use it (to wash my hands).</i>
Functions:	Listening and singing along with a song Asking and answering questions
Vocabulary:	farmer, planet
Topic:	Using water
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 59 Exercise 4, Sing □ Exercise 5, Ask and answer □ Activity Book, page 59 Exercise 5, Look and write □ Cassette, Unit 15, Exercise 4 □ Flashcards: farmer, planet

Revision

- Ask pupils how they will help their parents at home at the weekend. Elicit ideas, for example *I'll help Mum make dinner for my Grandma and Grandpa.*
- Continue around the classroom.

Presentation

- Teach the new vocabulary using the flashcards. Say the words and ask pupils to repeat.
- Say to the pupils *Tell me the name of a planet. (Earth)*
- Ask pupils *What does a farmer grow?* Elicit different fruit and vegetables.

Oral Assessment

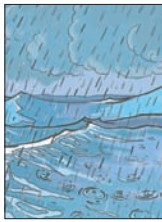
With reference to the flashcards, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 4


UNIT 15

4 **Sing**




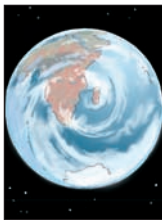
Water's all around us
In rivers, seas and rain
It falls into the sea
Then it rises up again.

When do you use water?
I use it every day,
To wash and drink and cook
When I work and when I play.




Farmers use water,
To grow all our food,
The fields need the rain,
For vegetables and fruit.


I'll save water
Will you save it, too?
Let's all save water
And save our planet, too.

5 **Ask and answer**



When do you use water?



I use it to brush my teeth.
I use it to wash my hands.

59

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 59.
- Ask them what they can see in the pictures. Elicit as much vocabulary as possible.
- Play the cassette all the way through once. Tell the pupils to read the words of the song as they listen.
- Point to the first verse. Ask the pupils to join in with the words as you play the cassette for a second time.
- Point to the second verse. Play it, asking the pupils to join in. Do the same with the third and fourth verses.
- Finally, play the cassette again and tell the pupils to sing along with the cassette.

Tapescript

Water's all around us
In rivers, seas and rain.
It falls into the sea
Then it rises up again.

When do you use water?
I use it every day,
To wash and drink and cook
When I work and when I play.

UNIT 15

Farmers use water,
To grow all our food,
The fields need the rain,
For vegetables and fruit.

I'll save water
Will you save it, too?
Let's all save water
And save our planet, too.

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 59.
- Ask two pupils to read out the short dialogue in Exercise 5. Pay attention to the pronunciation and correct accordingly.
- Ask pupils to work in pairs, asking and answering the question, using the same structures as the example. They can use the song as reference.
- Monitor and help where necessary.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 59.
- Pupils describe the pictures. Elicit as much vocabulary as possible.
- Choose a pupil to read the question and another pupil to read the example answer.
- Pupils work alone to write the sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. I use water to wash my hands.
3. I use water to brush my teeth.
4. I use water to cook food.
5. I use water to wash my clothes.

End the lesson

- Ask pupils to tell the class when they use water.
- Dismiss the class.

Lesson 5

Outcomes:	To read for gist and specific information
Structures:	<i>They saved rain water in big pots. They drank the water and they cooked with it.</i>
Functions:	Reading for gist and specific information
Vocabulary:	collect, kingdom
Topic:	Water
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, pages 59 and 60 Exercise 4, Sing Exercise 6, Read and order Exercise 7, True or false? □ Cassette, Unit 15, Exercise 4

Revision

- Play the cassette of the song in Exercise 4 to the pupils again and ask them to sing along.

Pupil's Book, Exercise 6

UNIT 15

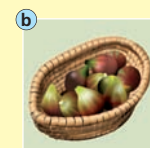
6 Read and order

Jordan is called the Desert Kingdom because there isn't much water here. The hot sun makes the water evaporate.

In ancient times, the people of Petra were very clever. They saved rain water in big pots. They drank the water and cooked with it. They used it in the fields to grow fruit and vegetables.

Today, farmers collect rain water in the winter. They use it when there isn't much rain in the summer months. They give rain water to their animals and they use it to grow our delicious figs, dates and olives.

In the future there will be more people in Jordan, but there won't be more water. We will need to help Jordan and save more water.



7 True or false?

1. In ancient times people didn't save water.
2. In ancient times they didn't drink water.
3. It doesn't often rain in the summer.
4. Farmers use rain water to grow our food.
5. In the future there will be more water in Jordan.
6. We will need to save more water in the future.



- Ask pupils to look at Exercise 6 in their Pupil's Book on page 60.
- Ask pupils to look at the pictures and describe them.
- Ask individual pupils to read a sentence each from the text aloud to the class.
- Tell pupils to use their dictionaries to look up any words that are unfamiliar to them. New words are *collect* and *kingdom*.
- When pupils appear confident with the text, ask them to work in pairs and order the pictures according to the order they are described in the text.
- Monitor and help where necessary.
- Check answers as a class.

Answers

d, c, b, a

Pupil's Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Pupil's Book on page 60.
- Ask a pupil to read the first statement and another to read the example answer.
- Pupils work in pairs to decide if the statements are true or false. If they are false they should correct them.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. False. In ancient times people saved water in big pots.
2. False. In ancient times they drank water and they cooked with it.
3. True
4. True
5. False. There will be less water in the future.
6. True

End the lesson

- Ask pupils some questions about the text in Exercise 7, for example: *Is there a lot of water in a desert? Where did people in ancient times save their water? What did they use water for? What kind of water do farmers now collect? When do they use it? What do they use it for? Will there be more water in future in Jordan?*
- Ask pupils how they can save water.
- Dismiss the class.

Lesson 6

Outcomes:	To write about different ways of using water To complete a text with the correct vocabulary To use and spell correctly learned vocabulary
Structures:	<i>When do you use water? I use it (to brush my teeth). I use it (to wash my hands).</i>
Functions:	Writing about ways of using water Using and spelling vocabulary correctly
Topic:	Water
Resources:	<ul style="list-style-type: none"> □ Activity Book, pages 59 and 60 Exercise 6, Read, answer and write Exercise 7, Read and complete Exercise 8, Look and spell

Revision

- Ask pupils to suggest different ways to use water.

Activity Book, Exercise 6

- Ask a few pupils to answer the question in Exercise 6.
- Pupils can practise asking and answering in pairs.
- Pupils write their own answers.
- Monitor and help where necessary.

Possible answers

I use water every day. I use water to brush my teeth and to drink.
I use water to wash my hands and to wash my clothes.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 60.
- Choose pupils to read the words in the box. Check pronunciation.
- Explain that pupils have to complete the sentences with the correct words.
- Pupils work alone, reading the sentences and writing the words.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. The hot sun makes the water in rivers and seas evaporate.
2. The water becomes clouds in the cold air.
3. The rain falls from the clouds into the sea.
4. In the past, the people of Petra saved water in big pots.
5. Today, farmers collect rain water. They use it for their animals and to grow food.
6. We need to save more water in Jordan.

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 60.
- Ask them to read the words and to say them aloud. Check pronunciation.
- Tell them now to look at them again alone, then cover the words. Read the words to the class and pupils try to spell them correctly.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

End the lesson

- Write some of the words from Exercise 8 on the board jumbled up. Ask pupils to say what the words are and to spell them correctly.
- Dismiss the class.

Lesson 1

Outcomes:	To revise the future form <i>will</i> To revise <i>too</i> with adjectives To revise uses of water
Structures:	<i>The deserts in the east are very dry. It is too dry to grow food there.</i> <i>The farmers collect and save water when it rains. They use it on the fields to make the food grow.</i> <i>In the future there will be more people and less water in Jordan.</i>
Functions:	Talking about the future
Vocabulary:	collect, countryside, dry, east, farmer, field, fruit, future, less, river, save, use, west, wet
Topic:	Places in Jordan
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 61 Exercise 1, Listen and read □ Cassette, Unit 16, Exercise 1 □ Flashcards: countryside, dry, east, farmer, field, fruit, north, river, south, west, wet □ Wall Chart 4: Map of Jordan

Revision

- Revise vocabulary using the flashcards and wall chart in the usual way.
- Stick the flashcards to the board and ask the pupils to make sentences with them.
- Write other words to be revised on the board, for example *collect, future, less, save, use*.
- Ask pupils to make sentences with those and the flashcard words, for example *Farmers work in the countryside. The fields are dry when it is very hot. We should use less water.*

Pupil's Book, Exercise 1

Listen and read

Word Box

collect, countryside, dry, east, farmer, field, fruit, future, less, north, on top, river, save, use, west, wet

Our Jordan



Dear Friends,

The fourth edition of our magazine is about Jordan and life in Jordan in the future.

Jordan has deserts, mountains and green countryside. The deserts in the east are very dry. It is too dry to grow food there.

In the west near the Jordan River it is wet and farmers can grow fruit and vegetables. The farmers collect and save water when it rains. They use it on the fields to make the food grow.

In the future there will be more people and less water in Jordan. Life will be different, but we will always be happy in Jordan.

Read more about Jordan and its future in our magazine.

From
Fatima
(The editor)



- Ask pupils to look at Exercise 1 in their Pupil's Book on page 61.
- Ask them who they can see and who the letter is to and from.
- Ask them what they can see in the pictures. Elicit as much vocabulary as possible.
- Write some comprehension questions on the board, for example *Which edition of the magazine is this? What is it about? Where are the deserts in Jordan? Why can't food grow there? Where can farmers grow food? When do farmers collect water? What do farmers use water for? Will there be more or less water in the future?* Ask pupils to make notes of answers to the questions as they listen.
- Now, ask pupils to listen to the cassette and to follow the text in their books.
- Put the class into pairs and ask pupils to discuss the questions on the board.
- Monitor and help where necessary.
- Check answers as a class.

Tapescript

Dear Friends,

The fourth edition of our magazine is about Jordan and life in Jordan in the future.

Jordan has deserts, mountains and green countryside. The deserts in the east and south are very dry. It is too dry to grow food there.

In the west near the River Jordan it is wet and farmers can grow fruit and vegetables. The farmers collect and save water when it rains. They use it on the fields to make the food grow.

In the future there will be more people and less water in Jordan. Life will be different, but we will always be happy in Jordan.

Read more about Jordan and its future in our magazine.

From

Fatima

(The editor)

Further practice

- Ask pupils to tell you which fruit and vegetables farmers grow in Jordan. Ask further questions *Which fruit do you eat? Which vegetables do you eat? How many fruit and vegetables do you eat every day?* Emphasise to pupils how good fruit and vegetables are for them and how lucky they are that they are grown freshly in Jordan.

End the lesson

- Ask pupils to find five words beginning with *f* in the letter.
- Ask them to work in pairs and write them down in alphabetical order, as they would find in a dictionary.
- Monitor and help where necessary and check answers as a class, (*farmers, fields, fourth, fruit, future*)
- Elicit from pupils why they are in this order.
- Dismiss the class.

Lesson 2

Outcomes:

To revise the future form *will*
To revise describing locations of places on a map
To practise writing using the semi-cursive script

Structures:

The deserts in the east are very dry. It's too dry to grow food there.
The farmers collect and save water when it rains. They use it on the fields to make the food grow.
In the future there will be more people and less water in Jordan.

Functions:

Talking about the future
Answering questions
Practising handwriting

Topic:

Places in Jordan

Resources:

- Pupil's Book, page 61
Exercise 1, Listen and read
- Activity Book, page 61
Exercise 1, Answer and write
Exercise 2, Trace and copy
- Cassette, Unit 16, Exercise 1
- Flashcards: countryside, dry, east, farmer, field, fruit, north, river, south, west, wet

Revision

- Say a word from the previous units, for example *countryside* and ask pupils to come to the board and write the correct spelling.
- The rest of the class must say whether the word has been spelt correctly and if not they must correct the mistake.
- Continue around the room until everyone has had the opportunity to spell a word.

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 61 again.
- Play the cassette.
- Ask the class to work in pairs, taking it in turns to read the letter.
- Next ask individual pupils to read a sentence from the letter and continue round the classroom until everyone has had the chance to read aloud.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 61.
- Explain that they have to read the questions and answer them.
- Demonstrate the activity by looking at the example given.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. The mountains are in the west.
3. The deserts are in the east and south.
4. The farmers grow their food in the west.
5. Pupils' own answers (I live in the north/south/east/west of Jordan.)

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 61.
- Ask pupils to read the words aloud. Demonstrate on the board how pupils are going to form the words *countryside* and *dry*. Highlight how to join the letters and in particular the descender on the letter *y*.
- Tell pupils to first complete the tracing activity and then try to write the words independently.
- Monitor the class and help those who need it. Demonstrate again if necessary.

End the lesson

- Ask pupils *When you are grown up will you live in the (north/south/east/west) of Jordan? Why? Why not?*
- Dismiss the class.

Lesson 3

Outcomes:	To listen for specific information To revise describing locations on a map To draw an illustration based on a reading text To revise using <i>too</i> with adjectives
Structures:	<i>The city is in the east.</i> <i>It's too cold to stay in the mountains.</i>
Functions:	Listening for specific information Reading for specific information
Vocabulary:	on top
Topic:	Describing places
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 62 Exercise 2, Listen and choose Exercise 3, Look and say □ Activity Book, page 62 Exercise 3, Read and draw a map Exercise 4, Look and write □ Cassette, Unit 16, Exercise 2

Revision

- Revise the use of *too* with the pupils by asking questions, for example *Why can't farmers grow food in the east? (It's too dry.) Why can't food grow on top of a mountain? (It's too cold.) Why can't you run a long way at lunchtime? (It's too hot.)*

Pupil's Book, Exercise 2

UNIT 16

2 Listen and choose

1

2

3 Look and say

In Picture 1 the city is in the west.

In Picture 2 the city is in the east.

62

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 62.
- Tell them to look at the pictures. Point to each one and elicit what they can see.
- Explain that when they listen to the cassette, they need to decide which picture the man is talking about.
- Play the cassette all the way through once.
- Play the cassette again, pausing after each section. Pupils compare their answers.
- Check answers as a class.

Tapescript

Man: There are mountains in the north. There's snow on top of the mountains. It's too cold to stay in the mountains. A big river starts in the mountains. It finishes at the sea in the east.
 It's very green in the west. Lots of fruit and vegetables grow there.
 There's a desert in the south. It doesn't rain very often there and it's very dry.
 Near the sea in the east is the capital city.

Answer

Picture 2

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 62. Ask pupils to work in pairs.
- Explain that each pupil has to say one sentence at a time about their picture, either Picture 1 or 2. Ask a pair to read through the sentences as an example of the activity.
- Tell the class to continue saying sentences about their pictures, in the same way as the example.
- Monitor and help where necessary.
- Choose some pairs to read their sentences aloud to the class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 62.
- Tell pupils they have to read the text and draw what it says on the map.
- Choose a pupil to read the information. Check pupils understand it all.
- Pupils work alone to draw their maps. Monitor and help where necessary.
- When they have finished they show a partner their maps to compare. Have they got the items in the same places?

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 62.
- Tell pupils to look at the picture in the example and to describe it.
- Choose a pupil to read the example answer. Then ask the class to continue looking at the pictures and completing the sentences.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. It's too hot.
3. It's too dry.
4. It's too wet.

End the lesson

- Ask pupils to give a sentence about the map that they drew in Exercise 3 in their Activity Books. Ask them to cover the text.
- Dismiss the class.

Lesson 4

Outcomes:	To read for gist and specific information To revise using <i>will</i> to talk about the future To ask and answer questions about the future
Structures:	<i>I think homes will be different. We won't have kitchens.</i>
Functions:	Reading for gist and specific information Asking and answering questions
Topic:	The future
Resources:	<ul style="list-style-type: none"> Pupil's book, page 63 Exercise 4, Read and match Exercise 5, Ask and answer

Pupil's Book, Exercise 4


UNIT 16

4 Read and match


1 Dear Editor,
I think homes will be different in the future. We won't have kitchens, we'll eat in restaurants every day. We won't have small televisions. We'll have big ones in every room.
From
Ahmed

2 Dear Editor,
In the future, I think everyone will use electric cars. They will have two big wheels and will be very quiet. They will use less energy and be very small.
From
Jaber


3 Dear Editor,
I'm sending you my picture of school in the future. In the future we won't use pens and paper. We'll have computers on our desks. We won't have teachers. The computers will teach us.
From
Khadija



a




c



b

5 Ask and answer

- Where do you live in Jordan?
- Will our houses be different in the future?
- Will schools be different in the future?
- What will you do when you grow up?
- What is the water cycle?
- When do you use water?



I live in Amman.
In the north of Jordan.

63

- Pupils work alone. Monitor and help where necessary.
- Check answers as a class.

Answers

1. a 2. b 3. c

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 63.
- Ask individual pupils to read the questions aloud to the group.
- Explain that pupils must work in pairs, asking and answering these questions, giving as much information as possible.
- Elicit a couple of answers to the first two questions as a demonstration of the activity. Encourage pupils to make full sentences using the structures learnt throughout the unit.
- Monitor and help where necessary.

Further practice

- Ask pupils what answers their partners gave to the questions in Exercise 5.
- Dismiss the class.

End the lesson

- Ask pupils if they have thought of any other ways to save water.
- Dismiss the class.

Lesson 5

Outcomes:	To read for specific information To revise use of the future in the affirmative and negative To recognise and complete a learning record
Structures:	<i>In the future, everyone will use a computer in school.</i>
Functions:	Reading for specific information
Vocabulary:	north
Topic:	The future
Resources:	<ul style="list-style-type: none"> Pupil's Book, page 63 Exercise 4, Read and match Activity Book, page 63 Exercise 5, Read and correct Exercise 6, Read, tick (✓) or cross (X) and copy

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 63.
- Tell pupils they must read the short pieces of text and match them to the pictures.
- Before they start, ask pupils what they can see in the pictures and elicit as much vocabulary as possible.
- Demonstrate the activity by asking individual pupils to read the first text aloud and match it with a picture.

Revision

- Choose pupils to read the letters from Pupil's Book, Exercise 4. Listen for any pronunciation problems and practise with the whole class.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 63.
- Ask pupils to read the text through silently. Then choose pupils to read sentences from the text. Check pronunciation and intonation.
- Explain that they must read the sentences below and correct them. They are all wrong.
- Choose two pupils to read the sentences in the example to demonstrate the activity.
- Pupils work alone.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. People will use electric cars.
3. Cars will have six big wheels in the future.
4. Cars will sail on the sea and fly in the sky.
5. Our houses won't have kitchens.

Further practice

- Ask pupils if they agree with the comments in the text from Exercise 5, *Will we use electric cars in the future? Will we have kitchens in our homes in the future? etc.*
- Elicit full sentences.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 63.
- Explain that this is a learning record for them to complete alone and in order for them to monitor their own learning.
- Read the statements aloud and explain anything they do not understand. Demonstrate the activity as an example to the class.
- Ask the class to work alone and put a tick or a cross next to the statement, depending on whether they agree or disagree.
- Pupils then copy the statements. Check their writing.

End the lesson

- Ask pupils to tell the rest of the class what they think a member of the class will do in the future, for example *I think (Fatima) will be an editor.*
- Dismiss the class.

Lesson 1

Outcomes: To use the present perfect with *ever*
To learn the past participle of verbs
To use a dictionary to help recognise unfamiliar words in reading materials
To ask and answer questions using the present perfect

Structures: *Have you ever (watched a football match)?*
Yes, I have. I've (watched lots of football matches on television).
Have you ever (been to watch our national team)?
No, I haven't.

Functions: Talking about what you have done in your life

Vocabulary: been, fantastic, football match, international, live (adj), national, seen, stadium, team, tickets

Topic: What you have done in your life

Resources:

- Pupil's Book, page 64
- Exercise 1, Listen and read
- Cassette, Unit 17, Exercise 1
- Flashcards: football match, stadium, team, tickets

Revision

- Give some prompts to the pupils and ask what they will do, for example *It's going to rain at the weekend. What will you do?* *There is no school at the weekend. What will you do?*
- Continue around the classroom until everyone has had the opportunity to answer.

Presentation

- Use the flashcards to teach the new words in the usual way.
- Then ask pupils *Have you ever seen a football match?* Help them to understand this by pointing to your eyes and the football match. Elicit an answer *Yes/No*. Repeat the question.
- Repeat the question with other things, for example *Have you ever seen a camel, a donkey, an aeroplane?* Teach pupils to answer *Yes, I have./No, I haven't*. Continue until pupils seem confident in their answers.
- Write a question on the board, for example *Have you ever seen a donkey?* Point to the verb *seen*. Say *see-saw-seen* and write it on the board. Read the question again, pointing to *seen*.
- Ask the class to ask you a question using the new structure. Help with pronunciation and intonation where necessary. Answer only in the short form in order to avoid confusion at this stage.

Oral Assessment

With reference to flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
answer the question <i>Have you ever seen ...?</i>		
ask the question <i>Have you ever seen ...?</i>		

Pupil's Book, Exercise 1

UNIT 17 Have you ever watched a football match?

Word Box
been, eaten, fantastic, football match, international, live, national, ridden, seen, spaghetti, stadium, swimming pool, swum, team, tickets

1 Listen and read

1 Have you ever watched a football match, Hassan?

Yes, I have. I've watched lots of football matches on television. It's my favourite sport.

2 Have you ever seen a live football match?

Yes, I have. I've seen my younger brother play in a match. He plays football every Saturday.

3 Have you ever been to watch our national team?

No, I haven't. I'd love to see them.

4 Well, you're going to see them next weekend. My dad's got three tickets to the Amman International Stadium!

Thank you. That's fantastic!

64

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 64.
- Ask them who and what they can see in the pictures. Elicit as much vocabulary as possible.
- Now, tell pupils to listen and follow the dialogue in their books. Play the cassette all the way through twice. Teach *live* and *been* from the context. Ask pupils to use their dictionaries to find out the meaning of *fantastic*, *national* and *international*. Ask them other words they know which are similar to *fantastic* (*wonderful*, *amazing*).
- Play the cassette again, pausing after each sentence. Ask pupils to repeat the cassette.
- Now, ask the class to work in pairs and act out the dialogue.
- Tell the class to change roles when they have finished.
- Monitor and help where necessary.

UNIT 17

Tapescript

- SALEEM: Have you ever watched a football match, Hassan?
 HASSAN: Yes, I have. I've watched lots of football matches on television. It's my favourite sport.
- SALEEM: Have you ever seen a live football match?
 HASSAN: Yes, I have. I've seen my younger brother play in a match. He plays football every Saturday.
- SALEEM: Have you ever been to watch our national team?
 HASSAN: No, I haven't. I'd love to see them.
- SALEEM: Well, you're going to see them next weekend. My dad's got three tickets to the Amman International Stadium!
 HASSAN: Thank you. That's fantastic!

Further practice

- Ask some further questions with regular verbs, for example *Have you ever been to the Children's Museum? Have you ever seen the top of a mountain? Have you ever watched tennis on television?*
- Ask as many pupils as possible.

End the lesson

- Ask the pupils if any of them have been to see a national team play football or if they have been to the stadium.
- Dismiss the class.

Lesson 2

Outcomes: To use the present perfect with *ever*
 To learn the past participle of verbs
 To ask and answer questions using the present perfect
 To write an introductory sentence for a short paragraph

Structures: *Have you ever (watched a football match)?*
Yes, I have. I've (watched lots of football matches on television).
Have you ever (been to watch our national team)?
No, I haven't.

Functions: Talking about what you have done in your life
 Writing an introductory sentence

Topic: What you have done in your life

Resources:

- Pupil's Book, page 64 Exercise 1, Listen and read
- Activity Book, page 64 Exercise 1, Read, match, ask and answer Exercise 2, Read and write the first sentence
- Cassette, Unit 17, Exercise 1
- Flashcards: football match, stadium, team, tickets

Revision

- Write the new vocabulary on the board with the letters jumbled up.
- Ask the class to guess the words, come to the board and spell them correctly.

Pupil's Book, Exercise 1

- Ask pupil's to look at Exercise 1 in their Pupil's Book on page 64 again.
- Play the cassette and ask pupils to read while listening. Meanwhile write the following comprehension questions on the board: *What is Hassan's favourite sport? Whose brother plays football? When does he play? Who would Hassan love to see? When is he going to see them? Who is he going with? Is he happy? What does he say?*
- Ask pupils to work in pairs asking and answering the questions.
- Monitor and help where necessary.
- Choose pupils to act out the dialogue.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 64.
- Ask the pupils to describe the three pictures.
- Explain that they have to match the questions to the pictures. When they have done this they must work in pairs and ask each other and answer the questions.
- Monitor and ensure pupils are using the correct structures when responding to the questions *Yes, I have/No, I haven't*. Check answers as a class.

Answers

1. b 2. c 3. a

Activity Book, Exercise 2

- Ask pupil's to look at Exercise 2 in their Activity Book on page 64.
- Choose pupils to read the sentences in the text. Practise this for pronunciation and correct any problem areas.
- Explain that the first sentence is missing. Let pupils work in pairs or small groups to decide on the sentence. Explain that it could be a question or a statement but that pupils should try to use the new structures practised.
- Elicit answers. Write any, using the new structure up on the board as good examples.

Possible answers

Have you ever watched a football match?
 I've seen lots of football matches.

End the lesson

- Ask pupils *Who is your favourite football player/sports person?* Discuss as a class.
- Dismiss the class.

Lesson 3

Outcomes: To learn the past participle of verbs
To listen for specific information
To ask and answer questions using the present perfect
To write questions in the present perfect

Structures: *Have you ever (watched a football match)?*
Yes, I have. I've (watched lots of football matches on television).
Have you ever (been to a sports stadium)?
No, I haven't.

Functions: Asking and answering questions using the present perfect with *ever*
Writing questions in the present perfect

Vocabulary: eaten, ridden, spaghetti

Topic: What you have done in your life

Resources:

- Pupil's Book, page 65
Exercise 2, Listen and choose
Exercise 3, Ask and answer
- Activity Book, page 65
Exercise 3, Write the question
- Cassette, Unit 17, Exercise 2
- Flashcards: Football match, spaghetti, stadium, team, tickets, tiger

Revision

- Revise new vocabulary using the flashcards in the usual way.

Presentation

- Teach pupils *spaghetti* and remind them of *tiger* using the flashcard in the usual way.
- Ask pupils questions using the present tense of the target vocabulary first, for example *Can you ride a horse? Do you often eat spaghetti? Can you climb a tree?*
- Write the infinitive of the verbs on the board.
- Then ask your questions again using the present perfect, for example *Have you ever ridden a horse?* Elicit answers. Ask pupils to repeat the word *ridden* and then the whole sentence. Repeat with the other two verbs. Write these verbs next to their infinitive forms on the board for pupils' reference.
- Ask the present perfect questions around the class and then ask pupils to ask each other. Make sure all the pupils get an opportunity to ask a question. They can change the noun.

- Help where necessary and when pupils ask questions using the present perfect correctly, you may write these on the board for pupils' reference.

Oral Assessment

With reference to the flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
ask a question using the present perfect with <i>ever</i>		
give short answers to the questions		

Pupil's Book, Exercise 2

UNIT 17

2 Listen and choose

Omar

Ziad

Amer

Have you ever...	Omar	Ziad	Amer
watched a football match?	✓	✓	✓
ridden a camel?	✓	✗	✗
been to a sports stadium?	✗	✗	✓
seen a tiger?	✓	✓	✓
climbed a tree?	✓	✓	✓
eaten spaghetti?	✗	✓	✓

3 Ask and answer

Have you ever seen a tiger?

Yes, I have. I like tigers.

65

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 65.
- Ask them to read the phrases in the table.
- Explain that they must listen to the cassette and decide who is talking about what things they have and haven't done. Ticks in the box represent things they have done and crosses, things they haven't done.

UNIT 17

- Elicit some sentences from the pupils before listening to the cassette. Say to them, for example *You are Omar. Tell me have you ever climbed a tree?* Elicit a sentence from the pupil, for example, *Yes, I have.* Encourage pupils to give extra information, for example *I've climbed trees in my garden.*
- Play the cassette twice.
- Ask class to check answers with the person sitting next to them.
- Check answer as a class.

Tapescript

BOY 1: Do you like football?

ZIAD: Yes, I do.

BOY 1: Have you ever watched a football match?

ZIAD: Yes, I have. I've watched lots of football matches on television.

BOY 1: Have you ever been to a sports stadium?

ZIAD: No, I haven't. I haven't been to a sports stadium.

BOY 1: Have you ever seen a tiger?

ZIAD: Yes, I've seen two tigers.

BOY 1: Have you ever ridden a camel?

ZIAD: No, I haven't. I've ridden a horse, but I haven't ridden a camel.

BOY 1: Have you ever climbed a tree?

ZIAD: Yes, I have. I've climbed lots of trees.

BOY 1: Last question: Have you ever eaten spaghetti?

ZIAD: Yes, I have. I love spaghetti!

Answers

Ziad

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 65.
- Ask a pair to read through the dialogue as an example of the activity.
- Tell the class to continue asking and answering questions with their partner, in the same way as the example. Encourage pupils to use different vocabulary and ideas but to use the same verbs, for example *Have you ever seen a tennis match?*
- Monitor the class and help where necessary.
- When pupils have answered in their pairs, tell them to join another pair and ask and answer questions with them, in the same way. Monitor and help where necessary.
- Choose some pupils who have made up new questions to ask them in front of their class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 65.
- Ask pupils to say what is happening in each picture.
- Explain that they must write the questions. Write the past participles on the board for them to refer to.
- Choose a pupil to read the example sentence to demonstrate the exercise.

- Ask pupils to work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. Have you ever been to a sports stadium?
3. Have you ever seen a tiger?
4. Have you ever climbed a tree?
5. Have you ever eaten spaghetti?

End the lesson

- Choose pupils to ask the questions in Activity Book, Exercise 3 across the class.
- Dismiss the class.

Lesson 4

Outcomes: To use the present perfect with *ever* and the 3rd person singular
To learn the past participle of verbs
To ask and answer questions using the present perfect
To write answers to questions in the present perfect

Structures: *Has Laila ever ridden a camel?*
Yes, she has./No, she hasn't.

Functions: Talking about what other people have done
Writing answers about a text using the present perfect

Vocabulary: swum

Topic: What you have done in your life

Resources:

- Pupil's Book, page 66
Exercise 4, Listen and match
Exercise 5, Look and say
- Activity Book, page 66
Exercise 4, Read, answer and write
- Cassette, Unit 17, Exercise 4

Revision

- Ask pupils to tell you the past participles of the verbs they have learnt so far: *climb – climbed; ride – ridden; see – seen; be – been; watch – watched; eat – eaten.*
- Ask pupils to ask each other questions using *Have you ever ...?*

Presentation

- Ask a pupil to come to the front of the room. Pupils ask him or her questions with *Have you ever...?* Write on the board the things he/she has or has not done, for example *ridden a horse*; *eaten spaghetti*. Teach *swum* as well.
- Say to the pupils, for example *She has eaten spaghetti. She hasn't ridden a horse.*
- Repeat the sentences and ask pupils to say them. Then point to the prompts on the board and elicit sentences from the class about the pupil.
- Ask questions about the pupil *Has she ridden a horse?* Elicit short answers *No, she hasn't./Yes, she has.*

Oral Assessment

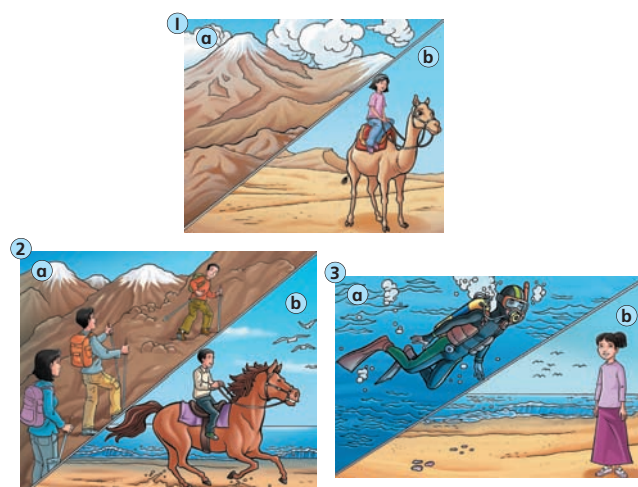
With reference to the presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
make statements using the present perfect with <i>ever</i> in 3 rd person singular		
ask a question using the present perfect with <i>ever</i> in 3 rd person singular		
give short answers to questions in the present perfect form		

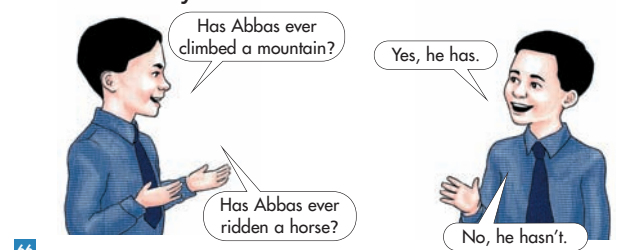
Pupil's Book, Exercise 4

UNIT 17

4 Listen and match



5 Look and say



- Ask pupils to look at Exercise 4 in their Pupil's Book on page 66.
- Ask the class to look at the pictures. Elicit as much vocabulary to describe the pictures as possible.
- Tell the pupils they are now going to hear someone talking about three children and about things they have and haven't done. They have to decide which picture out of the two matches the things that the child *has* done.
- Tell the pupils to look at the first two pictures. Play the first section of the cassette through twice. Elicit the answer from the pupils as an example of the activity.
- Play the rest of the cassette through twice. Pupils compare their answers with a partner.
- Check answers as a class.

Tapescript

- WOMAN: 1. Majeda has ridden a camel in the desert. She hasn't climbed a mountain and she hasn't seen snow on top of a mountain.
2. Abbas has climbed a mountain with his family and he has seen snow on top of mountains many times. He hasn't ridden a horse.
3. Huda hasn't been scuba diving. She has been to the beach lots of times and she has swum in the sea.

UNIT 17

Answers

1. b 2. a 3. b

Further practice

- Ask pupils now to tell you what things the three children *haven't* done, for example *Majeda has never climbed a mountain.*

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 66.
- Choose two pupils to read the example dialogue to demonstrate the activity.
- Explain that they must ask questions and answer them using the pictures.
- Monitor and help where necessary.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 66.
- Explain that pupils must read the information and answer the questions.
- Choose a pupil to read the information aloud.
- Choose another two pupils to read the example question and answer.
- Pupils work alone to answer the questions.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. Yes, I have.
3. No, I haven't.
4. Yes, I have.
5. Yes, I have.

Further practice

- Pupils make sentences about the girl from the text in Exercise 4 of their Activity Book, using *has/hasn't*.
- Ask them questions, for example *Has she ever (ridden a camel)?* Elicit full responses.
- Give sentences for pupils to correct, for example *She has ridden a camel.* – *No, she hasn't ridden a camel.*

End the lesson

- Congratulate the class on a good lesson.
- Dismiss the class.

Lesson 5

Outcomes:	To read for gist and specific information To use the present perfect with <i>ever</i> To practise pronunciation of present perfect questions and answers in the affirmative and negative
Structures:	<i>I've climbed a mountain.</i> <i>I haven't been scuba diving.</i>
Functions:	Talking about what people have done
Vocabulary:	swimming pool
Topic:	What you have done in your life Practising pronunciation and intonation
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 67 Exercise 6, Read and match Exercise 7, True or false?□ Activity Book, page 66 Exercise 5, Listen, choose and say□ Cassette, Unit 17, Activity Book, Exercise 5□ Flashcards: football match, stadium, team, tickets



Revision



- Use the flashcards to revise the vocabulary from the unit.
- Write words on the board from the unit and ask pupils to read them.
- Rub out a few letters. Read a word out loud and ask a pupil to write the missing letters. The rest of the class say if it is correct or not.

Pupil's Book, Exercise 6

UNIT 17

6 Read and match


1 I've swum in the sea and I've climbed a mountain. I haven't been scuba diving. I've been to Petra and I've ridden a camel but I haven't ever ridden a donkey. I've eaten spaghetti in a restaurant.
Raed

2 I've ridden a donkey. I've climbed a mountain and I've been to Petra. I've swum in a swimming pool, but I haven't swum in the sea. I haven't eaten spaghetti.
Faisal

3 I've ridden a donkey and I've ridden a camel in Petra. I've been scuba diving in the sea at Aqaba and I've climbed a mountain. I like spaghetti. I've eaten it twice.
Tareq

7 True or false?

1. Faisal has ridden a horse.
2. Raed hasn't swum in the sea.
3. Tareq has eaten spaghetti.
4. Raed hasn't climbed a mountain.
5. Tareq has ridden a camel.
6. Faisal has swum in a swimming pool, but he hasn't swum in the sea.



False. Faisal has ridden a donkey.

67

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 67.
- Ask pupils to look at the pictures and to describe them in as much detail as possible.
- Ask pupils to look at the picture of the boy and ask *Do you ever swim in the sea?* If they say *No*, ask *Where do you swim?* Ask them to draw a picture on the board if they do not know the word. Teach *swimming pool*.
- Explain that they must read the texts. One of them matches all the pictures.
- Pupils work alone. Monitor and help where necessary.
- Check answers as a class.

Answer

Text 3 – Tareq

Further practice

- Ask pupils to give full sentences about what Tareq has and hasn't done.

Pupil's Book, Exercise 7

- Ask pupils to look at exercise 7 in their Pupil's Book on page 67.
- Tell them to read the sentences and decide if they are true or false in relation to the three texts they read in exercise 6. If they are false they have to correct them.
- Ask a pupil to read the example as a demonstration of the activity.
- Pupils work in pairs to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

1. False. Faisal has ridden a donkey.
2. False. Raed has swum in the sea.
3. True.
4. False. He has climbed a mountain.
5. True (and he has ridden a donkey).
6. True.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 66.
- Explain that they have to listen to the question and choose the correct answer that is given.
- Play the cassette through twice. Pupils work alone to answer the questions.
- Check answers as a class.
- Pupils then work together asking and answering the questions using the correct pronunciation and intonation.

Tapescript

1. WOMAN: Have you ever ridden a camel?
BOY: Yes, I have.
2. WOMAN: Have you ever ridden a horse?
GIRL: No, I haven't.
3. WOMAN: Has he ever seen a tiger?
BOY: No, he hasn't.
4. WOMAN: Has he ever seen a shark?
GIRL: Yes, he has.

Answers

2. No, I haven't.
3. No, he hasn't.
4. Yes, he has.

Lesson 6

Outcomes:	To read for specific information To use the present perfect with <i>ever</i> To write a reply to a letter
Structures:	<i>I've climbed a mountain.</i> <i>I haven't been scuba diving.</i>
Functions:	Talking about what people have done Writing a simple letter
Topic:	What you have done in your life
Resources:	<ul style="list-style-type: none"> □ Activity Book, page 67 Exercise 6, Read, tick (✓) or cross (X) and write Exercise 7, Read, answer and write

Revision

- Using Exercise 5 in their Activity Books, pupils work in pairs and ask and answer the questions again. They then tell the rest of the class about their partner.
- Make sure each pupil says at least one sentence.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 67.
- Choose pupils to read a sentence each in the text about Grandpa.
- Ask *What has Grandpa done?* Elicit a few sentences.
- Tell pupils that they must read the text and read the sentences. If they are correct, they put a tick. If they are wrong, they put a cross and write the sentence correctly.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. X No, he hasn't. Grandpa has swum with dolphins in the sea.
3. ✓
4. X No, he hasn't. Grandpa has seen snow on top of the mountains.
5. X No, he hasn't. Grandpa has been to Aqaba and Petra.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 67.
- Choose pupils to read a section of the letter each.
- Tell them that they have to reply to Raed as Tareq. Point out how the letter begins and ask how to close the letter, *From, Tareq.*
- Explain that they have to answer all the questions but they have to start the letter politely. Elicit from them what they could use for the first line, for example *How are you? Thank you for your letter.*
- Go through the questions in the letter from Raed with the pupils and elicit possible answers.
- Ask pupils to work alone. Monitor and help where necessary.
- Check answers as a class.

Possible answer

Dear Raed,
Thank you for your letter.
Yes, I have been on holiday in Jordan. I love swimming and I have swum in the sea. It's wonderful. I haven't been scuba diving but I want to go next year.
I've climbed a mountain with my aunt and uncle. It was great!
I haven't ridden a camel or a donkey but I have ridden a horse.
From
Tareq

End the lesson

- Choose pupils to read their letters aloud.
- Dismiss the class.

Lesson 1

- Outcomes:** To use *for* and *since* with the present perfect
- Structures:** *How long have you (played football)?*
I've (played football) for (five) years.
I've (played for the team) since (May).
- Functions:** Talking about how long you have done an activity for
- Vocabulary:** activities, interview, questions, trophy, won
- Topic:** How long you have done activities for
- Resources:**
 - Pupil's Book, page 68
 - Exercise 1, Listen and read
 - Cassette, Unit 18, Exercise 1
 - Flashcard: trophy

Revision

- Ask some other pupils to read their letter to Raed which they wrote in Exercise 7 in their Activity Book.

Presentation

- Use the flashcard to teach *trophy*.
- Now, elicit what sports pupils can do at school. Write them on the board. Ask what else they can do in school in their free time, for example *paint, draw, play with friends*. Explain these are all *activities*.
- Look at the list of sports and activities and ask pupils, for example *Do you play football?* If they answer *Yes*, say *How long have you played football?* Give them some example answers, for example *A year? Two years?* Elicit answers.
- Write an answer on the board, for example *I have played football for two years.*
- Practise with other sports and activities and keep eliciting full sentences using the *for plus years* structure.
- Now, ask *When did you start to play football?* Elicit a month and year from the pupil. Teach them, for example *I have played football since January/2008.* Write the sentences on the board. Highlight clearly that we can say *since* plus a month or a specific year.

Oral Assessment

With reference to flashcard and wall chart, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
use new words correctly		
use <i>for</i> and <i>since</i> in sentences with the present perfect		

Pupil's Book, Exercise 1

UNIT 18 How long have you played football?

Word Box
activities, athlete, competitions, golf, horse riding, interview, Jordanian, musical instrument, player, questions, runner, swimming pool, table tennis, trophy, won

1 Listen and read

1 Saleem, can I interview you for the school magazine?
Why do you want to interview me?
The next edition is about sports and activities in Jordan. I want to ask you some questions about football.

2 How long have you liked football?
I've liked football for five years, since 2004.

3 How long have you played football for our school team?
I've played for the team since May.

4 Have you ever won a match?
Yes! We've won lots of matches. Last week we won this trophy.
Can I take your photograph for the magazine?

68

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 68.
- Ask them who they can see and where they are. Ask them to guess what might be happening in the pictures.
- Now tell pupils to listen and follow the dialogue in their books. Play the cassette all the way through twice. Teach outstanding vocabulary in the context of the dialogue.
- Ask some comprehension questions, for example *What is the next edition of the magazine about? What does Fatima want to do? Does Saleem like football? How long has he liked football? How long has he played for the school team? Has he ever won a trophy?*
- Ask the class to work in pairs and practise reading the dialogue.
- Tell the class to change roles when they have finished.
- Monitor and help where necessary.

A note on the use of "sport" and "sports"

'Sport' is commonly used as a generic uncountable noun. For example, *I am interested in sport. I like watching many kinds of sport.* However, it is equally acceptable for 'sport' to be used as a countable noun, as in, *I am interested in sports.* To simplify matters for your Grade 5 pupils, encourage them to treat 'sport' as an ordinary countable noun, and to add the plural -s when talking or writing about two or more sports

UNIT 18

Tapescript

FATIMA: Saleem, can I interview you for the school magazine?

SALEEM: Why do you want to interview me?

FATIMA: The next edition is about sports and activities in Jordan. I want to ask you some questions about football.

FATIMA: How long have you played football?

SALEEM: I've played football for five years.

FATIMA: How long have you played football for our school team?

SALEEM: I've played for the team since May.

FATIMA: Have you ever won a match?

SALEEM: Yes! We've won lots of matches. Last week we won this trophy.

FATIMA: Can I take your photograph for the magazine?

Further practice

- Write the word *trophy* on the board and ask pupils to pronounce it. Ask them what sound the *ph* makes. Elicit /f/.
- Ask the class to look at the sentences in the box and read them aloud.
- Ask them to find another word in the story which has this sound – *photograph*. Ask them if they can think of another word – *elephant*.

End the lesson

- Ask the pupils what sports they do and then ask *How long have you (played tennis)?* Elicit full answers. Check pupils' use of *for* and *since* and help where necessary.
- Dismiss the class.

Lesson 2

Outcomes: To use *for* and *since* with the present perfect
To ask and answer questions using *for* and *since* with the present perfect

Structures: *How long have you (played football)?*
I've (played football) for (five) years.
I've (played for the team) since (May).

Functions: Talking about how long you have done an activity for
Asking and answering questions using the present perfect

Vocabulary: activities, interview, questions, trophy

Topic: How long you have done activities for

Resources:

- Pupil's Book, page 68
Exercise 1, Listen and read
- Activity Book, page 68
Exercise 1, Read and complete
Exercise 2, Look, answer and write
- Cassette, Unit 18, Exercise 1
- Flashcard: trophy

Revision

- Ask pupils questions to check new vocabulary, for example *Would you like to interview someone? Who would you like to interview? What questions would you like to ask?*
- Elicit ideas from the class asking them to give as much information as possible. Encourage them to think of questions with the present perfect, for example if they were interviewing the captain of the national football team, they could ask *How long have you played for the national team? How long have you played football?*

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 68.
- Play the cassette again.
- Choose pairs to act out the dialogue. If pupils have any problems with pronunciation, play the relevant part of the cassette again for the class to listen and practise.

Further practice

- Write the following word on the board: *activity*. Ask pupils to find the plural of the word in the story and to spell it to you. Discuss how the plural is formed – change *y* to *i* and add *es*.
- Write *trophy* on the board and ask how to spell the plural (*trophies*).

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 68.
- Read through the exercise with the class asking them to give the answers. Explain that they need to use *for* or *since*. Do this orally.
- Pupils write the answers. Monitor and help where necessary.

Answers

2. since
3. for
4. since
5. since
6. for

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 68.
- Ask pupils to look at the first picture and describe what they can see. Ask them what date they can see.
- Choose two pupils to read the example sentences to demonstrate the activity.
- Explain that they have to write answers to the other two questions. Pupils work on their own.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. I've played football since 2005.
3. I've played football for the school team since 2008.

End the lesson

- Ask pupils to think of a sport they play and to give a sentence, for example *I have played tennis for three years*. Now ask them to ask the person sitting next to them the question and continue around the classroom like this.
- Dismiss the class.

Lesson 3

Outcomes:	To use <i>for</i> and <i>since</i> with the present perfect To listen for gist and specific information To take notes when listening To ask and answer questions using <i>for</i> and <i>since</i> with the present perfect
Structures:	<i>How long have you played football?</i> <i>I've played football for five years.</i> <i>I've played for the team since last summer.</i>
Functions:	Talking about how long you have done an activity for Listening for gist and specific information
Vocabulary:	horse riding, swimming pool
Topic:	How long you have done activities for
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 69 Exercise 2, Listen and match Exercise 3, Ask and answer □ Activity Book, page 69 Exercise 3, Listen and complete □ Cassette, Unit 18, Exercise 2 Cassette, Unit 18, Activity Book, Exercise 3 □ Flashcards: horse riding, swimming pool

Revision

- Choose a few pupils to read sections of the dialogue in Exercise 1, page 68 in their Pupil's Book.

Presentation

- Show pupils the flashcards. Ask them to describe what they can see, *a boy and a horse, water etc.*
- Tell pupils that the boy is *horse riding* and the other picture is of a *swimming pool*.
- Ask if anyone has ever been horse riding/to a swimming pool and ask them to give a full reply, *Yes, I have./No, I haven't.*
- Ask pupils to repeat the words and check pronunciation.

Oral Assessment

With reference to flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 2

UNIT 18

2 Listen and match



Laila



a



Ahmad



b



d



Kareem



c



Abeer

3 Ask and answer



What's your favourite sport?

How long have you played tennis?



I like playing tennis.

I've played tennis for two years.

69

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 69.
- Ask them to describe the pictures they can see in as much detail as possible.
- Ask the pupils questions about the pictures *Have you ever played tennis? How long have you played tennis?*
- Explain that they have to listen and match the children with the sports they have done.
- Play the cassette through twice.
- Let pupils compare answers in pairs.
- Check the answers as a class.

Tapescript

WOMAN: What's your favourite sport, Laila?

LAILA: I like playing tennis.

WOMAN: How long have you played tennis?

LAILA: I've played since 2004.

WOMAN: What's your favourite sport, Ahmad?

AHMAD: I like playing football. I play for the school football team.

WOMAN: How long have you played for the team, Ahmad?

AHMAD: I've played for the team since April.

WOMAN: What's your favourite sport, Kareem?

KAREEM: I like horse riding.

WOMAN: How long have you ridden horses?

KAREEM: I've ridden horses for three years.

WOMAN: What's your favourite sport, Abeer?

ABEER: I like swimming. I started swimming when I was five. I've swum for seven years.

WOMAN: Are you good at swimming, Abeer?

ABEER: Yes, I am. I've won lots of trophies.

Answers

Laila - d

Ahmad - c

Kareem - a

Abeer - b

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 69.
- Explain that pupils have to have conversations like the ones in the listening.
- Choose two pupils to demonstrate the activity by reading the short dialogue aloud.
- Pupils work in pairs. Monitor and help where necessary.
- Choose pupils to read their dialogues aloud to the class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 69.
- Explain that pupils must listen and write down what they hear.
- Play the first part of the cassette and ask pupils to read the example as they listen.
- Now, tell them to listen first to the two speakers. Encourage pupils to listen only at this stage.
- Then play the cassette again, line by line. Encourage pupils to make notes.
- Allow pupils to compare in pairs.
- Play the cassette once more all the way through for pupils to check their answers.
- Check answers as a class by asking pupils to read out what they have written.

Tapescript

1. WOMAN: What's your favourite sport?

GIRL: I like playing tennis.

WOMAN: How long have you played tennis?

GIRL: I've played tennis for two years.

2. WOMAN: What's your favourite sport?

BOY: I like playing football.

WOMAN: How long have you played football?

BOY: I've played football since February.

3. WOMAN: What's your favourite sport?

BOY: I like horse riding.

WOMAN: How long have you ridden horses?

BOY: I've ridden horses since 2006.

Answers

- 2. I like playing football.
How long have you played football?
I've played football since February.
- 3. I like horse riding.
How long have you ridden horses?
I've ridden horses since 2006.

End the lesson

- Ask pupils *What's your favourite sport? How long have you played it?*
- Dismiss the class.

Lesson 4

Outcomes: To listen for specific information
To answer questions about a listening text
To prepare and present a short simple dialogue to the class

Structures: *How long have you (lived in Amman, Uncle Hani)?*
I've (lived in Amman) for (30 years).

Functions: Talking about how long you have done an activity for
Listening for gist and specific information
Preparing and presenting a dialogue

Vocabulary: golf, musical instrument, piano

Topic: How long you have done activities for

- Resources:**
- Pupil's Book, page 70
 - Exercise 4, Listen and order
 - Exercise 5, Correct the sentences
 - Activity Book, page 69
 - Exercise 4, Write and read to the class
 - Cassette, Unit 18, Exercise 4
 - Flashcards: cello, golf, piano

Revision

- Test the pupils on the past participles of the verbs they have come across in Units 17 and 18. Give them the infinitive and ask them to supply the past participle.

Presentation

- Teach pupils the new vocabulary using the flashcards in the usual way. Pupils will already be familiar with *cello*, but reintroduce it here as it will feature in the next exercise.
- Now, ask the class what all the new vocabulary has in common. Elicit that they are all *musical instruments*. Write the words on the board for pupil's reference.
- Ask pupils now to repeat the new vocabulary again and check pronunciation.

Oral Assessment


With reference to the flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		

Pupil's Book, Exercise 4


UNIT 18

4 Listen and order




Uncle Yousuf


a



b




c



5 Correct the sentences

1. Uncle Yousuf lives in Aqaba.
2. He has lived in Amman for 40 years.
3. He can play the cello.
4. He has played the piano since January.
5. He likes playing football.
6. He has played golf since August.



No, he doesn't. Uncle Yousuf lives in Amman.

70

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 70.
- Ask them what they can see in the pictures and predict what the activity may be about.
- Explain that pupils must listen to the text and put the pictures in the order to match the cassette.
- Play the cassette through twice.
- Check the answers as a class.

UNIT 18

Tapescript

- BOY: How long have you lived in Amman, Uncle Hani?
UNCLE HANI: I've lived in my house in Amman for 30 years.
- BOY: Can you play a musical instrument?
UNCLE HANI: Yes, I can play the piano.
BOY: How long have you played the piano?
UNCLE HANI: I started playing the piano in 1993. I've played for sixteen years.
- BOY: Do you like sport?
UNCLE HANI: Yes, I do. I like playing golf. It's my new favourite sport.
- BOY: How long have you played golf?
UNCLE HANI: I've played golf since April.

Answers

c, b, a

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 70.
- Ask a pupil to read the first statement and another to read the answer in the speech bubble.
- Continue asking pupils to correct the sentences and eliciting the correct information until pupils appear confident with the third person form.
- Explain that pupils must work in pairs. They take turns to read the statements and find the incorrect information in the sentences. They must then give the correct information. Make sure they are using *has* correctly.
- Monitor and help where necessary.
- Check answers as a class.

Answer

1. No, he doesn't. Uncle Hani lives in Amman.
2. No, he hasn't. He has lived in Amman for 30 years.
3. No, he can't. He can play the piano.
4. No, he hasn't. He has played the piano since 1993/for sixteen years.
5. No, he doesn't. He likes playing golf.
6. No, he hasn't. He has played golf since April.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 69.
- Choose two pupils to read the example dialogue aloud.
- Ask pupils to practise in pairs and then to write their own dialogues.
- Monitor and help where necessary.

End the lesson

- Ask pupils to read their prepared dialogues aloud.
- Dismiss the class.

Lesson 5

Outcomes:	To read for gist and specific information To ask and answer questions on a text To use a dictionary To write questions and answers using the present perfect
Structures:	<i>He has played football for many years.</i>
Functions:	Talking about how long a person has done an activity for Reading for gist and specific information Writing questions and answers
Vocabulary:	athlete, competitions, Jordanian, player, runner, table tennis, travelled
Topic:	Famous Jordanian sports people
Resources:	<ul style="list-style-type: none">□ Pupil's Book, page 71 Exercise 6, Read and match Exercise 7, Ask and answer□ Activity Book, page 70 Exercise 5, Look, ask, answer and write□ Flashcards: athlete, golf, piano, runner, table tennis

Revision

- Show pupils the flashcards from the unit to revise the vocabulary.
- Choose some other pupils to read their dialogues from Activity Book, Exercise 4.

Presentation

- Teach pupils new vocabulary using the flashcards in the usual way. Show pupils each flashcard, say the word and ask pupils to repeat.
- Hold up two different flashcards and say the word on one of the cards. Pupils point to the correct card. Then point to the picture in the flashcard and elicit the word from the pupils.
- Finally, show the word only and ask pupils to say it.
- Ask some questions about the flashcards, for example *Are you a runner? Do you like running? Have you ever played table tennis? Are you an athlete? Tell me the name of a Jordanian athlete.* Practise the word *Jordanian* and write it on the board.

Oral Assessment

With reference to the flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
answer questions about the vocabulary		

Pupil's Book, Exercise 6

UNIT 18

6 Read and match

1 Thaer Fayed Bawab was born in 1985 in Amman. He has played football for many years. He has played for the Jordanian National Football Team since 2005.

2 Kahlil Hanahneh is an athlete. He was born in 1980. He is a very fast runner. He has run in competitions since 2003.

3 Ibrahim Bisharat is 24 years old. He has ridden horses for years and he has won lots of competitions.

4 Zeina Shaban is a table tennis player from Jordan. She is 20 years old. She has played table tennis for 14 years. She has travelled the world playing table tennis.







7 Ask and answer

- Who is the oldest person?
- How long has Kahlil Hanahneh run in competitions?
- Who started playing football for Jordan in 2005?
- How long has Thaer Fayed Bawab played football for Jordan?
- Who has won lots of competitions for horse riding?
- How long has Zeina Shaban played table tennis?



Kahlil Hanahneh is the oldest person. He is twenty nine years old.

71

- Ask pupils to look at Exercise 6 in the Pupil's Book on page 71.
- Ask the pupils to look at the pictures. Tell them not to say the names if they know them at the moment.
- Explain that they have to match the texts with the pictures.
- Choose pupils to read each section aloud. Help with pronunciation of any words. Ask pupils to use their dictionaries to help them understand *competitions* and *travelled*.
- Pupils quietly decide who is who. Ask pupils to compare their answers with a partner.
- Give pupils a few minutes to read the text quietly to themselves and check they are correct.
- Check answers as a class.

Answers

- d
- c
- b
- a

Pupil's Book, Exercise 7

- Ask pupils to look at Exercise 7 in the Pupil's Book on page 71.
- Ask a pupil to read the first question and another to read the answer in the speech bubble.
- Explain that pupils must work in pairs. They take turns to read the questions and find the answers from the text. They should answer in full sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answers

- Khalil Hanahneh is the oldest person. He is twenty nine years old.
- He has run in competitions since 2003.
- Thaer Fayed Bawab started playing football for Jordan in 2005.
- He has played football for Jordan since 2005.
- Ibrahim Bisharat has won lots of competitions for horse riding.
- She has played table tennis for 14 years.

Further practice

- Give statements about the sports people, giving the wrong information. Pupils must listen carefully and correct, for example *Khalil was born in 1990. He has run in competitions since 2002*. Practise with the numbers.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 70.
- Ask pupils to say what is happening in each picture.
- Choose pupils to read the question and answer aloud. Explain that they must ask and answer a question for each picture.
- Pupils work in pairs to ask and answer the questions. They should take turns to ask the question.
- Monitor and help where necessary.
- Then pupils work alone to write the questions and answers.
- Monitor and help where necessary.
- Check answers as a class.

UNIT 18

Answers

2. How long has he played the piano?
He has played the piano for four years.
3. How long has he played the cello?
He has played the cello for two years.
4. How long has he played golf?
He has played golf since August.

End the lesson

- Say to pupils *Tell me something about (Zeina Shaban)*.
- Dismiss the class.

Lesson 6

Outcomes: To spell new words correctly
To practise writing using semi-cursive script
To write a short, descriptive paragraph

Structures: *I've lived in Amman for eight years.*
I've played for my school team since April.

Functions: Spelling new vocabulary
Practising handwriting
Writing short, descriptive sentences

Topic: Describing activities you have done

Resources:

- Activity Book, pages 70 and 71
Exercise 6, Look and spell
Exercise 7, Trace and copy
Exercise 8, Read and write
- Flashcards: golf, piano, athlete, player, runner, table tennis

Revision

- Use the flashcards to revise the vocabulary.
- Hold up the football player and say *Tell me the name of a Jordanian player*. Elicit answers. Repeat with *athlete* and *runner*. You may like to suggest that pupils work together and check encyclopaedias for information about famous Jordanian sports people.
- Ask pupils *Have you ever played golf/table tennis?* Elicit answers.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 70.
- Ask them to read the words and to say them aloud. Check pronunciation.
- Tell them now to look at them again alone, then cover the words. Read the words to the class and pupils try to spell them correctly.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 71.
- Ask pupils to read the sentences aloud. Demonstrate on the board how pupils are going to form the words. Highlight how to join the letters and how to write the contractions.
- Tell pupils to first complete the tracing activity and then try to write the sentences independently.
- Monitor the class and help those who need it. Demonstrate again if necessary.

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 71.
- Ask pupils to look at the picture and describe it in as much detail as possible.
- Ask pupils to read the text quietly. Then ask different pupils to read sentences aloud.
- Explain that they have to write about themselves and a family member or friend in the same way as the example description. Pupils could draw a quick sketch of themselves doing an activity and their family member/friend doing an activity.
- Pupils work alone to write. They should be encouraged to write using the structures practised and the model as an example.
- Monitor and help where necessary.

Possible answer

My name is Majeda. I am ten years old. I've lived in Amman for ten years. I've played tennis since February. I like tennis. This is my friend Laila. She is ten years old. She likes table tennis. She has played table tennis for two years. She has won a competition.

End the lesson

- Choose pupils to read out the paragraphs they wrote.
- Dismiss the class.

Lesson 1

Outcomes:	To ask for and give opinions To use adjectives with prefixes and suffixes To use a dictionary to help recognise unfamiliar words
Structures:	<i>What do you think (of this page in the magazine, Hassan)?</i> <i>In my opinion, (famous people are often unhappy).</i> <i>I think (it's) the best (article) I've ever (read).</i>
Functions:	Asking for and giving opinions
Vocabulary:	article, boring, footballer, lives (n), page, successful, unhappy, unusual
Topic:	Giving opinions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 72 Exercise 1, Listen and read □ Cassette, Unit 19, Exercise 1 □ Flashcards: article, footballer, page □ Realia: Two magazines – a colourful interesting magazine and a very dull magazine

- Then ask *What do you think of (football)?* Elicit from individual pupils *It's exciting/boring/wonderful*. Give your own opinion of it, using *In my opinion, it's (exciting/great)*. Ask other pupils *What do you think?* and elicit their opinions using the new structure.
- Now say *I think (it's) the best sport I've ever played*. Ask different pupils the same question again *What do you think of (football)?* and try to elicit this slightly longer structure.
- Continue to ask the class for their opinions and try to elicit full answers. Help where necessary.

Oral Assessment

With reference to the flashcards and presentation, pupils:

Scoring criteria	Yes	No
recognise new vocabulary		
pronounce new vocabulary		
respond to the question <i>What do you think of ...?</i>		
use <i>In my opinion, ...</i> to answer		
recognise and use the structure <i>I think (it's) the best ... I've ever ...</i>		

Revision

- Ask pupils questions to revise vocabulary from the previous unit, for example *Have you ever watched football on television? Have you ever watched live tennis? Have you ever seen a famous Jordanian athlete? Have you ever ridden a horse? Have you ever seen a horse riding competition?*

Presentation

- Show the pupils the flashcards and teach the vocabulary in the usual way.
- Using their dictionaries, now ask the class to find *happy, success* and *usual*. Write the words on the board.
- Then write *unhappy, successful* and *unusual* on the board and ask the class to find the definitions in their dictionaries. Elicit what they mean. Highlight the prefixes and suffixes to show that adding these can change the meaning of a word.
- Now check understanding of the vocabulary presented by the flashcards. Ask a pupil *How many pages are there in your book?* Elicit the answer.
- Show pupils the inside of the magazine and say *This magazine has some interesting articles*. Point to an article.
- Now, show the pupils the more interesting magazine and ask *What do you think of this magazine?* Elicit *It looks interesting/exciting/colourful!* Show them the other magazine and ask *Does this look interesting?* Elicit that it does not and teach *It looks boring*.

Pupil's Book, Exercise 1

UNIT 19 What do you think?

Word Box
 article, boring, footballer, lives (n), page, painting, part, peaceful, powerful, successful, unhappy, unusual

1 Listen and read

1 What do you think of this page in the magazine, Hassan? It's about successful sports people from Jordan.
 I think it looks wonderful.

2 When I grow up, I want to be a successful and famous sports person. A footballer.

3 I think football is boring and in my opinion famous people are often unhappy.
 In my opinion, they are sometimes unhappy, but they have interesting and unusual lives.

4 Saleem, I've finished the last edition of the school magazine. Here's your article about football. What do you think?
 I think it's the best article I've ever read!
 Thank you, Saleem!

72

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 72.
- Ask them who they can see in the pictures. Ask them to explain what they think the children are doing.
- Tell the pupils to listen and follow the dialogue in their books. Play the cassette all the way through twice. Teach outstanding vocabulary in the context of the text.
- Play the cassette again, pausing after each line. Ask pupils to repeat the dialogue.
- Now write some comprehension questions on the board. For example, *What are Fatima and Hassan looking at? What is it about? What does Hassan want to be when he grows up? What does Fatima think about football? What does Hassan think about famous people?*
- Ask pupils to work in pairs, asking and answering the questions on the board.
- Monitor and help where necessary.
- Check answers as a class.

Tapescript

- FATIMA: What do you think of this page in the magazine, Hassan? It's about successful sports people from Jordan.
- HASSAN: I think it looks wonderful.
- HASSAN: When I grow up, I want to be a successful and famous sports person. A footballer.
- FATIMA: In my opinion, famous people are often unhappy.
- HASSAN: In my opinion, they are sometimes unhappy, but they have interesting and exciting lives.
- FATIMA: Saleem, I've finished the last edition of the school magazine. Here's the article about football. What do you think?
- SALEEM: I think it's the best article I've ever read!
- FATIMA: Thank you, Saleem!

Further practice

- Ask pupils *What do you think of famous people?* Elicit pupils' opinions. They can give examples of famous people to support their opinions.
- Pupils will be familiar with the structure *I think* but encourage them to use the new structure *In my opinion* when forming their answers.

End the lesson

- Ask pupils *What do you want to be when you grow up?* Ask other pupils for their opinion about that job, for example *In my opinion/I think it is an exciting/boring/interesting job.*
- Dismiss the class.

Lesson 2

Outcomes:	To ask for and give opinions To use adjectives with prefixes and suffixes
Structures:	<i>What do you think (of this page in the magazine, Hassan)?</i> <i>In my opinion, (famous people are often unhappy).</i> <i>I think (it's) the best (article) I've ever (read).</i>
Functions:	Asking for and giving opinions
Topic:	Giving opinions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 72 Exercise 1, Listen and read □ Activity Book, page 72 Exercise 1, Read, look and match Exercise 2, Read and complete □ Cassette, Unit 19, Exercise 1 □ Flashcards: article, footballer, page

Revision

- Show the pupils the flashcard of the footballer. Ask *Do you think he is happy or unhappy? Do you think his job is interesting or boring? Do you want to be a footballer? Why?/Why not?* Try to elicit the new structures and vocabulary from the pupils.

Pupil's Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 72 again.
- Play the cassette again.
- Ask the class to work in pairs to practise the dialogue.
- Monitor and help where necessary.
- Then choose pupils to perform the dialogue in front of the class.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 72.
- Ask pupils to describe the pictures.
- Explain that pupils must read the sentences and match them to the pictures. Look at the example with the class.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. d
3. a
4. c

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 72. Ask them to read the adjectives in the boxes. Elicit their meanings.
- Explain that pupils must now complete the sentences with the adjectives from the boxes.
- Choose a pupil to read the example sentence.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. unhappy
3. boring
4. unusual

End the lesson

- Ask the pupils *Tell me the name of a successful person.*
- Dismiss the class.

Lesson 3

Outcomes:	To listen for specific information To ask for and give opinions To write a short simple paragraph expressing an opinion
Structures:	<i>What do you think of (golf)? I think it's (boring). I (don't like golf). What do you think of (scuba diving)? In my opinion, it's (great).</i>
Functions:	Asking for and giving opinions
Topic:	Giving opinions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 73 Exercise 2, Listen and choose Exercise 3, Look and say □ Activity Book, pages 73 and 74 Exercise 3, Read and write the questions Exercise 4, Read, answer and write □ Cassette, Unit 19, Exercise 2

Revision

- Write some of the new vocabulary on the board with several letters missing.
- Ask pupils to complete the words with the missing letters.
- Continue around the class until everyone has had the opportunity to suggest a letter.

Pupil's Book, Exercise 2

UNIT 19

2  Listen and choose



3 Look and say



73

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 73.
- Ask pupils to tell you what each picture shows. When they tell you, ask *What do you think of (table tennis)?* Elicit different answers from the class.
- Tell pupils they must listen to two girls talking. Tell them to find out which sports Abia likes and which she doesn't like.
- Play the cassette all the way through twice. Pupils can compare answers with a partner.
- Check answers as a class.

Tapescript

ABLA'S FRIEND: Do you like sports, Abia?
 ABLA: Sometimes. I think table tennis is the best sport I've ever played.
 ABLA'S FRIEND: What do you think of golf?
 ABLA: In my opinion, it's boring. I don't like golf.
 ABLA'S FRIEND: What do you think of scuba diving?
 ABLA: In my opinion, it's exciting. I like swimming in the sea.
 ABLA'S FRIEND: What do you think of football?
 ABLA: I think football is fun. I don't play football but I sometimes watch football with my dad and brother.
 ABLA'S FRIEND: What's your favourite sport?
 ABLA: I'm not very good at sports. I prefer reading!

Answers

Abia likes table tennis, scuba diving and football. She doesn't like golf.

Further practice

- Ask pupils to tell you what Abia says about the different sports. Play the cassette again, stopping after each opinion given. Elicit the opinions and write them on the board: *I think table tennis is the best sport I've ever played. In my opinion, it's boring. In my opinion, it's exciting. I think football is fun.*
- Ask pupils to practise saying the phrases.

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 73.
- Explain that they are going to work in pairs, giving their opinions about the sports in Exercise 2.
- Choose two pupils to read the example dialogue to demonstrate the activity. Remind pupils to use the phrases you have written on the board.
- Monitor and help where necessary.
- Choose pupils to act out their dialogues in front of the class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 73.
- Tell the pupils that they have to write the questions for the answers. Choose two pupils to read the example.
- Pupils work alone to write the questions.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. What do you think of tennis?
3. What do you think of scuba diving?
4. What do you think of football?
5. What do you think of table tennis?
6. What do you think of horse riding?

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 74.
- Ask the class to look at the picture and describe what they can see.
- Choose pupils to read the text.
- Tell the pupils to write their own opinion of scuba diving. Elicit some ideas from the class before they work alone to write their sentences.
- Monitor and help where necessary.
- Choose a few pupils to read their sentences out loud.

Possible answer

I like scuba diving. I went scuba diving last year. I think it is an interesting sport. You can see lots of fish and life in the sea. In my opinion, scuba diving is a great sport.

End the lesson

- Ask pupils *Are you good at sports?* If they say *yes*, ask *Which sport?* If they say *no*, ask *What do you prefer doing?* Elicit answers with other activities.

Lesson 4

Outcomes:	To listen and sing along with a song To ask for and give opinions
Structures:	<i>What do you think is the best (book) you've ever (read)?</i> <i>I think ('Adventures in Jordan') is the best (book) I've ever (read).</i>
Functions:	Asking for and giving opinions
Vocabulary:	painting
Topic:	Giving opinions
Resources:	<ul style="list-style-type: none"> ▫ Pupil's Book, page 74 Exercise 4, Sing Exercise 5, Ask and answer ▫ Activity Book, pages 74 Exercise 5, Read and complete ▫ Cassette, Unit 19, Exercise 4

Revision

- Ask pupils to ask opinions about sports across the class, for example *What do you think of table tennis?*
- Elicit full answers *In my opinion, it's fun.*

Pupil's Book, Exercise 4

UNIT 19

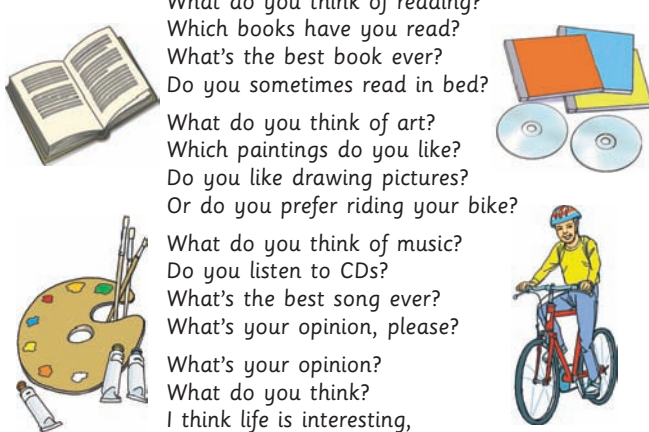
4 **Sing**

What do you think of reading?
Which books have you read?
What's the best book ever?
Do you sometimes read in bed?


What do you think of art?
Which paintings do you like?
Do you like drawing pictures?
Or do you prefer riding your bike?

What do you think of music?
Do you listen to CDs?
What's the best song ever?
What's your opinion, please?

What's your opinion?
What do you think?
I think life is interesting,
Because we all like different things.



5 **Ask and answer**



What do you think is the best book you've ever read?

I think 'The King's Gift' is the best book I've ever read. It's a very exciting story.

74

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 74.
- Ask pupils to tell you about the pictures they can see. Ask their opinion of the activities, for example *What do you think of music/painting?* Elicit their opinions.
- Play the song all the way through. Pupils follow in their books.
- Play it again, asking the pupils to join in.
- Divide the class into four and give them each a verse to sing.

Tapescript

What do you think of reading?
Which books have you read?
What's the best book ever?
Do you sometimes read in bed?

What do you think of art?
Which paintings do you like?
Do you like drawing pictures?
Or do you prefer riding your bike?

What do you think of music?
Do you listen to CDs?
What's the best song ever?
What's your opinion, please?

What's your opinion?
 What do you think?
 I think life is interesting,
 Because we all like different things.

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 74.
- Choose two pupils to read the dialogue to demonstrate the activity. Tell pupils to think of different topics to ask about, for example sports, books, food, places.
- Pupils work in pairs. Monitor and help where necessary.
- Choose pupils to act out their dialogue in front of the class.

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 74.
- Ask pupils to read the verbs in the box. They are all familiar to the pupils from previous units.
- Choose a pupil to read the example sentence. Explain that they have to use the verbs to complete the sentences, following the structure in the example.
- Pupils work in pairs to complete the exercise.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. In my opinion, Aqaba is the best city I've ever visited.
3. I think this is the best picture I've ever seen.
4. I think my Grandma's lamb and rice is the best meal I've ever eaten.
5. In my opinion, table tennis is the best sport I've ever played.

End the lesson

- Ask pupils to read the last verse of the song in Exercise 4 in their Pupil's Book. Ask them to tell the class the different things they like. How many different things can they say?
- Dismiss the class.

Lesson 5

Outcomes:	To give opinions To read for gist and specific information
Structures:	<i>In my opinion, this painting is very unusual.</i>
Functions:	Giving opinions Reading for gist and specific information
Vocabulary:	part, peaceful, powerful
Topic:	Giving opinions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 75 Exercise 6, Read and match Exercise 7, True or false? □ Cassette, Unit 19, Exercise 4 □ Flashcard: a painting

Revision

- Play the song again and ask pupils to sing along.

Pupil's Book, Exercise 6

UNIT 19


6 Read and match

1 I think this painting is beautiful. The river and trees are lovely but the fish are my favourite part of the picture. The artist uses lots of colour. In my opinion, it is very peaceful.
Mahmoud

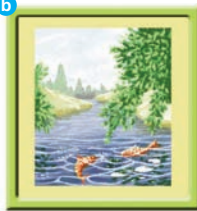
2 In my opinion, this painting is very unusual. It is very colourful and powerful. It's the best painting I've ever seen. I think the artist is very successful.
Eman

3 I don't like this painting. In my opinion it is very boring and it is too brown. I think the artist was unhappy when he painted this.
Sameer

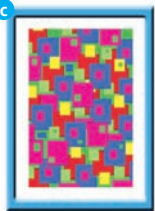
a



b




c



7 True or false?

1. Mahmoud thinks his painting is boring.
2. Mahmoud's favourite painting is very colourful.
3. In Sameer's opinion, his painting is very unusual.
4. Eman thinks her painting is the best painting she's ever seen.
5. Eman thinks her painting doesn't have many colours in it.
6. Sameer thinks the artist of his painting was happy when he painted it.



False. Mahmoud thinks his painting is beautiful.

75

- Ask pupils to look at Exercise 6 in their Pupil's Book on page 75.
- Focus pupils' attention on the pictures and elicit as much information about them as possible. Tell the class that these are paintings. You could show the class the flashcard at this point and present the new vocabulary in the usual way.
- Tell them they must read the texts and match each description with a painting. Teach the remaining new vocabulary from context.
- Ask pupils to work alone. Monitor and help where necessary.
- Check answers as a class. Choose pupils to read each part aloud to check pronunciation.

Answers

1. b 2. c 3. a

Pupil's Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Pupil's Book on page 75.
- Tell pupils that they must read the text again in order to find the answers. They have to say if the sentences are true or false.
- Ask pupils to read the first sentence and the example answer aloud.
- Tell pupils to work in pairs, doing the exercise together.
- Monitor and help where necessary.
- Check answers as a class. Ask pupils to correct the false sentences.

Answers

1. False. Mahmoud thinks his painting is beautiful.
2. True.
3. False. He thinks it is gloomy.
4. True.
5. False. She thinks it is very colourful.
6. False. He thinks the artist was unhappy when he painted it.

End the lesson

- Hold up the flashcard. Ask pupils to give their opinions of the painting on the card.
- Dismiss the class.

Lesson 6

Outcomes:	To give opinions To use and spell correctly new vocabulary To present ideas to the class To recognise the use of prefixes and suffixes
Structures:	<i>In my opinion/I think, (table tennis) is the best (sport) I've ever (played).</i>
Functions:	Giving opinions Presenting ideas to the class
Topic:	Giving opinions
Resources:	<ul style="list-style-type: none"> ▫ Activity Book, page 75 Exercise 6, Answer, write and read to the class Exercise 7, Look and spell Exercise 8, add (<i>un-</i>) or (<i>-ful</i>) to the words below and complete

Revision

- Refer pupils back to the three 'paintings' in Exercise 6 of their Pupil's Books.
- Ask *What do you think of this painting?* Elicit opinions from the class. Elicit as much vocabulary as possible.

Activity Book, Exercise 6

- Ask pupils to look at Exercise 6 in their Activity Book on page 75.
- Explain to pupils that they have to give their opinions in this exercise. Choose a couple of pupils to give their opinions on the questions as a demonstration of the activity.
- Pupils work alone to write their ideas.
- Monitor and help where necessary.
- Choose some pupils to read their ideas aloud.

Possible answers

I think 'Adventures in Jordan' is the best book I've ever read. The story was lovely and exciting.

I think tennis is the best sport I've ever played. It's fun. I like playing tennis with my friends. It's nice to play in summer.

Activity Book, Exercise 7

- Ask pupils to look at Exercise 7 in their Activity Book on page 75.
- Ask them to read the words and to say them aloud. Check pronunciation.
- Tell them now to look at them again alone, then cover the words. Read the words to the class and pupils try to spell them correctly.
- Ask them to uncover and check their own spelling when they have finished.
- Finally, ask individual pupils to spell the words aloud to the class.

Activity Book, Exercise 8

- Ask pupils to look at Exercise 8 in their Activity Book on page 75.
- Pupils must first match the adjectives with their correct prefix or suffix. Let pupils work in pairs to complete this part of the exercise. Check answers as a class.
- The class must then complete the sentences with the correct words. Choose a pupil to read the example sentence aloud.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. colourful
3. unhappy
4. powerful
5. successful
6. unusual

End the lesson

- Write the new vocabulary from the unit on the board. Ask pupils to read the words aloud. Remove a few of the letters. Ask pupils to spell the words correctly and say the completed words.
- Dismiss the class.

Lesson 1

Outcomes: To revise present perfect with *ever*
To revise present perfect with *since*
To revise asking for and giving opinions
To revise asking and answering questions using the present perfect

Structures: *Have you ever ridden a horse?*
My brother Saleem has played for the school football team since May.
What do you think of sports?
In my opinion, they are fun.

Functions: Saying what you have done in the past
Saying how long you have done things since
Asking for and giving an opinion

Vocabulary: activities, footballer, international, national, ridden, stadium, successful, swum, table tennis, team

Topic: What you have done in your life

Resources:

- Pupil's Book, page 76 Exercise 1, Listen and read
- Cassette, Unit 20, Exercise 1
- Flashcards: football match, footballer, stadium, table tennis, team

Revision

- Revise vocabulary for Units 16-19 by using flashcards and asking pupils questions related to them.
- Elicit from pupils what they think of sport using *What do you think of...?* and eliciting the answer with *In my opinion, / I think ...*

Pupil's Book, Exercise 1



Listen and read

Word Box

activities, articles, competition, fantastic, footballer, golf, horse riding, international, live, national, piano, ridden, seen, stadium, successful, swum, table tennis, team, trophy, unhappy

Our Jordan



Dear Friends,

The last edition of *Our Jordan* is about sport and activities in Jordan. Have you ever played tennis? Have you ever ridden a horse? Have you ever swum in the sea?

My brother Saleem has played for the school football team since May. His friend Hassan wants to be a successful footballer. They have seen our national team play at the Amman International Stadium. They said it was wonderful.



What do you think of sports? In my opinion, they're fun. I think table tennis is the best sport I have ever played. What do you think is the best sport you have ever played?

This is the last edition of our school magazine and I would like to thank my friends and family for their help.



From
Fatima
(The editor)

- Ask pupils to look at Exercise 1 in their Pupil's Book on page 76.
- Ask them what they can see in the pictures and which sports are shown. Ask who the letter is to and from.
- Now, ask pupils to listen to the cassette and to follow the text in their books.
- As the class listens, write some comprehension questions on the board, for example *Which edition of the magazine is this? What is it about? How long has Saleem played for the school football team? What did Saleem and Hassan think of the match at the International Stadium? Which sport does Fatima like?*
- Ask the class to read the comprehension questions and then play the cassette again.
- Put the class into pairs and ask pupils to discuss the questions on the board.
- Monitor and help where necessary.
- Check answers as a class.

Tapescript

Dear Friends,

The last edition of *Jordan* is about sports and activities in Jordan. Have you ever played tennis? Have you ever ridden a horse? Have you ever swum in the sea?

UNIT 20

My brother Saleem has played for the school football team since May. His friend Hassan wants to be a successful footballer. They have seen our national team play at the Amman International Stadium. They said it was wonderful.

What do you think of sports? In my opinion, they're fun. I think table tennis is the best sport I have ever played. What do you think is the best sport you have ever played?

This is the last edition of our school magazine and I would like to thank my friends and family for their help.

From
Fatima
(*The editor*)

Further practice

- Ask pupils to work in pairs, asking and answering the questions in Fatima's letter. Tell pupils they have to find three questions and answer them.
- Monitor and help where necessary.

End the lesson

- Choose pupils to tell the class their answers to the questions.
- Dismiss the class.

Lesson 2

Outcomes: To revise present perfect with *ever*
To revise present perfect with *for* and *since*
To revise asking for and giving opinions
To revise asking questions with *Have you ever ...?*

Structures: *Have you ever ridden a horse?*
My brother Saleem has played for the school football team since May.
What do you think of sports?
In my opinion, they are fun.

Functions: Saying what you have done in the past
Saying how long you have done things for and since
Asking for and giving an opinion

Topic: What you have done in your life

Resources:

- Pupil's Book, page 76
Exercise 1, Listen and read
- Activity Book, page 76
Exercise 1, Look, write the question and answer
Exercise 2, Order and write
- Cassette, Unit 20, Exercise 1
- Flashcards: football match, stadium, table tennis, team

Revision

- Use the flashcards to ask the pupils questions. For example, *Have you ever been to the national stadium? Have you ever played table tennis? How long have you played table tennis? Have you ever watched a football match on TV? What's the best sport you've ever played?*
- Try to encourage pupils to make full sentences when responding. Help where necessary.

Pupil's Book, Exercise 1

- Before pupils look at the letter in Exercise 1 in their Pupil's Book on page 76 again, elicit as much information about what was in the letter as the pupils can remember. If they are unsure about anything, write it on the board.
- Play the cassette again while pupils follow in their books. They check anything they were unsure of.
- Let pupils practise reading the letter in pairs. They should take turns to read each paragraph.
- Listen and monitor while they are reading. Note down any pronunciation problems and practise them as a class.

Activity Book, Exercise 1

- Ask pupils to look at Exercise 1 in their Activity Book on page 76.
- Explain that the pupils have to write the question and answer the questions. Choose pupils to read the first one.
- Ask pupils to work alone to complete the exercise.
- Monitor and help where necessary.
- Then ask pupils to ask and answer the questions in pairs.
- Monitor and help where necessary.
- Check answers as a class.

Answers

2. Have you ever been scuba diving? Yes, I have / No. I haven't.
3. Have you ever played golf? Yes, I have / No. I haven't.
4. Have you ever eaten fish? Yes, I have / No. I haven't.
5. Have you ever seen an elephant? Yes, I have / No. I haven't.
6. Have you ever climbed a mountain? Yes, I have / No. I haven't.

Activity Book, Exercise 2

- Ask pupils to look at Exercise 2 in their Activity Book on page 76.
- Explain that pupils have to write the sentences in the correct order.
- Choose a pupil to read the example sentence aloud.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary. Let pupils compare answers.
- Check answers as a class.

Answers

2. What do you think of sports?
3. In my opinion, they are interesting.
4. I think tennis is the best sport I've ever played.
5. Have you ever ridden a camel?

End the lesson

- Choose pupils to read paragraphs of the letter in Exercise 1 in their Pupil's Book aloud.
- Dismiss the class.

Lesson 3

Outcomes: To revise present perfect with *for* and *since*
 To listen for gist and specific information
 To revise asking and answering questions using *How long has...?*
 To write sentences describing how long someone has done something

Structures: *I've played tennis for three years, but I think golf is the best sport I've ever played.*
I've played the piano since September.

Functions: Reporting people's opinions

Vocabulary: competition, golf, horse riding, piano, trophy

Topic: Giving opinions

Resources:


- Pupil's Book, page 77
 Exercise 2, Listen and match
 Exercise 3, Look and say
- Activity Book, page 77
 Exercise 3, Look, ask, answer and write
- Cassette, Unit 20, Exercise 2


Revision

- Check that pupils know and can spell the past participles of the verbs used in Units 16-19.


Pupil's Book, Exercise 2

UNIT 20


2  Listen and match



Yousuf




Tareq




Rakan


a




b




c



3 Look and say



Yousuf has won lots of competitions. He has got two trophies.



Tareq has played the piano since September.

77

- Ask pupils to look at Exercise 2 in their Pupil's Book on page 77.
- Ask pupils to look at the pictures of the three boys' bedrooms. What can they see? Ask pupils to tell you what activities or sports they think the boys do.
- Explain to the pupils that they must listen to the boys describing which activities and sports they do and then match the correct room to each boy.
- Play the cassette. Allow pupils to compare their answers before you correct the exercise as a class.

Tapescript

YOUSUF: My name's Yousuf. I've played tennis for three years but I think golf is the best sport I've ever played. I've won lots of competitions and I've got two trophies.

TAREQ: My name's Tareq. I often play football, but I prefer music. I've got lots of CDs. I've played the piano since September. I would like a cello for my birthday.

RAKAN: My name's Rakan. I've ridden horses for five years. In my opinion, horses are interesting and beautiful animals. I've won a trophy for horse riding. I'm good at music too. I've played the cello since November.

Answers

Yousuf – c
Tareq – b
Rakan – a

Pupil's Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Pupil's Book on page 77.
- Explain that they must make as many sentences about the boys as they can. They should use the pictures of their rooms as reference and what they can remember from the listening activity. Choose two pupils to read the sample sentences out loud to demonstrate the activity.
- Pupils work in pairs to say what the boys have done. They could also add what they haven't done, for example *Tareq hasn't got a trophy for sport.*
- Monitor and help where necessary.
- Choose some pupils to say some sentences in front of the class.

Activity Book, Exercise 3

- Ask pupils to look at Exercise 3 in their Activity Book on page 77.
- Ask pupils to look at the questions in the speech bubble. Elicit the other questions looking at the table.
- Ask two pupils to read the example questions again and others to read the answers.
- Ask pupils to work in pairs to take turns to ask and answer the questions.
- Monitor and help where necessary.
- Pupils write the full answers to the questions using the information from the table.
- Check answers as a class.

Answers

Laila has played tennis for four years. She has played tennis for the school team since April.

Huda has played tennis for two years. She has played tennis for the school team since February.

End the lesson

- Ask pupils *What sport do you play? How long have you played it? Are you in the school team? How long have you been in the team?*
- Dismiss the class

Lesson 4

Outcomes:	To read for gist and specific information To match headings with text To revise asking and answering questions using the present perfect To revise giving opinions
Structures:	<i>Have you ever (played tennis)?</i> <i>I've (played tennis) for (five) years.</i>
Functions:	Reading for gist and specific information Giving opinions
Vocabulary:	articles, fantastic, live, successful, unhappy
Topic:	Giving opinions
Resources:	<ul style="list-style-type: none"> □ Pupil's Book, page 78 Exercise 4, Read and choose Exercise 5, Ask and answer

Revision


- Write the words in the vocabulary list on the board in jumbled fashion. Pupils solve the anagrams.
- Ask them to explain the words by answering questions *Where do you see articles? If you win a match, are you successful or not? When are you unhappy?*

Pupil's Book, Exercise 4

UNIT 20

4 Read and choose

1 Dear Editor
I've been to the Amman International Stadium. I went with my Dad and my Uncle. Our team won! It was fantastic!
From
Hussein




a **My trophy** b **Goodbye**


c **My sport**

d **An amazing match**

2 Dear Editor
Have you ever played tennis? I've played tennis for five years. I haven't won a competition this year, but I would like to be successful in the future.
From
Alia




3 Dear Editor
In my opinion, Our Jordan is the best magazine I've ever read. I think the articles are really interesting. I am very unhappy this is the last edition. Thanks for your magazine!
From
Ghada



5 Ask and answer

1. Have you ever played a sport?
2. How long have you played your sport?
3. Have you ever won a trophy?
4. What do you think of tennis and scuba diving?
5. Have you ever watched a live football match?
6. Have you ever been to a stadium?



Yes, I have. I've played tennis for my school team since April.

78

End the lesson

- Choose pairs to ask and answer the questions in Exercise 5 across the class.
- Dismiss the class.

Lesson 5

Outcomes:	To recognise and spell correctly learned vocabulary To ask and answer questions
Structures:	<i>What is the best book you have ever read?</i> <i>Have you ever been to Petra?</i>
Functions:	Spelling vocabulary correctly Asking and answering personal questions
Topic:	Talking about what you have done
Resources:	<ul style="list-style-type: none"> ▫ Activity Book, pages 78 and 79 Exercise 4, Look, match and write Exercise 5, Write, ask and answer

Revision

- Ask pupils to ask the questions in Exercise 5 in the Pupil's Book, again, to different members of the class than those they worked with in the previous lesson.
- Ask pupils to think of questions of their own to ask.

- Ask pupils to look at Exercise 4 in their Pupil's Book on page 78.
- Tell them to look at the three pictures and describe them.
- Explain that the letters are from readers of the magazine. Tell pupils that they must match the letters and pictures to the correct heading. There is one heading which they do not need.
- Ask pupils to work on their own. Monitor and help where necessary.
- Check answers as a class.

Answers

1. d
2. c
3. b

Pupil's Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Pupil's Book on page 78.
- Go over the questions first, eliciting possible answers.
- Ask pupils to work in pairs, asking and answering the questions.
- Monitor as they work.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 in their Activity Book on page 78.
- Look at the example with the class and explain that they have to match the vocabulary with the pictures and write the word neatly beneath the picture.
- Pupils work alone to complete the exercise.
- Monitor and help where necessary. Let pupils check answers in pairs, concentrating on the spelling.
- Check answers as a class. Ask pupils to spell each word out loud. The rest of the class should listen and say if they are correct or not.

Answers

2. piano
3. trophy
4. team
5. golf
6. table tennis

Activity Book, Exercise 5

- Ask pupils to look at Exercise 5 in their Activity Book on page 79.
- These questions revise structures and vocabulary studied throughout the course.
- Ask pupils to work alone and write their own answers to the questions.
- Monitor and help where necessary.
- Then pupils ask and answer the questions in pairs.
- Monitor and help where necessary.
- Check answers as a class. Choose pairs to ask and answer each question aloud.

End the lesson

- Praise pupils for all their hard work during the course.
- Dismiss the class.

WORDLIST

A

about
activities
add
aeroplane
again
air
almonds
alright
amazing
ancient
art
article
athlete

B

balcony
bank
be
bookshop
boring
bracelet
brush

C

calendar
capital city
castle
ceiling
celebration
cheap
chicken
clothes shop
collect
comfortable
competitions

cool
countryside
cover
crowded
cucumber
cupboard
cycle

D

dark
date
decorate
delicious
design
different
difficult
donkey
draw
drink
drive
dry

E

Earth
east
eat
edition
editor
electric
electricity
energy
evaporate
evening
everyone
everywhere
exciting

F

fall
fantastic
far
farmer
field
find
first
fix
flat
floor
fly
football match
footballer
from
fruit
future

G

games
garage
get
glue
golf
great
guest

H

heat
history
honey
horse riding
hospital

I

ice cream
idea
ink
international
interview

J

Jordanian

K

keep
kingdom
knock

L

lamb
less
life
live (adj)
lives (n)

M

magazine
meal
money
moon
mosaic

N

national
new
next
next to
nice
night
noise
north
nothing

O

oasis
often
on top
once
onion
open
other
own

P

page
painting
paper
part
pastry
peaceful
petrol
pharmacy
piano
piece
planet
planetarium
player
police station
pollution
post office
pot
powerful
print
printer
put

Q

questions

R

remember
restaurant
rice
ride
rise
river
runner

S

sail
salad
same
sand
save
scissors
see
shopping centre
sky
smell
sometimes
south
spaghetti
stadium
stars
stories
street
studio
successful
supermarket
sweet
swim
swimming pool

T

table tennis
taste
team
tickets
together
tomato
too
travel
trophy
twice

U

unhappy
until
use

V

vegetables

W

west
wet
wheel
win
window
wonderful
world

Y

yoghurt

