



إدارة المناهج والكتب المدرسية

Action Pack 3

Third Grade
(New Edition)

Teacher's Book

Judith Greet



Acknowledgements

The publishers and the writers would like to acknowledge the contribution made by the Review and Adaptation Committee appointed by the Ministry of Education of the Hashemite Kingdom of Jordan, through their guidance and valued assessment of the materials, to the development of the *New Action Pack 3* course.

Evaluation and Adaptation Committee

- Dr Hamza Ali Al-Omary
- Dr Hussein Mohammad Yagi
- Dr Fadia Favez Suyoufie
- Dr Tha'er Issa Tawalbeh
- Dr Saleh Hassan Al-Omary
- Haifa Hafez Takrouri
- Narmin Dawod Al-Azza
- Dr Shaden Mohammad Hussein
- Ahmad Ibrahim Abu-Eisheh
- Ahmad Hussein Al-Qaisi

قررت وزارة التربية والتعليم تدریس هذا الكتاب في مدارس المملكة الأردنية الهاشمية بموجب قرار مجلس التربية والتعليم رقم ٢٠١٢/٣ في جلسته بتاريخ ٢٠١٢/٧/٤ بدءاً من العام الدراسي ٢٠١٢/٢٠١٣ م.

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Board of Education decision No. 3/2012 in its meeting on 4/7/2012 for the 2012/2013 academic year.

تدقيق ومراجعة:
د. ثائر عيسى طوالبه
د. صالح حسن العمري
هيفاء حافظ التكروري
منال فاهد أبو رمان

The authors and publishers are grateful to all those who have given permission to reproduce copyright material.

© Dar Al Tarbawiyoun House of Education Ltd and Pearson Education Ltd 2012

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.

ISBN: 978-614-406-253-1
Printed 2012

York Press
322 Old Brompton Road,
London SW5 9JH, England

Pearson Education Ltd
Edinburgh Gate, Harlow,
Essex CM20 2JE, England
and associated companies throughout the world.

House of Education Ltd
Woodbourne Hall,
P.O. Box 916,
Road Town,
Tortola,
British Virgin Islands

CONTENTS

Teacher's Book

Scope & Sequence	4	UNIT 13 Happy Mother's Day	III
INTRODUCTION	7	UNIT 14 Where is the bookshop?	II9
First semester		UNIT 15 Eat a lot of fruit	128
UNIT 1 We're ready for school	11	UNIT 16 Review	136
UNIT 2 What do you do after school?	19	Wordlist	144
UNIT 3 What does your uncle do?	27	Teaching strategies	145
UNIT 4 Review	35	Assessment strategies	147
UNIT 5 What's the weather like?	43	Example sketches	151
UNIT 6 Let's go to a restaurant	52	Photocopiable project worksheets	152
UNIT 7 What are you doing?	60	Photocopiable extra practice worksheets	154
UNIT 8 Review	69	Listening tests	161
Second semester		Tapescripts and answers	164
UNIT 9 There is a big museum	77	Reading tests	165
UNIT 10 You must sit down	85	Speaking tests	166
UNIT 11 Is the cat jumping?	94	Writing tests	167
UNIT 12 Review	103		

Scope & Sequence

Unit	Structures	Functions and activities	New vocabulary	Pronunciation	Song/ Project
Unit 1 We're ready for school	The question word <i>where</i>: <i>Where is your school bag?</i> The question word <i>whose</i>: <i>Whose ruler is this?</i> <i>Whose photos are these?</i> The possessive 's': <i>It is Dad's.</i> <i>They are Samia's.</i> Prepositions of place: <i>My school bag is behind my chair.</i> <i>The bed is next to the wardrobe.</i>	Asking and answering questions; expressing location; talking about possession; relating pictures to sentences; describing pictures; singing a song	balloon, bin, cooker, fridge, good night, photo, ready, tomorrow, wardrobe	The sound /eə/ <i>bear, chair</i>	Song: Tomorrow's the first day at school
Unit 2 What do you do after school?	The time: <i>We have Maths at a quarter to eleven.</i> The present simple with I/you/we/they/it: <i>What time do you leave home?</i> <i>We leave home at a quarter past seven.</i> <i>Do we have Maths today? Yes, we do./No, we don't.</i> <i>What do you do after school?</i> <i>I visit my grandparents.</i>	Greeting and responding; talking about time; talking about school subjects and timetables; expressing preference; asking and answering questions; matching a short dialogue with a clock; reading and completing information; writing and talking about a timetable	Arabic, English, favourite, Islamic Education, lesson, Maths, Thursday, timetable,	The sound /ɔ:/ <i>draw, quarter</i>	Project: Write a timetable
Unit 3 What does your uncle do?	The present simple with <i>he/she</i>: <i>What does your uncle do?</i> <i>He's a pilot. He travels to many countries.</i> <i>Does your aunt work in a hospital? Yes, she does./No, she doesn't.</i>	Asking and answering questions; talking about family members; talking about work and jobs; identifying sequence of pictures; singing a song	airport, chef, country, doctor, drive (v), fly (v), hospital, nurse, pilot, plane, restaurant, teacher, travel(v), work (v)	The sound /aɪ/ <i>fly, pilot</i>	Song: What does your father/mother do?
Unit 4 Review	The possessive 's': <i>Are these Mazen's photos?</i> Prepositions of place: <i>It is on the desk.</i> The time: <i>It is a quarter past nine.</i> The present simple with I/you/we/they/it/he/she: <i>Does Asma like drawing?</i> <i>Yes, she does</i>	Greeting and responding; talking about possession; asking and answering questions; expressing location; talking about time; matching dialogues with pictures; talking about family members; talking about work and jobs; reading a letter and answering questions; talking about school subjects and timetables; completing a project	airport, ballon, bin, but, chef, country, doctor, drawing, English, fly, hospital, Islamic Education, lesson, Maths, nurse, photo, pilot, plane, restaurant, Science, tomorrow, travel, wardrobe, work	Revision of sounds	Project: A balloon for Teacher's Day
Unit 5 What's the weather like?	Questions with <i>to be</i> and <i>like</i>: <i>What's the weather like in Canada?</i> <i>It's very cold in winter. It's hot in summer.</i> The present simple: <i>What do children do in winter?</i> <i>They go ice-skating.</i> <i>What's your favourite season?</i> <i>My favourite season is spring.</i>	Learning about life in another country; talking about the weather and climate; expressing preference; asking and answering questions; reading and identifying correct information; listening and identifying correct information; relating sentences to pictures; listening and completing a sentence; singing a song	autumn, Canada, cold, ice-skating, rainy, season, snowman, snowy, spring, summer, weather, windy, winter	The sound /əʊ/ <i>snowy, photo</i>	Song: What's the weather like in your country today?

Unit	Structures	Functions and activities	New vocabulary	Pronunciation	Song/ Project
Unit 6 Let's go to a restaurant	Polite questions and requests with <i>would like</i> and <i>Can I have ...?</i>: <i>What would you like? I'd like lamb and rice, please.</i> <i>Can I have fish and rice, please?</i> <i>Would you like lentils?</i> <i>Yes, please.</i> The present simple: <i>I have juice.</i> Polite offers with <i>Would you like ...?</i>: <i>Would you like chicken and bread?</i>	Asking and answering questions; talking about food and restaurants; expressing preference; expressing thanks; matching a dialogue with the correct picture; matching words for ingredients words in a text with pictures; reading and answering questions; completing a project	aubergine, coffee, delicious, healthy, lamb, lentil(s), meal, menu, rice, vegetable(s)	The sound /i:/ <i>meal, aubergine</i>	Project: A menu
Unit 7 What are you doing?	The present continuous: <i>What are you doing? I'm helping my mum. She's cooking.</i> <i>What's Mazen doing? He's helping Mum.</i>	Asking and answering questions; talking about activities; expressing actions happening now; matching dialogues with the correct pictures; reading and matching sentences with pictures; singing a song	basketball, cook (v), garden, set the table, phone, ring (v), take (v) (a photo), write an email (v)	The sound /ɪ/ <i>cooking, reading</i>	Song: What is your sister doing?
Unit 8 Review	The present simple: <i>I like spring.</i> Polite offers with <i>Would you like ...?</i>: <i>Would you like juice?</i> The present continuous: <i>I'm cooking fish and rice.</i> <i>What are you doing?</i> Questions with <i>to be</i> and <i>like</i>: <i>What's the weather like today?</i> Polite questions and requests with <i>would like</i>: <i>What would you like?</i> <i>I'd like chicken and bread, please.</i>	Asking and answering questions; talking about activities; expressing actions happening now; talking about food and restaurants; expressing preference; expressing thanks; talking about the weather and climate; describing pictures; listening and pointing to the correct dish; reading and choosing the correct picture; singing a song	aubergine, autumn, basketball, Canada, coffee, cold, cook (v), delicious, garden, ice-skating, lamb, set the table (v), lentil(s), meal, menu, phone, rainy, rice, ring (v), season, snowman, snowy, spring, summer, take (v) (a photo), vegetable(s), weather, windy, winter, write an email (v)	Revision of sounds	Song: What are you having for lunch today?
Unit 9 There is a big museum	The present simple with <i>to be</i> <i>There is/are</i>: <i>There is a very big museum.</i> <i>There are two airports.</i> <i>Is there a market? Yes, there is./No, there isn't.</i> <i>Are there any lions in Wadi Mujib? No, there aren't.</i> Prepositions of place: <i>It's in the old city, near the Roman Theatre.</i>	Talking about towns and cities; expressing location; talking about history; asking and answering questions; describing pictures; identifying correct information; responding to a letter; completing a project; giving a class presentation	building, city, hill, hotel, market, museum, near, Roman, next to, sports centre, theatre, town, train station	The sound /eɪ/ <i>train station, plane</i>	Project: Make a poster about your town or city
Unit 10 You must sit down	The modal verb <i>must</i> for obligation: <i>You must drink a lot of water.</i> <i>You mustn't forget your hat.</i>	Expressing obligation; asking and answering questions; describing a picture; identifying correct information; reading and identifying rules; singing a song	a lot of, do homework (v), drink (v), forget (v), guide (n), mountain, put (v), rubbish, shout (v), speak (v)	The sound /aʊ/ <i>shout, mountain</i>	Song: On a school trip

Unit	Structures	Functions and activities	New vocabulary	Pronunciation	Song/Project
Unit 11 Is the cat jumping?	The present continuous: <i>Is it sitting in the tree? Yes, it is./No, it isn't.</i> <i>It's flying in the sky.</i> <i>Are you taking a photo? Yes, I am./No, I'm not.</i>	Asking and answering questions; identifying animals; talking about a nature reserve; appreciating nature; describing actions; identifying the correct picture while listening; guessing the correct animal from descriptions; responding to a paragraph; singing a song	cat, eagle, eat (v), frog, goat, hear (v), leopard, owl, river, safe, sky, sleep (v), wolf	The sound /ɪə/ <i>hear, ear</i>	Song: Are you listening to the guide?
Unit 12 Review	The present continuous: <i>In this photo, we are having our lunch.</i> The modal verb <i>must</i> for obligation: <i>You must drink water.</i> <i>He musn't shout.</i> The present simple with <i>to be</i> <i>There is/are</i>: <i>There are cats, leopards, goats and eagles.</i> Prepositions of place: <i>It's on a hill, near my house.</i>	Asking and answering questions; identifying animals; talking about a nature reserve; appreciating nature; describing actions; expressing obligation; matching descriptions with pictures; identifying the differences between pictures; talking about towns and cities; expressing location; talking about history; singing a song	building, cat, city, drink (v), eat (v), eagle, frog, goat, guide, hill, hotel, leopard, market, mountain, museum, near, owl, river, Roman, shout (v), sleep (v), theatre, train station, wolf	Revision of sounds	Song: Are there any markets near your school?
Unit 13 Happy Mother's Day	The verb <i>want</i> plus infinitive: <i>What do you want to buy?</i> <i>We want to buy a present.</i> The verb <i>do</i> plus infinitive to ask questions: <i>When do we plant trees?</i> Present simple for regular events: <i>We plant trees in January.</i>	Talking about special days; expressing wishes; asking and answering questions; expressing thanks; matching information; ordering events; completing a project	buy, card, flag, flower, important, months of the year, perfume, plant (v), scarf	The sound /ɑ:/ <i>March, card</i>	Project: Make a Mother's Day card
Unit 14 Where is the bookshop?	Adverbs to express order: <i>First/Next/Then</i>: <i>First, we want to go to the bookshop.</i> Imperatives for giving directions: <i>Turn left here.</i> <i>Go straight on.</i> Asking for direction: <i>Where's the butcher's?</i> Prepositions of place: <i>It's next to the baker's.</i> <i>It's opposite the post office.</i>	Expressing the order of events; talking about shops and shopping; asking for and giving directions; asking and answering questions; expressing thanks; following a map; reading and ordering events in a text; singing a song	baker's, bookshop, butcher's, chemist's, excuse me, fruit, medicine, opposite, post office, shoe shop, stamp, toy, toy shop	The sound /ɔɪ/ <i>boy, toy</i>	Song: Excuse me, where's the butcher's?
Unit 15 Eat a lot of fruit	Imperatives: <i>Have breakfast every day.</i> <i>Don't eat a lot of sweets or ice cream.</i>	Giving instructions; talking about a healthy diet; asking and answering questions; matching parts of compound nouns; talking about rules; matching sentences with pictures; describing a picture; completing a class survey; writing words in groups; completing a survey; completing a project	before, brush (v), do exercise (v), good, healthy, meat, teeth, toothbrush, wash (v)	The sound /u:/ <i>fruit, juice</i>	Project: Make a poster about being healthy
Unit 16 Review	Imperatives: <i>Have a good holiday.</i> <i>Don't eat a lot of sweets and ice cream!</i> The verb <i>want</i> plus infinitive: <i>I want to go to the market.</i> Imperatives for giving directions: <i>Go straight on. Turn left.</i> Asking for direction: <i>Where is the post office?</i> Prepositions of place: <i>It's opposite the butcher's.</i> Adverbs to express order: <i>First/ Next/ Then/ Finally</i>: <i>Finally turn right.</i>	Giving instructions; talking about a healthy diet; talking about shops and shopping; asking for and giving directions; asking and answering questions; expressing thanks; matching information with pictures while listening; ordering actions; following a map; singing a song	baker's, before, bookshop, butcher's, buy (v), chemist's, do exercise (v), excuse me, flower, fruit, healthy, months of the year, opposite, perfume, post office, scarf, shoe shop, teeth, toy shop, wash (v)	Revision of sounds	Song: Turn left, turn right

INTRODUCTION

Introduction

Action Pack 3 (New Edition) is the third level of a twelve-level course for young Jordanian learners of English. It aims to introduce English gradually and efficiently through fun activities, games and songs.

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

Learning economy

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

Action Pack 3 (New Edition) builds on the foundation for this process of lifelong learning. Pupils are expected to try out tasks that will become relevant and meaningful in their future lives. For example, in the Being Healthy project (Pupil's Book, Unit 15, page 60), pupils gather and record information about healthy and unhealthy food and activities. They then put it together on a poster and report back their ideas to the class. They practise the skills of recording and explaining information as well as the skill of explaining this data to others. They also learn about being healthy and will hopefully remember this information in the future.

Components

The course consists of five components:

1 Pupil's Book

The Pupil's Book consists of 16 units, four of which are Reviews. The Reviews offer opportunities for pupils to recycle new language. Each unit consists of seven lessons. This level continues to focus on the characters, brother and sister Mazen and Asma, and their family and friends. New language is presented in the context of themes that will be familiar to the age group: *school, jobs, seasons and the weather, food, activities, our town, animals, celebrations and good health*, all in a Jordanian context.

2 Activity Book

The Activity Book is also made up of 16 units, four of which are Reviews. The activities correspond to the material first met in the Pupil's Book. The Activity Book practises and develops the material presented in the Pupil's Book. Non-listening Activity Book exercises may be set as homework and checked as a class in the following lesson.

3 Teacher's Book

The Teacher's Book consists of lesson plans with detailed guidance on how to teach all the activities in both the Pupil's Book and the Activity Book, along with suggestions for further activities. Answer keys are provided for activities where necessary. There are also tapescripts for all the recorded material.

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

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

Some of the Pupil's Book projects have photocopiable sheets, which will be found in the Teacher's Book.

The pupils at this level need the teacher to manage their activities. The move towards a learner-centred approach must be a gradual one, which can only become effective after pupils have mastered some basic expressions in English.

4 Cassette

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

5 Flashcards and Wall Charts

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

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

Wall charts for particular lessons are also listed in the lesson boxes. Each wall chart covers a particular topic, for example, school subjects, animals, 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 each wall chart, they can best be used to check understanding. Say a word on the wall chart and ask pupils to point to the relevant picture, or point to a picture on the wall chart and ask pupils to name the object.

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

Preparing for the lessons

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

Lesson 1 typically consists of a short story, presented in 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. In order to aid understanding, flashcards and wall charts can also be used. In addition, using real objects (realia) whenever possible can help bring the situation to life.

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

Lessons 3-6 allow pupils to practise the language presented in the first lessons in a variety of ways. They will have to listen, speak, read and write using the structures and vocabulary learned. Typical exercises are Listen and read, Ask and answer, Read and match and Listen and point. In the pronunciation exercises, pupils practise producing sounds. They also complete corresponding exercises in the Activity Book.

Lesson 7 concludes the unit with either a song or a project, along with the corresponding task in the Activity Book. The project may, in some cases, have first been introduced in Lesson 6 and so may take up two lessons.

The Review unit follows the same pattern and activities as the lessons above.

Activities and procedures: Pupil's Book

The following are sample introductions.

Listen and read

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

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

Match, listen and order

In this activity, pupils match word halves to form compound nouns. Pupils then listen to the words they hear on the cassette to check their answers. Finally, pupils match the words with the correct pictures.

Listen and say yes or no

Pupils look at a picture and listen to some sentences. First, ask the pupils to say what they can see in the picture, using the structures and vocabulary that they know. Then play the recording. They say *yes* if the sentence is correct about the picture and *no* if it is incorrect.

Read, point and match

Pupils read a short passage and match it with the correct picture. You can begin by asking them to say what they can see in each picture. They can describe the other pictures in pairs after they have finished the activity.

Read, ask and answer

Pupils read a short passage and ask and answer the questions given in the Pupil's Book. You can also use these passages as pronunciation practice by asking pupils to read them aloud.

Read and complete

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

Look and say

A pupil reads the given sentence aloud. Then pupils are encouraged to give more sentences about the picture.

Ask and answer

Two pupils read the conversation aloud. Then pupils work in pairs to practise asking and answering the question. Encourage pupils to provide answers about their own lives.

Listen and point

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

Listen and say

In this activity, pupils listen to diphthongs and repeat them. Each diphthong is introduced in words found in the unit. Pupils repeat the sounds first and then they complete words. Play the cassette more than once if necessary.

Sing

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

Before playing each song, look at the accompanying pictures and describe what they can see. Then, play the song for pupils to listen to. Play it again, one 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.

Project

There are a number of projects throughout the course. Each project enables pupils to further practise the language introduced in the unit in an enjoyable way. Some projects have photocopiable sheets at the end of the Teacher's Book. The projects commonly ask pupils to use scissors, glue and coloured pencils to make a Mother's Day card or a poster about their town, for example. Make sure the scissors used in class have round edges and are safe to handle. Always supervise pupils while they are using scissors.

First, talk about the project with the class and focus on the example in the Pupil's Book. Pupils then work alone, in pairs or in small groups on their projects. Give pupils sufficient class time to finish their projects. Pupils can talk about their work in front of the class. Always display projects in the classroom; they serve as useful tools for revision at a later stage of the course and can act as motivation for pupils.

Activities and procedures:

Activity Book

Look and circle

Pupils look at a picture, read the sentences and then circle the correct answer from more than one choice.

Look and complete

Pupils look at a picture and write a word to complete a sentence. The words to use in the exercise are provided in a box below the rubric.

Match, listen and check

Pupils first complete the activity and then listen to the cassette to check their answers. This activity brings in an element of self-assessment.

Look, listen and number

Pupils listen to the cassette and carry out the task, in this case numbering pictures according to what they hear.

Look and copy

Pupils look at pictures and complete a sentence or label a picture.

Read and circle Yes or No

Pupils read a short passage and then answer questions by circling the correct answer.

Read and match

Pupils match questions with answers or sentences with pictures.

Read, order and write

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

Read, complete and say

Pupils first complete the sentences with words given in a box and then say the sentences to a partner. This activity brings in an element of peer assessment.

Read, look and copy

Pupils read the sentences and then look at the pictures they describe the pictures to you, then they copy the sentence for each picture.

Listen and complete

Pupils listen to the cassette and carry out the task – that is, writing words or sentences.

Listen and tick ✓ or cross ✗

Pupils first listen to the sentences they hear on the cassette, and then they tick or cross.

Listen and match

Pupils listen to questions and their answers. They match each question to its answer.

Read, order and say

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

Listen and say yes or no

Pupils look at the pictures and describe them. They then listen and say *yes* or *no*.

Complete, listen and say

To practise the pronunciation of diphthongs, pupils first write the sound in the gaps in the words. They then listen to the words on the cassette and say them.

How to use Action Pack

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

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

Outcomes

Besides the integration of language skills, the outcomes of *Action Pack 3 (New Edition)* reflect a broader kind of cross-curricular integration, in which the themes encompass various curricular areas. Examples of interdisciplinary teaching in *Action Pack 3 (New Edition)* include the following: making a poster about a town or city (Pupil's Book Unit 9, page 37 – Geography); looking after yourself (Pupil's Book Unit 15 – Social Education); projects (Pupil's Book Unit 13, page 52 – Art).

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

Listening

- demonstrate recognition of English sounds, with a focus on diphthongs, and their combination in simple words (/eɪ/ = *train, plane*) and phrases (*I'm taking a photo.*)
- respond to simple words in short, simple instructions (*Don't shout!*), questions and guided exchanges (*What does your father do? He's a pilot.*)
- develop strategies to respond to simple spoken words and short sentences (use pictures and flashcards as well as prior knowledge and learn how to ask for help in understanding new words)

Speaking

- pronounce learned short English words and sentences correctly
- use simple words in short sentences to take part in short, simple, guided and familiar exchanges (speaking about favourite things)
- take part in prepared, short, simple mini-class presentations (projects)

Reading

- demonstrate recognition of short, simple words
- use reading strategies to identify meaning in short, simple reading texts (for example, words, short sentences)
- identify the meaning of short, simple reading materials (for example, short, simple sentences, songs and rhymes)
- make connections between prior knowledge and experience, and short simple reading materials

Writing

- print English letters correctly, legibly and neatly
- write simple words and short simple sentences on familiar topics for specific purposes (to describe your town)
- use simple patterns to organise information (alphabetical order; sequencing activities)
- apply knowledge of simple spelling and punctuation (capitalisation, spelling of new words, apostrophe to show possession)
- revise written work with the assistance of peers (checking spelling and capital/small letters)

More about the Course

Revision

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

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

Assessment

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

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

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

Good assessment has the following qualities:

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

Assessment may be conducted in a number of ways:

Performance-based (demonstration, presentation);
Pencil and paper (essay, quiz, test, exam).

Refer to pages 147 to 150 to read and learn about assessment strategies.

Phonics

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

Writing

The Activity Book has carefully guided activities that extend pupils' writing ability in English. At this level, pupils are beginning to write groups of words and sentences. In the Activity Book, the difficulty of the activities increases as the course progresses, so that they are writing full sentences in the latter half of the book.

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

Classroom management

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

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

Good luck, happy teaching and enjoy the course!

Lesson 1

Outcomes	To demonstrate recognition of short, simple words To infer the meaning of new words through familiar contexts To respond to short, simple questions before and after listening
Structures	The question word <i>where</i> : <i>Where is your school bag?</i> The question word <i>whose</i> : <i>Whose photo album is this?</i> The possessive 's': <i>It is Dad's.</i> Prepositions of place: <i>My school bag is behind my chair.</i>
Functions	Asking and answering questions Expressing location Talking about possession
Vocabulary	<i>good night, photo, ready, tomorrow</i>
Topic	Getting ready for school
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 4 Exercise 1, Listen and read ■ Cassette, Pupil's Book, Unit 1, Exercise 1 ■ Flashcards: photo

Revision

- Greet the pupils saying *Good morning/afternoon, children.* Introduce yourself, saying *My name is Mr/Mrs/Miss ...*
- Ask a few children *What's your name?* Elicit *My name is (pupil's name).* Then ask them to introduce their neighbour, saying *Who is this?* Elicit *He/She is (pupil's name).*
- Write the following questions on the board:
Have you got a brother or a sister?
What does your brother/sister look like?
What time do you get up in the morning?
What time do you go to bed?
What do you do at the weekend?
- Pupils work in pairs to ask and answer the questions. Monitor as they are working, checking that they can remember these structures from the previous book: *Action Pack 2 (New Edition)*. Go over any mistakes as a class.

Presentation

- Pick up things in the classroom and revise *What's this?* Check that pupils know *pen, school bag* and *pencil case*. Choose pupils to pick something up, and ask the class *What's this?* The pupil who answers correctly asks the next question.
- Show the class the flashcard of a *photo*. Teach the word by showing the picture and saying it. Ask pupils to repeat after you. Then show them the word. You read it and pupils repeat again. Ask individuals to read the word. Show some pupils the picture and elicit the word. Show some pupils the word and ask them to read it.

- Then hold up the book of one of your pupils. Stand beside him/her as you do this. Ask the rest of the class *Whose book is this?* and give the answer *It is (Omar's, or whatever the pupil's name is).* Make sure you pronounce the 's' clearly. Ask the question again and elicit the answer from a few pupils.
- Go round the class picking up things belonging to different pupils, asking *Whose is this?* Elicit the answers.
- Ask a pupil to come to the board with his/her book. Hold up the book and write on the board: *Whose is this?* Pupils give you the answer. Write the answer on the board: *It is (Alia's).* Ask different pairs to read out the question and answer.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
respond correctly to the question <i>Whose is this?</i>			
pronounce the 's' clearly in the reply			

Pupil's Book, Page 4, Exercise 1

- Say *Open your Pupil's Book at page 4.* You do it at the same time to show them what to do.
- Ask pupils to look at the pictures. Point to the characters and ask *Who is this?* (*Mazen, Asma, Mum*). Pupils should know the characters from the previous book: *Action Pack 2 (New Edition)*. If not, introduce them saying *This is Mazen.* etc. Ask *Where are they?* Pupils answer *They are at home.* Say *Look at pictures 3 and 4. Is it morning?* (*No*). If they know the word, pupils can reply *No, it's night.*
- Ask pupils to listen to the recording and point to the words as they listen.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *Whose photo album is this?* (*It is Dad's.*); *Where is Mazen's school bag?* (*It's behind the chair.*); *Where's Asma's pencil case?* (*It's in her school bag.*)
- Put pupils in groups of three. They will be Mazen, Asma and Mum. Play the recording to the class and ask the pupils to read out loud with their character.
- Pupils then practise the dialogues in groups of three.

Unit 1

We're ready for school

1

Listen and read

1



2



3



4



Tapescript

Mazen: Are you ready for school tomorrow?

Asma: Yes, I am.

Asma: Are you happy?

Mazen: Yes, I am.

Asma: Is this your photo album?

Mazen: No, it isn't.

Asma: Whose is this?

Mazen: It is Dad's.

Mum: It is time for bed now. Where is your school bag?

Mazen: It is behind my chair.

Mum: Is your pencil case in your bag?

Asma: Yes, Mum.

Mum: Good night, Asma.

Asma: Good night, Mum!

Further practice

- In their groups of three, pupils ask each other questions: *Whose bag is this? It is (pupil's name)'s.* Walk round the class as they are practising. Make sure they are pronouncing the 's'.

End the lesson

- Say *Goodbye, children* to the class as you leave, and encourage them to reply *Goodbye, (teacher/your name).*

Lesson 2

Outcomes

To participate in short, simple guided exchanges
To pronounce learned short English words correctly
To follow short, simple oral instructions related to work in class
To match spoken short, simple words and sentences with print
To recognise short, simple familiar words and phrases
To use reading strategies to identify meaning in short, simple texts

Structures

The question word *where*:
Where is your school bag?
The question word *whose*:
Whose photo album is this?
The possessive 's':
It is Dad's.
Prepositions of place:
My school bag is behind my chair.

Functions

Asking and answering questions
Expressing location
Talking about possession

Topic

Getting ready for school

Resources

- Pupil's Book, page 4
Exercise 1, Listen and read
- Activity Book, page 4
Exercise 1, Match, listen and check
- Activity Book, page 4
Exercise 2, Look and complete
- Cassette, Pupil's Book, Unit 1, Exercise 1
- Cassette, Activity Book, Unit 1, Exercise 1
- Flashcards: photo, book

Revision

- Show the class the two flashcards and ask *What is it?* Pupils answer *It's a book./It's a photo.*
- Show pupils the words and ask them to read them.
- Go round the class picking up items from pupils' desks. Collect about ten items. Collect two of various items, for example, two pens from one pupil. As you do so, say for example, *This is Mazen's book. These are Ahmad's pens.* etc.
- Then, play a game with the class. Divide the class into two teams – A and B. Ask the pupils whose things you borrowed to come to the front. Give them each an item or items but not their own. Each pupil holds up the item(s) and asks, for example, *Whose book is this?/ Whose pens are these?* Team A tries to answer. If they get it correct, they get a point. If they get it wrong, team B can try to win a point. It is then team B's turn. The team with the higher number of points is the winner.

Pupil's Book, Page 4, Exercise 1

- Say *Open your Pupil's Book at page 4*. In groups of three, pupils practise reading the dialogue. When they have finished, they can swap roles and do it again. Monitor as they are working, and take notes of any pronunciation mistakes. Go over the mistakes as a class. Make sure they are pronouncing the 's' in sentences such as *It's Dad's*. Make sure they are pronouncing the 't' in *Good night*.
- Ask pupils to role play the scene but with different items. Instead of *book, pen* and *photos*, they can use, for example, *dictionary, pencil* and *ruler*. Give them five to ten minutes to practise. Say *Are you ready?*, and then ask groups to come to the front to act out their scenes. Do some in this lesson and some in future lessons.
- Write the new words on the board: **ready, photo album, tomorrow, Good night**. Point to the different words and ask individuals to read them aloud. Make sure the stress, as well as the pronunciation, is accurate.

Activity Book, Page 4, Exercise 1

- Say *Open your Activity Book at page 4. Look at Exercise 1*.
- Ask pupils the first three questions and elicit their own answers.
- Explain that they have to match the questions with the answers. Do the first one as an example.
- Pupils can work in pairs to complete the exercise. Ask them to practise reading the questions and answers in pairs to check their answers.
- Finally, play the recording for pupils to check their answers.
- Choose pairs to read out each question and answer.

Tapescript

- 1
Woman: Is this your school bag?
Boy: No, it isn't. It's Fatima's.
- 2
Woman: Where's your pencil case?
Boy: It's in my bag.
- 3
Woman: Whose book is this?
Girl: It's Rakan's.
- 4
Woman: Whose photos are these?
Boy: They're Fatima's.
- 5
Woman: Where are your photos?
Boy: They're in my bag.
- 6
Woman: Are you ready for school tomorrow?
Girl: Yes I am, Mum. Good night!

Answers

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

Activity Book, Page 4, Exercise 2

- Say *Now look at Exercise 2*. Choose pupils to read the words in the box. As a pupil reads each word, ask the rest of the class to point to the correct pictures. Walk round the class as this is happening to check that pupils are pointing to the correct pictures.
- Explain that they have to read the sentences and complete them with one of the words in the box. Pupils work on their own to complete the activity.

- Pupils check their work in pairs. They can swap answers if they wish.
- Check answers as a class.

Answers

2. pen 3. photos 4. bed

End the lesson

- Write the following words on the board: *photo album, tomorrow, book*.
- Read the beginnings of the following sentences to the pupils and they complete them by saying one of the words on the board:
Are you ready for school ...? (tomorrow)
Is this your ...? (book)
This is Dad's ... (photo album)
- Ask pupils to read the story at home, and make sure they can identify the meaning of the new words.

Lesson 3

Outcomes

To demonstrate recognition of short, simple words
To use flashcards to understand new or unfamiliar words when listening
To use short sentences to participate in simple exchanges based on learned models
To respond to short, simple questions before and after listening
To use an apostrophe to show simple possession

Structures

The question word *whose*:
Whose photos are these?
The possessive 's':
They are Samia's.
Prepositions of place:
The cooker is next to the fridge.

Functions

Asking and answering questions
Expressing location
Talking about possession

Vocabulary

balloon, bin, cooker, fridge

Topic

Getting ready for school

Resources

- Pupil's Book, page 5
Exercise 2, Look, ask and answer
- Pupil's Book, page 5
Exercise 3, Listen and say yes or no
- Activity Book, page 5
Exercise 3, Look, listen and number
- Cassette, Pupil's Book, Unit 1, Exercise 3
- Cassette, Activity Book, Unit 1, Exercise 3
- Flashcards: balloon, bin, cooker, fridge
- Wall chart: At home

Revision

- Choose some pupils to act out their version of Exercise 1 in the Pupil's Book.
- On the board, write: *This is Asmas photo.* Ask *What is missing from this sentence? (an apostrophe)* Ask a pupil to come to the board and correct it – *This is Asma's photo.*
- Go round the class picking up various items and asking, for example, *Whose pen is this?* Pupils answer *It is (pupil's name)'s.* Make sure they are pronouncing the 's.

Presentation

- Show pupils the flashcard of the *balloon*. Teach the new word as before.
- Ask *When do you use balloon?* Elicit answers from the pupils.
- Say *How do you spell balloons?* Draw a balloon on the board. Write the letters at random within the shape. As the pupils give the letters in the correct order, write them on the board.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce the new word correctly			
spell the new word correctly			

Pupil's Book, Page 5, Exercise 2

- Say *Open your Pupil's Book at page 5, please.*
- Point to the pictures of objects in the box and establish what the objects are.
- Choose two pupils to read the question and answer.
- Pupils work in pairs to ask and answer questions about the items in the box.

- Monitor as they are working. Pupils ask and answer the questions in front of the class.

Answers

Whose book is this?

It is Khalid's.

Whose pencil case is this?

It is Samia's.

Whose pens are these?

They are Ahmad's.

Whose cap is this?

It is Alia's.

Whose balloons are these?

They are Khalid's.

Whose books are these?

They are Alia's.

Whose football is this?

It is Ahmad's.

Presentation

- Show pupils the flashcards for the new vocabulary: *bin, cooker, fridge*. Teach the new words in the usual way.
- Ask *Have you got these in your house? Where are they? Are they in your bedroom?* Elicit that these things are in the kitchen.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce new words correctly			
respond correctly to the question <i>Have you got these in your house?</i>			

Pupil's Book, Page 5, Exercise 3

- Say *Now look at Exercise 3. What is it a picture of? (a kitchen)*
- Pupils work in pairs to say what they can see, for example, *I can see a fridge. I can see books.*
- Tell them to listen to the recording. They will hear six sentences. They have to say *Yes* or *No* after each sentence.

Tapescript

- The cooker is next to the fridge.
- The books are on the table.
- The milk is in the fridge.
- The bin is behind the door.
- The shelf is next to the fridge.
- The clock is on the wall.

Answers

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

Activity Book, Page 5, Exercise 3

- Say *Open your Activity Book. Turn to page 5. Listen and number the sentences with the pictures.* Play the recording twice. Pupils write the numbers in the boxes.
- Check the answers as a class.

Unit 1

2 Look, ask and answer

Whose photos are these?

1

 Ahmad

2

 Alia

3

 Samia

4

 Khalid



3 Listen and say yes or no



5

Unit 1

14

Tapescript

- 1
Whose school bag is it?
- 2
Whose books are they?
- 3
Whose cap is it?
- 4
Whose photos are they?

Answers

2. They're Alia's. 3. It's Ahmad's. 4. They're Khalid's.

End the lesson

- Write the new words on the board in this way: f _ i _ g _ ; _ _ n ; c _ _ k _ r ; b _ l _ o _ _
- Choose pupils to come to the board to complete the words (fridge, bin, cooker, balloon).
- Show pupils the wall chart: At home. Ask pupils to identify the bin, cooker and fridge.
- If possible, ask pupils to bring a small item from home belonging to their parents or brothers and sisters, for example, a small doll or other toys, a CD, etc.

Lesson 4

Outcomes	To demonstrate recognition of short, simple words To use short sentences to participate in simple exchanges based on learned models To print words correctly, legibly and neatly To use an apostrophe to show possession, and a full stop at the end of a sentence
Structures	The question word <i>whose</i> : <i>Whose ruler is this?</i> The possessive 's': <i>It is Laila's.</i>
Functions	Asking and answering questions Talking about possession
Topic	Getting ready for school
Resources	<ul style="list-style-type: none"> Pupil's Book, page 6 Exercise 4, Look, ask and answer Activity Book, page 5 Exercise 4, Look and complete Flashcards: balloon, bin, cooker, fridge Wall chart: At home

Revision

- Choose some pupils to act out their version of Exercise 1 in the Pupil's Book.
- Revise the new words from the previous lesson using the flashcards. Put the flashcards vertically on the left-hand side of the board, and write the words in a different order in a list on the right-hand side. Choose pupils to draw a line from each word to the pictures. Pupils read the words as they draw the line.
- Show pupils the wall chart: At home. Ask them to point out the bin, cooker and fridge.

Pupil's Book, Page 6, Exercise 4

- Say *Open your Pupil's Book. Turn to page 6.*
- Point to the two girls. Ask two pupils to read the question and answer.
- Collect some things from the class and put them on your desk. Choose two pupils to come to the front. One pupil picks up an item and asks the other pupil *Whose (pen) is this?* The other pupil says, for example, *It is Mazen's.* Ask Mazen *Is this your (pen)?* Mazen says *Yes* or *No*. If it's not Mazen's, the pupil can try guessing again.
- Pupils can also play the game in groups. They sit in groups of five to eight. One pupil goes to collect items from other pupils. The pupil puts the items on the desk. Then he/she asks about each item, for example, *Whose pen is this?* The rest of the group discuss and give their answers.

Unit 1

4 Look, ask and answer

Whose ruler is this?

It is Laila's.

5 Read and point

1 The bed is under the window.

2 The present is on the table.

3 The desk is next to the wardrobe.

4 The shirt is in the wardrobe.

5 The tennis racquet is under the desk.

6 The football is under the chair.

a

b

c

d

6

Activity Book, Page 5, Exercise 4

- Say *Open your Activity Book at page 5. Look at Exercise 3. Ask questions, for example, Whose bag is it? Pupils reply It's Samia's bag.*
- Say *Look at Exercise 4. Choose a pupil to read the first sentence. On the board write It's Samia's _____. Ask a pupil to come and complete it.*
- Pupils write the answers then compare their answers with a partner. Monitor as they are writing.
- Check answers as a class, choosing pupils to read their answers aloud.

Answers

2. 's photos. 3. 's books. 4. 's cap.

Further practice

- If pupils have brought in small items from home, ask them to tell the class about them, for example, *This is my sister's doll. The doll's name is Trudi. My sister loves playing with it. This is my mother's favourite CD. She listens to it every day.*
- Pupils can draw and write about their object.

End the lesson

- Pick up five items from the pupils. Hold up one item and say, for example, *Is this Ahmad's pen?* Pupils reply *No, it isn't Ahmad's pen. It is Sami's pen.*

Lesson 5

Outcomes	To identify the meaning of simple familiar information when reading To orally describe pictures in short, simple sentences To use short sentences to participate in simple exchanges based on learned models
Structures	Prepositions of place: <i>The desk is next to the wardrobe.</i> <i>The present is on the table.</i>
Functions	Expressing location Relating pictures to sentences
Vocabulary	wardrobe
Topic	Getting ready for school
Resources	<ul style="list-style-type: none"> Pupil's Book, page 6 Exercise 5, Read and point Activity Book, page 6 Exercise 5, Look and circle yes or no Flashcards: bin, cooker, fridge, wardrobe Wall chart: At home Additional pictures or actual items for revision: football, tennis racquet, chess piece, table tennis bat or ball, bike, paint brush

Revision

- Draw the faces of two children on the board or use two pictures. Give them names. Tell the pupils something about the children, for example, *Ahmad likes playing football and tennis. He's good at chess. Sami likes playing table tennis and riding his bike. He's good at drawing and painting.*
- Say *I have some things here. Whose are they?* Show the pictures or the items one by one, for example, *Whose bicycle is this?* Pupils reply *It is Sami's.*
- Choose pupils to write on the board *It is (Sami's).*

Presentation

- Ask *What can you see on the walls?* Pupils give answers using the preposition *on*, for example, *I can see a poster on the wall.* Ask *What have you got in your bag?* Pupils give replies. Ask a question with *under*, for example, *What is under my desk?*
- Ask *Who is sitting next to (pupil's name)? Who is sitting behind (pupil's name)? Where is (pupil's name) sitting?*
- Show the four flashcards. Put them on the board. Say *You can see all these in your kitchen. Is that right?* Pupils say *No.* Point to each one leaving the wardrobe until last, saying *What is this? Where do you see it?* Point to wardrobe. Teach the word if necessary. Ask *Where do you see it?* Pupils reply *In the bedroom.*

- Show pupils the wall chart: At home. Ask them to point to the wardrobe. Show pupils the word *wardrobe*. Spell it out loud together. Make sure they stress the first syllable.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
use the prepositions <i>in, on, under, next to</i> and <i>behind</i> correctly			
answer questions beginning with <i>Where</i> using prepositions			

Pupil's Book, Page 6, Exercise 5

- Say *Open your Pupil's Book at page 6. Look at Exercise 5.*
- Ask *What rooms can you see? (bedrooms); What can you see in the bedrooms?* Pupils list the items. Say *Look at picture c. Is it a girl's bedroom or a boy's bedroom? (a boy's bedroom); Why? (Because there is a football under the chair.); Which picture is a girl's bedroom? (d); Why? (Because there is a skirt in the wardrobe.)*
- Say *The tennis racquet is under the chair. Which room is it? (a); The tennis racquet is under the bed. Which room is it? (d); The tennis racquet is behind the door. Which room is it? (c); The tennis racquet is under the desk. Which room is it? (b)*
- Tell the pupils they have to read the information in the box and match it to one of the pictures. Let them do this individually. Pupils discuss their answers in pairs.
- Check answers as a class.

Answers

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

Further practice

- Give the pupils some sentences. They tell you which picture you are talking about, for example, *The bin is under the desk.* (a) Give a couple of examples.
- Then pupils work in pairs to do the same activity.
- Monitor as they are talking, helping where necessary. If you notice any mistakes, take a note of them and discuss with the pupils as a class at the end of the activity.

Activity Book, Page 6, Exercise 5

- Say *Open your Activity Book at page 6. Look at Exercise 5.*
- Say *Look at the picture. What can you see?* Pupils give sentences about the picture.
- Choose a pupil to read the first sentence. Ask *Can you see bananas on the table? (Yes)* Say *So, you circle 'yes'.* Now read the other sentences and circle 'yes' or 'no'. Pupils can do this activity in pairs.
- Check answers as a class.

Answers

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

End the lesson

- Ask various questions with *where* about the classroom, for example, *Where is the clock? Where is the bin?* etc.

Lesson 6

Outcomes	<p>To pronounce diphthongs correctly</p> <p>To orally describe pictures in short, simple sentences</p> <p>To sing simple songs with peers after listening to a tape</p> <p>To learn a new sound</p> <p>To print words correctly, legibly and neatly</p> <p>To demonstrate recognition of basic English sounds and their combinations in simple words and phrases</p>
Structures	<p>Prepositions of place:</p> <p><i>My bed is next to my wardrobe.</i></p> <p><i>My book's in my bag.</i></p>
Functions	<p>Expressing location</p> <p>Singing a song</p>
Topic	Getting ready for school
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 7 ■ Exercise 6, Listen and say ■ Pupil's Book, page 7 ■ Exercise 7, Look and say ■ Pupil's Book, page 7 ■ Exercise 8, Sing ■ Activity Book, page 6 ■ Exercise 6, Complete, listen and say ■ Cassette, Pupil's Book, Unit 1, Exercise 6 ■ Cassette, Pupil's Book, Unit 1, Exercise 8 ■ Cassette, Activity Book, Unit 1, Exercise 6

Revision

- Give pupils sentences about the classroom with wrong information, for example, *The bin is on a desk*. Pupils say *The bin isn't on a desk. It's under your desk*.

Pupil's Book, Page 7, Exercise 6

- Say *Open your Pupil's Book at page 7. Look at Exercise 6*. Point to the first picture. Say *Listen*. Play the recording. Pupils repeat the word as a class. Invite individuals to say the word. Repeat with the second picture.
- Say *Spell 'chair'*. Pupils spell it and you write it on the board. Repeat with *bear*. Underline chair and bear and say *air*. Point out that the pronunciation is the same, but the spelling is different. Tell pupils it is important that they learn the spellings of English words.

Tapescript

/eə/ chair, chair
/eə/ bear, bear

Pupil's Book, Page 7, Exercise 7

- Say *Look at Exercise 7 on page 7. What is this a picture of? (a bedroom)*
- Choose a pupil to read the sentence aloud. Ask pupils to give you more sentences about the picture, imagining it is their own bedroom.

Unit 1

6 **Listen and say**




chair

bear

7 **Look and say**



In my bedroom, my bed is next to my wardrobe.

8 **Sing**

My school bag is ready.
It's next to the chair.
Tomorrow's the first day at school!
My shirt and my socks
are in the wardrobe.
My trousers are ready to wear.

I'm ready for bed now.
It's eight o'clock.
Tomorrow's the first day at school!
My book's in my bag,
my pencil case too.
I'm ready, I'm ready for school!



Further practice

- Pupils draw a simple picture of their own bedroom. They describe it to a partner using prepositions.
- They then write some sentences about their bedroom.

Pupil's Book, Page 7, Exercise 8

- Say *Look at the picture in Exercise 8 on page 7. What can you see?* Pupils describe the picture using *I can see ...; There is/are ...*
- Say *Listen and follow the words*. Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the second verse.
- Divide the class into two groups. One group practises and sings the first verse; the other group practises and sings the second verse.

Tapescript

My school bag is ready.
It's next to the chair.
Tomorrow's the first day at school!
My shirt and my socks
are in the wardrobe.
My trousers are ready to wear.

I'm ready for bed now.
It's eight o'clock.
Tomorrow's the first day at school!
My book's in my bag,
my pencil case too.
I'm ready, I'm ready for school!

Activity Book, Page 6, Exercise 6

- Say *Open your Activity Book at page 6. Look at Exercise 6.*
- Say *Spell 'bear'*. Write the word on the board. Repeat with *chair*.
- Tell pupils to complete the sentences with the two words.
- Say *Now listen and check your answers*. Play the recording. Pupils can change their answers.
- Check answers as a class. Choose pupils to read the sentences aloud.

Tapescript

Is the bear on the chair? No, the bear is under the chair.

Answers

A: Is the bear on the chair?

B: No, the bear is under the chair.

End the lesson

- Choose pupils to describe their bedrooms to the class.

Lesson 7

Outcomes	To sing simple songs with peers after listening to a tape To demonstrate recognition of short, simple words To identify the meaning of short, simple reading materials To show enjoyment in simple rhymes and songs in English
Structures	Prepositions of place: <i>My shirt and my socks are in the wardrobe.</i> <i>My book's in my bag.</i>
Functions	Expressing location Describing pictures Singing a song
Topic	Getting ready for school
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 7 Exercise 8, Sing ■ Activity Book, page 7 Exercise 7, Look and circle ■ Activity Book, page 7 Exercise 8, Look and match ■ Cassette, Pupil's Book, Unit 1, Exercise 8 ■ Wall chart: At home

Revision

- Show pupils the wall chart: At home. Write *cooker* on the board, but do not pronounce the word. Ask pupils to point to the object in the wall chart that has that spelling. Repeat with *bin*, *wardrobe* and *fridge*, erasing each word before writing the next.
- You could make the activity more challenging and interesting by deliberately misspelling a word, for example, by writing *frigde*, and see if any pupils either correct your spelling or tell you that there is no such thing as a '*frigde*' on the chart.

Pupil's Book, Page 7, Exercise 8

- Say *Listen to the song*. Play the song.
- Divide the class into two groups. Give each group a verse.
- Play the song again. Groups sing along with the verse they have been given.

Activity Book, Page 7, Exercise 7

- Say *Open your Activity Book at Page 7. Look at Exercise 7.*
- Say *Look at the picture. What can you see?* Choose different pupils to give you a sentence about the picture.
- Explain that they have to choose the correct word each time. Pupils work on their own to complete the sentences. Monitor as they are working to see if any pupils have a problem with prepositions.
- Check answers as a class. If there were any problems, use the classroom situation to practise further.

Answers

2. behind 3. next to 4. under 5. in

Activity Book, Page 7, Exercise 8

- Say *Now look at Exercise 8.*
- Ask questions about the pictures, for example, *Where's the pen?* Pupils reply in complete sentences, for example, *It's on the desk.*
- Choose a pupil to follow the lines and read the first sentence aloud. Tell the pupils to draw lines to make three more sentences.
- Pupils check their answers in pairs. Check the answers as a class, asking different pupils to read the sentences aloud.

Answers

2. There is a shirt in the wardrobe.
3. There is a football behind the door.
4. The wardrobe is next to the bed.

Further practice

- Divide the class into groups of five or six.
- Ask each group to think of three sentences to describe their classroom.
- Go round each group asking for one sentence each. They get a point for each correct sentence. They must not repeat what another group has said. If they do, they lose a point. Continue until the pupils cannot give you any more new sentences. The group with the most points is the winner.

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *Whose book/pen/pencil case is this? Where is the clock?*
- Congratulate pupils on all their hard work in Unit 1.

Lesson 1

Outcomes	To respond to short, simple questions before and after listening To use a wall chart to identify new or unfamiliar words when listening To demonstrate recognition of short, simple words
Structures	The time: <i>What's the time?</i> <i>It's a quarter past seven.</i> <i>It's a quarter to eight.</i> <i>What time do we have Maths?</i> <i>We have Maths at a quarter to eleven.</i> The Present simple with I/you/we/they/it: <i>What time do you leave home?</i> <i>We leave home at a quarter past seven.</i> <i>Do we have Maths today?</i> <i>Yes, we do./No, we don't.</i>
Functions	Greeting and responding Asking about and telling the time Talking about timetables Expressing preference Asking and answering questions
Vocabulary	<i>English, lesson, Maths, Islamic Education, favourite, Thursday</i>
Topic	School subjects
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 8 Exercise 1, Listen and read ■ Cassette, Pupil's Book, Unit 2, Exercise 1 ■ Flashcards: a quarter past, a quarter to

Revision

- Greet the pupils, saying *Good morning/afternoon, children*. Pupils respond.
- Ask a few pupils questions, for example, *Where is your Pupil's Book/pencil case/book/school bag?* etc. Pupils reply with appropriate prepositions.

Presentation

- Point to the first flashcard and say *It's a quarter past twelve*. Point to the second flashcard and say *It's a quarter to twelve*. Have pupils come to the board and point to one flashcard at a time and ask *What's the time?* Use *What time is it?* as well to revise the structure. Pupils point to the correct pictures.
- Revise the times they know: *o'clock* and *half past*. Draw clocks on the board to practise the time. Ask *What's the time?* Pupils reply, for example, *It's six o'clock. It's half past six. etc.*
- Say *My favourite day is today, Thursday!* Show pupils by gesture and facial expression that *favourite* means you like it best of all. Ask pupils questions, for example, *Which is your favourite day at school? Why? What's your favourite subject?*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
respond correctly to the question <i>What's the time?</i>			
ask and answer about the time using <i>quarter to</i> and <i>quarter past</i>			

Pupil's Book, Page 8, Exercise 1

- Say *Open your Pupil's Book at page 8.*
- Ask pupils to look at the pictures and ask questions, for example, *Look at picture 1. Where is Asma? Where is Mazen? What's the time? Look at picture 2. Where is Asma? Where is Mazen? What's the time? Look at picture 4. Who is in the classroom? What's the time?*
- Ask pupils to listen to the recording and point to the words as they listen.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *What time does the bus come? (It comes at a quarter past seven.) What time do Asma and Mazen get to school? (They get to school at a quarter to eight); What day is it? (It's Thursday.); What time do they have Maths? (They have Maths at a quarter to eleven.); Do they have Islamic Education today? (Yes, they do.); What time do they go home? (They go home at a quarter past one.)*

Unit 2

What do you do after school?

1 Listen and read



Tapescript

Mazen: It's a quarter past seven. The bus is here.
 Asma: I'm ready.
 Asma: What's the time now?
 Mazen: It's a quarter to eight. We're not late.
 Mazen: My favourite day is today - Thursday! We have Islamic Education and English.
 Omar: Do we have Maths today?
 Mazen: Yes, we do. We have Maths at a quarter to eleven.
 Mazen: What lesson do we have now, Miss?
 Miss: It's a quarter past one, Mazen. It's time to go home!

Further practice

- In pairs, pupils ask each other *What's the time? What's your favourite subject? What's your favourite day at school? What time do we have English?*

End the lesson

- Use the flashcards *a quarter past* and *a quarter to* and say *Tell me the time using one of these.*

Lesson 2

Outcomes

To follow short, simple oral instructions related to work in class
 To respond to simple words in short, simple instructions, questions and guided exchanges
 To read a story with correct pronunciation and intonation

Structures

The time:
We have Maths at a quarter to eleven.
 The present simple with *I/you/we/they/it*:
What lesson do we have now?
Do we have Maths today?
Yes, we do./No, we don't.
It's time to go home.

Functions

Greeting and responding
 Talking about time
 Talking about timetables
 Expressing preference
 Asking and answering questions

Topic

School subjects

Resources

- Pupil's Book, page 8
Exercise 1, Listen and read
- Activity Book, page 8
Exercise 1, Listen, match and check
- Activity Book, page 8
Exercise 2, Listen and circle
- Cassette, Pupil's Book, Unit 2, Exercise 1
- Cassette, Activity Book, Unit 2, Exercise 1
- Cassette, Activity Book, Unit 2, Exercise 2
- Flashcards: a quarter to, a quarter past
- Cardboard clock

Revision

- Say *Good morning/afternoon (pupil's name)*. to different pupils. Pupils reply correctly.
- Show the pupils the cardboard clock and ask *What's the time?* and practise the different times they know.
- Show pupils the flashcards and point to the different clocks, asking *What's the time? When do you have (English)?*

Pupil's Book, Page 8, Exercise 1

- Say *Open your Pupil's Book at page 8*. Play the recording to the class again while they read.
- Write some of the words on the board to practise pronunciation, for example, *quarter, past, favourite, Maths, lesson*. Make sure pupils stress the first syllable in each word. Do not give any direct instruction.
- Divide the class into groups of four (Asma, Mazen, Omar and Miss). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class.

Activity Book, Page 8, Exercise 1

- Say *Open your Activity Book at page 8. Look at Exercise 1.*
- Ask pupils to look at the first picture. Choose a pupil to read the first half of the first sentence. Ask the pupils to finish the sentence. Choose another pupil to read the full sentence.
- Pupils work in pairs to complete the rest of the activity.
- Check the answers as a class.

Tapescript

- 1
We leave home at seven o'clock.
- 2
We have our first lesson at eight o'clock.
- 3
We have English at a quarter to eleven.
- 4
We go home at a quarter past one.

Answers

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

Activity Book, Page 8, Exercise 2

- Say *Now look at Exercise 2.* Choose pupils to say the times for each picture.
- Play the first dialogue and then stop the tape. Pupils choose the correct answer. Check with the whole class. Play the recording all the way through. Pupils choose their answers.
- Play the recording again for pupils to check their answers.
- Check the answers as a class.

Tapescript

- 1
Girl 1: Good morning!
Girl 2: Good morning! It's eight o'clock. It's time for our first lesson.
- 2
Boy 1: What time do you get up on Friday?
Boy 2: I get up at half past nine.
- 3
Girl 3: Do we have Islamic Education today?
Girl 4: Yes, we do. We have Islamic Education at a quarter to ten.
- 4
Boy 3: What time do you go shopping on Saturday?
Boy 4: I go shopping at half past eleven.

Answers

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

End the lesson

- Write the following on the board: *pa-t, qu-r-er*
- Choose a pupil to come to the board and write the missing letters. The rest of the class say if it is right or not.

Lesson 3

Outcomes

To respond to simple words in short, simple instructions, questions and guided exchanges
To use short sentences to participate in simple exchanges based on learned models
To match short, simple spoken words and sentences with print
To respond to simple familiar instructions when reading (e.g. a timetable)

Structures

The time:
What time do you/they leave home?
We/They leave home at seven o'clock.
What do you do on Friday?
I visit my grandparents.
The Present simple:
I leave home at...; We have Arabic at..., We finish school at....

Functions

Talking about time
Talking about weekend timetables
Matching a short dialogue with a clock
Reading and completing information
Writing and talking about a timetable

Vocabulary

Arabic, finish, timetable, Islamic Education

Topic

Activities timetable

Resources

- Pupil's Book, page 9
Exercise 2, Listen and point
- Pupil's Book, page 9
Exercise 3, Ask and answer
- Activity Book, page 9
Exercise 3, Look and complete
- Cassette, Pupil's Book, Unit 2, Exercise 2
- Material: cardboard clock

Revision

- Point to the cardboard clock and say *I leave home at a quarter past seven.*

2

Listen and point

- 1 leave home
- 2 start school
- 3 have Arabic
- 4 finish school

a



b



c



d



3

Ask and answer

My weekend timetable

	Friday	Saturday
Mazen	play tennis help Mum	visit grandparents play football
Omar	visit grandparents tidy bedroom	play basketball visit Uncle and Aunt
Asma	go shopping help Mum	visit grandparents read a book
Huda	visit grandparents go shopping	read a book visit Uncle and Aunt



What do you do on Friday?

I visit my grandparents and I tidy my bedroom.



9

Pupil's Book, Page 9, Exercise 2

- Say *Open your Pupil's Book at page 9, please.*
- Point to the clocks and ask *What's the time?*
- Say *Listen. What time do they leave home?* Play the first part of the recording. Check the answer with the class. Pupils say *They leave home at seven o'clock.*
- Say *Now listen to the rest of the recording.* Play the recording while the pupils match the subjects and times. Play the recording again for pupils to check their answers.

Tapescript

Boy 1: What time do we leave home?
 Boy 2: We leave home at seven o'clock.
 Girl 1: What time do we start school?
 Girl 2: We start school at a quarter to eight.
 Boy 3: Do we have Arabic at half past ten?
 Boy 4: No, we don't. We have Arabic at a quarter to eleven.
 Girl 3: What time do we finish school?
 Girl 4: We finish school at a quarter past one.

Answers

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

Presentation

- Show the wall chart: My activities timetable to the pupils again. Point to the timetable and teach the word *timetable*. Write it on the board for pupils to read.
- If pupils have a timetable, ask them to take it out. Ask questions about it, for example, *What do you do on Saturday morning? What time do you go shopping on Friday?* etc.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
read the word <i>timetable</i>			
answer questions about a timetable			

Pupil's Book, Page 9, Exercise 3

- Say *Now look at Exercise 3.* Choose two pupils to read the conversation.
- Pupils work in pairs. Ask them what they do during the weekend: Friday and Saturday. Elicit answers such as: *I visit my grandparents, I play basketball, etc.* Ask them to copy the timetable into their notebooks.
- Tell them to ask and answer questions to complete each other's timetables. Encourage them to ask about Friday and Saturday. Monitor as they are working, helping where necessary.
- Pupils check their answers by looking at My weekend timetable in the Pupil's Book.

Further practice

- Ask pupils from different pairs to come to the front and ask and answer questions.

Activity Book, Page 9, Exercise 3

- Say *Open your Activity Book. Turn to page 9.*
- Say *Look at the clocks.* Hold your book up and point to the clocks at random, asking *What time is it?*
- Pupils write the times using the words in the boxes.
- Check the answers as a class.

Answers

2. a quarter to 3. half past 4. a quarter past

End the lesson

- Ask pupils *What do you do on Friday? Do you play sport on Saturday?*

Lesson 4

Outcomes

To use short questions and sentences to participate in simple exchanges
 To pronounce short, simple questions and statements with correct intonation patterns
 To respond to simple familiar instructions

Structures

The present simple:
What time do you get to school?
Do you visit your grandparents?
Do you play sports on Friday?
Yes, I do. No I don't.

Functions

Talking about timetables
 Asking and answering questions

Topic

Activities

Resources

- Pupil's Book, page 10 Exercise 4, Ask and answer
- Activity Book, page 9 Exercise 4, Read and circle yes or no

Revision

- Practise short answers with the class. Ask questions such as *What time do you leave home? What time do you get to school? What do you do on Saturday?*

Pupil’s Book, Page 10, Exercise 4

- Say *Open your Pupil’s Book. Turn to page 10.*
- Point to the two girls. Ask two pupils to read the questions and answers.
- Choose two other pupils. Ask them to ask and answer questions about their own timetable for the weekend.
- Pupils practise in pairs. Monitor as they are talking, helping where necessary. Check any pronunciation problems.

Unit 2

4

Ask and answer

Do you visit your grandparents?

Yes, I do. I visit my grandparents on Friday.

Do you play sports on Friday?

No, I don't. I play sports on Saturday.

5

Read and complete

This is our new zoo timetable. We open at nine o'clock. The bear show is at a quarter past ten. We feed the storks at half past eleven. You can have lunch at one o'clock. You can take photos of the giraffes at a quarter to three. You can touch the turtles at half past three. We close at five o'clock.

Zoo Timetable

9:00

Open

11:30

Feed Storks

1:00

3:30

5:00

Close

Activity Book, Page 9, Exercise 4

- Say *Open your Activity Book at page 9. Look at Exercise 4.* Explain that it is Asma’s timetable. Ask questions, for example, *Does she walk in the park on Thursday? (No, she doesn't.); Does she play tennis on Tuesday? (Yes, she does.).*
- Ask a pupil to read the first sentence. Ask *Yes* or *No*? Pupils give the answer.
- Pupils read the sentences and choose the correct answers. They do this individually and then check answers as a class.

Answers

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

Further practice

- Pupils ask and answer questions about the timetable in the Activity Book: *What does she do on Monday? She plays computer games.* Pupils practise with other days of the week.

End the lesson

- Ask the class *What do you have tomorrow?* Pupils reply *We have ...* Ask *Is Friday/Saturday your favourite day at school? Why?/Why not?*

Lesson 5

Outcomes	To use reading strategies to identify meaning in short, simple reading texts To pronounce short, simple statements with correct intonation patterns To respond to simple instructions, questions and guided exchanges To make connections between prior knowledge and experience and short, simple reading materials
Structures	The time: <i>Do you visit your grandparents on Friday?</i> <i>Yes, I do. No, I don't.</i> <i>What time do you feed the storks?</i> <i>We feed the storks at half past eleven.</i> <i>When does the zoo close?</i> <i>It closes at five o'clock.</i> The Present simple: <i>We open/have/feed/close</i> <i>You can have lunch/take photos/touch</i>
Functions	Talking about a zoo timetable Asking and answering questions Reading and completing information
Topic	Activities
Resources	■ Pupil’s Book, page 10 Exercise 5, Read and complete ■ Activity Book, page 10 Exercise 5, Listen and write

Revision

- Ask pupils to make up a timetable for the weekend. They should include all the activities that they really like.
- Pupils talk in pairs telling each other about their new timetables.
- Choose some pupils to tell the class about their timetables. Ask the class to choose the best timetable.

Pupil’s Book, Page 10, Exercise 5

- Say *Open your Pupil’s Book at page 10. Look at the zoo timetable in Exercise 5.*
- Point to the times and ask *What’s the time?*
- Choose pupils to read the sentences aloud. Write any words they mispronounce on the board. Practise them as a class without giving direct instruction.
- Pupils read the text again and complete the zoo timetable individually. They can check their answers in pairs.
- Check answers as a class.

Answers

10:15-bear show
11:30
have lunch
2:45-take photos of giraffes
touch the turtles
5:00

Activity Book, Page 10, Exercise 5

- Say *Turn to page 10 in your Activity Book. Look at Exercise 5.*
- Ask pupils to read the words in the box. Ask *When do you play tennis?* etc.
- Ask pupils to tell you the times in the timetable. Say *Listen carefully. Complete the timetable.*
- Play the recording and allow pupils to write their answers. Play it again so they can complete the exercise and check their answers.
- Check answers as a class.

Tapescript

Girl 1: What time do you go shopping on Friday?

Girl 2: I go shopping at a quarter past five.

Girl 1: What do you do on Saturday at a quarter past five?

Girl 2: I play football.

Girl 1: What time do you play tennis on Sunday?

Girl 2: I play tennis at a quarter to seven.

Answers

play football
play tennis

Further practice

- Give pupils sentences about the activities in the Activity Book. Ask them to say *Yes* or *No*. For example, *He/She plays football on Friday (No.)*; *He/She plays computer games on Sunday (Yes.)*
- Ask some questions, for example, *When do you go shopping?* etc.

End the lesson

- Ask *What sports do you play?* Pupils give answers, for example, *tennis*. Say *Spell 'tennis'*. Teach pupils to say *capital t-e-n-n-i-s*.

Lesson 6

Outcomes

To use prior knowledge to participate in short, simple guided exchanges
To make a short, simple presentation to the class on a familiar topic
To learn a new sound
To print English letters correctly, legibly and neatly
To respond to simple familiar instructions (e.g. an activities timetable)

Structures

The time:
I play tennis at a quarter past two.
The present simple:
What's your favourite day of the week?
My favourite day is Friday.
I visit my grandparents.
What do you do after school?

Functions

Expressing preference
Asking and answering questions
Talking about timetables
Writing and talking about an activities timetable

Topic

Activities

Resources

- Pupil's Book, page 11 Exercise 6, Ask and answer
- Pupil's Book, page 11 Exercise 7, Listen and say
- Pupil's Book, page 11 Exercise 8, Project. Write a timetable
- Activity Book, page 10 Exercise 6, Complete and say
- Cassette, Pupil's Book, Unit 2, Exercise 7
- Wall chart: My activities timetable
- Project worksheet 1: My activities timetable

Revision

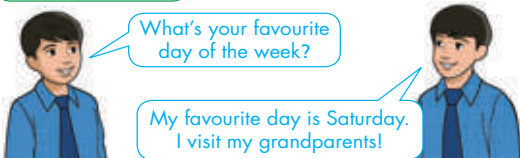
- Show the pupils the wall chart: My activities timetable. Point to the different timetables. Ask pupils if they have similar timetables. Then say *Which is your favourite timetable?* Elicit answers.

Pupil's Book, Page 11, Exercise 6

- Say *Open your Pupil's Book at page 11. Look at Exercise 6.*
- Choose two pupils to read the dialogue.
- Pupils practise in pairs. Monitor as they are speaking, helping where necessary. Listen for their pronunciation. Correct any problems with the whole class.
- Choose pupils to tell the class about their favourite day.

6

Ask and answer



7

Listen and say



a quarter to four

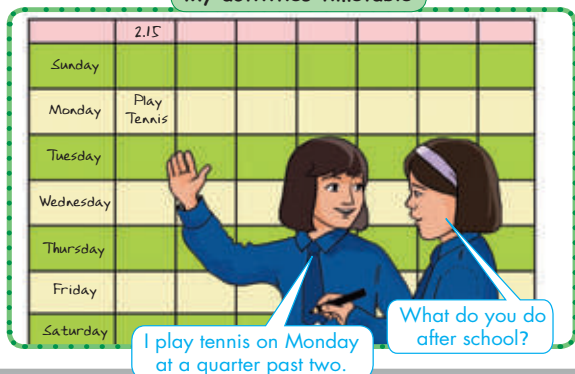


draw

8

Project. Write a timetable

My activities timetable



Pupil's Book, Page 11, Exercise 7

- Say Look at Exercise 7. Look at the first picture. What's the time? Look at the second picture. What is he doing?
- Play the recording to the class. Pupils repeat after each one.
- Write the words on the board. Underline the same sounds. Say /ɔ:/ . Then say the words for pupils to repeat after you.

Tapescript

/ɔ:/ a quarter to four, a quarter to four
/ɔ:/ draw, draw

Pupil's Book, Page 11, Exercise 8

- Write on the board the word *Activities*. Ask the pupils to give examples of activities.
- Refer to page 8 of the Teacher's Book and read the instructions under Project.
- Explain that the pupils are going to create an activities timetable. They have to include all the activities that they do after school.
- Hand out a copy of Project worksheet 1: My activities timetable to each pair.
- Pupils discuss the timetable and complete it. They then present it to the rest of the class.

Activity Book, Page 10, Exercise 6

- Say Open your Activity Book at page 10. Look at Exercise 6.
- Say Spell 'four'. Write the word on the board. Repeat with *quarter* and *draw*.
- Tell pupils to complete the sentences with the parts of the words.
- Choose pupils to read the sentences aloud. Check their pronunciation.

Answers

1. quarter; four 2. Draw

End the lesson

- Say sentences about different pupils, for example, *Suha's favourite day is Monday*. Pupils try to remember if that is right and say *No, it isn't*. *Suha's favourite day is Thursday*.

Lesson 7

Outcomes

To match spoken short, simple, spoken words and sentences with print
To write simple words and short, simple sentences on familiar topics
To read sentences with the correct intonation and pronunciation
To pronounce short learned English words and sentences correctly
To copy short, simple sentences correctly, legibly and neatly

Structures

The time:
It's a quarter past four.

Functions

Talking about time
Talking about school subjects and timetables
Expressing preference
Asking and answering questions

Topic

School subjects

Resources

- Activity Book, page 11 Exercise 7, Complete
- Activity Book, page 11 Exercise 8, Read, circle and say
- Activity Book, page 11 Exercise 9, Look and copy

Revision

- Practise spelling the new words. Ask pupils to stand up. Say a word, for example, *lesson*. Point to one person and ask for the first letter. If they get it right, they sit down.
- Point to another pupil for the second letter and so on.
- Pupils have to listen carefully to make sure they spell the words correctly.

Activity Book, Page 11, Exercise 7

- Ask, for example, *What time do you have Maths today?* Practise with other subjects.
- Say Open your Activity Book at Page 11. Look at Exercise 7. Pupils complete the sentences with the words in the box. They do this individually.
- Check answers as a class. Pupils ask and answer the questions, answering with true answers.

Answers

1. at 2. What; have

Activity Book, Page 11, Exercise 8

- Say *Now look at Exercise 8.*
- Ask questions: *What's your favourite day?* Ask pupils to ask each other the questions across the class.
- Pupils choose the answer that applies to them. They read it to a partner.
- Choose pupils to read their sentences aloud. Make sure their intonation and pronunciation is correct.

Activity Book, Page 11, Exercise 9

- Say *Now look at Exercise 9.* Ask pupils to tell you the time on each clock.
- Pupils then write the correct sentences opposite the clocks. Monitor as they are writing, checking their neatness.
- Choose pupils to read the times aloud.

Answers

1. a quarter past four. 2. It's a quarter to ten.

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *What's your favourite subject? What time do you have English today? What do you do on Friday? What time does the zoo open? What's your favourite day of the week?* etc.
- Congratulate pupils on all their hard work in Unit 2, especially the project.

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
ask and answer about the time			
talk about timetables			
talk about school subjects			
talk about preferences			

Lesson 1

Outcomes	To say two-syllable words with the correct stress To respond to short, simple questions before and after listening To respond to flashcards To understand new words when listening
Structures	The present simple with <i>he/she</i> : <i>What does your uncle do?</i> <i>He's a pilot. He travels to many countries.</i> <i>Does she work in a hospital?</i> <i>Yes, she does./No, she doesn't.</i>
Functions	Asking and answering questions Talking about family members Talking about work and jobs
Vocabulary	<i>country, doctor, hospital, pilot, travel (v), work (v)</i>
Topic	Jobs
Resources	<ul style="list-style-type: none"> Pupil's Book, page 12 Exercise 1, Listen and read Cassette, Pupil's Book, Unit 3, Exercise 1 Flashcards: doctor, hospital, pilot Wall chart: Jobs and work

Revision

- Ask *What subjects do you have today? What subjects do you have tomorrow? What's your favourite subject? Is today your favourite day of the week? Why?/Why not?*

Presentation

- Show pupils the flashcards of the *doctor* and the *pilot*. Teach each word. Ask *Is your father a pilot? Is your mother a doctor?* Pupils answer *Yes, he/she is./No, he/she isn't.*
- Show pupils the words and ask them to read after you. The stress each time is on the first syllable.
- Put the flashcard of the *hospital* on the board. Ask *Who works here? The doctor or the pilot?* Pupils reply *the doctor*. Say *Yes, the doctor works in a hospital*. Pupils repeat after you. Ask *Where does a doctor work?* Pupils answer *The doctor works in a hospital*.
- Say *Look at the pilot. Where does he go?* Pupils can tell you the names of different countries. Say *He travels to different countries. What's the name of our country? (Jordan); Do you travel to other countries on holiday?* Pupils reply. They can give the names of countries they have visited.
- Say *My father is a teacher. What does your father do?* Ask a few pupils and help them with the English words. Then ask a pupil to ask another pupil. Help with the question.
- Ask some pupils *Does your mother/father work in a hospital?* Teach the reply *Yes, he/she does./No, he/she doesn't.* Encourage some pupils to ask other pupils across the class. Change *hospital* to *school* and ask some pupils *Does your mother/father work in a school?*
- Finally, show pupils the Wall chart: Jobs and work. Ask them to point to the pictures representing pilot, travel, hospital and doctor.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
respond correctly to the questions <i>What does your father do? Does your father work in a hospital?</i>			

Pupil's Book, Page 12, Exercise 1

- Say *Open your Pupil's Book at page 12.*
- Ask pupils to look at the pictures and ask *Can you see a pilot?* (picture 2); *Can you see a doctor?* (picture 3)
- Say *Listen and read the story. Then tell me 'Who is a pilot?'*
- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer to your question (*Mazen and Asma's uncle is a pilot.*) Ask *Who is a doctor?* Pupils reply (*Mazen and Asma's aunt is a doctor.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *Who are the visitors?* (*Uncle Rakan and Aunt Mariam*); *Where do they live?* (*They live in Jerash.*); *What does Uncle Rakan do?* (*He's a pilot.*); *What does Aunt Mariam do?* (*She's a doctor.*); *Does she work in a hospital?* (*Yes, she does.*)

Unit 3
What does your uncle do?

1 Listen and read

1 We've got visitors this afternoon, Uncle Rakan and Aunt Mariam.

2 What does your uncle do?

3 Do they live in Amman?

4 He's a pilot. He travels to many countries.

5 My aunt is a doctor. Her name is Mariam.

6 Does she work in a hospital?

7 Yes, she does. She works at the King Abdullah University Hospital in Irbid.

8 Uncle Rakan and Aunt Mariam are here!

9 Goodbye, Omar. Goodbye, Huda.

10 Goodbye.

Tapescript

Mazen: We've got visitors this afternoon, Uncle Rakan and Aunt Mariam.
 Omar: Do they live in Amman?
 Mazen: No, they don't. They live in Jerash.
 Omar: What does your uncle do?
 Mazen: He's a pilot. He travels to many countries.
 Asma: My aunt is a doctor. Her name is Mariam.
 Huda: Does she work in a hospital?
 Asma: Yes, she does. She works at the King Abdullah University Hospital in Irbid.
 Mum: Uncle Rakan and Aunt Mariam are here!
 Asma: Goodbye, Omar. Goodbye, Huda.
 Omar and Huda: Goodbye!

Further practice

- Practise the intonation in questions with the class. Write the following questions on the board:
What does your uncle do? ↘
Do they live in Amman? ↗
- The intonation goes down at the end of the question beginning with *What*; the intonation rises slightly in a question beginning with *Do/Does*.

End the lesson

- Say *Name a country beginning with J*. Give other letters for countries pupils might know.

Lesson 2

Outcomes

To demonstrate recognition of short, simple words
 To follow short, simple oral instructions related to work in class
 To respond to simple instructions, questions and guided exchanges
 To respond to simple questions before and after listening

Structures

The present simple with *he/she*:
What does your uncle do?
He's a pilot. He travels to many countries.
Does she work in a hospital?
Yes, she does./ No, she doesn't.

Functions

Asking and answering questions
 Talking about family members
 Talking about work and jobs

Topic

Jobs

Resources

- Pupil's Book, page 12
 Exercise 1, Listen and read
- Activity Book, page 12
 Exercise 1, Listen, order and check
- Activity Book, page 12
 Exercise 2, Look, listen and circle
- Cassette, Pupil's Book, Unit 3, Exercise 1
- Cassette, Activity Book, Unit 3, Exercise 1
- Cassette, Activity Book, Unit 3, Exercise 2
- Flashcards: doctor, hospital, pilot
- Wall chart: Jobs and work

Revision

- Show the pupils the flashcards *doctor*, *hospital* and *pilot*. Pupils give you the words. Write the words on the board. Show a flashcard and ask a pupil to point to the word on the board and read it.
- Hold up the flashcard of the *hospital* and ask *Does your father work in a hospital?* Pupils answer *Yes, he does./No, he doesn't*.
- Write the following questions on the board.
Does your mother work in a hospital?
Does your father travel to different countries?
Does your uncle live in Jerash?
Does your aunt work in a school?
- Pupils work in pairs to ask and answer the questions with short answers about the people they know. Monitor as they are working, checking their pronunciation.

Pupil's Book, Page 12, Exercise 1

- Say *Open your books at page 12*. Play the recording to the class while they read. Stop the recording every now and then to ask pupils what the next word is. This will check how well they are following the recording.
- Give pupils some sentences to correct, for example, *Mazen and Asma have got visitors this morning*. (*No, they've got visitors this afternoon.*); *Asma's uncle lives in Amman*. (*No, he lives in Jerash.*); *Mazen's uncle is a doctor*. (*No, he's a pilot.*); *Mazen's aunt is a pilot*. (*No, she's a doctor.*); *She travels to many countries*. (*No, she works in a hospital.*)
- Divide the class into groups of five (the four children and the mother). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation. Choose groups to read the story in front of the class.

Activity Book, Page 12, Exercise 1

- Say *Open your Activity Book at page 12. Look at Exercise 1*.
- Ask pupils to look at number 1. Choose pupils to read the four sentences. Explain that they need to put them in the correct order. Pupils do this individually, then check with a partner.
- Play the recording for the pupils to check their answers.
- Repeat with number 2.
- Check the answers as a class by asking two pupils to read the sentences aloud.

Tapescript

1

Boy 1: What does your father do?

Boy 2: He's a teacher.

Boy 1: Does he work in your school?

Boy 2: Yes, he does. He's a Maths teacher.

2

Girl 1: What does your aunt do?

Girl 2: She works in a hospital.

Girl 1: Does she live in Aqaba?

Girl 2: No, she doesn't. She lives in Amman.

Answers

1. He's a teacher. (b)
Does he work in your school? (c)
Yes, he does. He's a Maths teacher. (d)
2. What does your aunt do? (a)
She works in a hospital. (b)
Does she live in Aqaba? (c)
No, she doesn't. She lives in Amman. (d)

Activity Book, Page 12, Exercise 2

- Say *Now look at Exercise 2. Look at number 1. What does he do?* Pupils reply *He's a doctor*. Repeat with numbers 2, 3 and 4.
- Play the first question and then stop the recording. Pupils choose the correct answer. Check with the whole class. Play the recording all the way through. Pupils choose their answers. Play the recording again for pupils to check their answers.
- Check the answers as a class.

Tapescript

- 1
Man: Does he work in a school?
2
Man: Does she live in Amman?
3
Man: Does she work in a hospital?
4
Man: Does he travel to many countries?

Answers

2. Yes, she does. 3. No, she doesn't. 4. Yes, he does.

Further practice

- Use some verbs the pupils know from the previous level to practise more yes/no questions, for example, *Does your father have breakfast at half past six? Does your mother cook lunch? Does your father watch TV every evening? Does your mother read a book every day? Does your father play tennis? Does your father walk to work?*

End the lesson

- Show pupils the wall chart: Jobs and work. One at a time, write the words *pilot*, *doctor*, *hospital* and *travel* on the board. Ask the pupils to point to the appropriate picture in the chart.
- Give the pupils the beginnings of sentences for them to finish, for example, *Aunt Mariam is a ...* Pupils say *doctor*. Continue *She works in a ... (hospital)*; *Uncle Rakan is a ... (pilot)*; *He travels to many ... (countries)*; *He lives in ... (Jerash)*.

Lesson 3

Outcomes	To use short sentences to participate in simple exchanges To develop strategies to identify simple spoken words and short sentences and their meaning To use reading strategies to identify meaning in short, simple reading texts
Structures	The present simple with <i>he/she</i> : <i>What does your father do?</i> <i>He's a doctor. He works in a hospital.</i>
Functions	Asking and answering questions Talking about family members Talking about work and jobs
Vocabulary	<i>chef, fly (v), teacher, plane, restaurant</i>
Topic	Jobs
Resources	<ul style="list-style-type: none"> Pupil's Book, page 13 Exercise 2, Listen and point Pupil's Book, page 13 Exercise 3, Ask and answer Activity Book, page 13 Exercise 3, Read and match Cassette, Pupil's Book, Unit 3, Exercise 2 Flashcards: chef, pilot, plane, restaurant, school, teacher Wall chart: Jobs and work

Revision

- Ask pupils questions to practise short answers, for example, *Does your father work in a hospital? Does your mother work in a school?* etc. Practise with other verbs they know.
- Give pupils a verb phrase, for example, *work in a school*. Choose a pupil to ask another pupil a question, for example, *Does your uncle work in a school?* Other verb phrases to use include *work in a hospital, travel to many countries, play football, watch TV every day, like fish*, etc.

Presentation

- Using the flashcards, teach *chef* and *teacher*. Stick them up on the board on the left-hand side in a column. Point to each one and say *What does he/she do?*
- Hold up the flashcard of the *pilot* and ask *What does he do?* Stick the flashcard on the board under *chef*.
- Then use the flashcards to teach *plane* and *restaurant*. Hold up the flashcard of *school* and ask *What's this?*
- Stick the flashcards on the right-hand side of the board. Ask pupils to come to the board and draw lines from the job to where they work.
- Give the pupils beginnings of sentences to finish, saying *He's a ... (chef). He works in a ... (restaurant). She's a ... (teacher). She works in a ... (school). He's a ... (pilot). He flies a ... (plane).*
- Point to each picture and ask *What does he/she do?* Help pupils to give two sentences, for example, *She's a teacher. She works in a school.*
- Show pupils the wall chart: Jobs and work. Point to the pictures representing the new vocabulary at random and ask pupils to say the correct word, for example, *pilot* or *chef*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
respond correctly to the question <i>What does he/she do?</i>			

Pupil's Book, Page 13, Exercise 2

- Say *Open your Pupil's Book at page 13, please.*
- Point to the pictures and ask *What's this?* Pupils say the words.
- Say *Listen*. Play the first part of the recording. Check the answer with the class. Pupils say *Jaber's father is a chef. He works in a big restaurant.*
- Play the rest of the recording while the pupils match the people with the pictures. Play the recording again for pupils to check their answers.
- Check answers as a class.
- Pause after each verse.

Tapescript

- Boy: What does your father do, Jaber?
 Jaber: My father is a chef.
 Boy: Does he work in Amman?
 Jaber: Yes, he does. He works in a big restaurant.
- Boy: And what does your mother do, Kareem?
 Kareem: My mother is a teacher.
 Boy: Does she work in your school?
 Kareem: No, she doesn't. She works in a school near my house.
- Girl: What does your father do, Samira?
 Samira: He is a pilot.
 Girl: Does he travel to many countries?
 Samira: Yes, he does.

Answers

- c, d
- a, f
- b, e

Pupil's Book, Page 13, Exercise 3

- Say *Now look at Exercise 3*. Choose two pupils to read the conversation.
- Pupils work in pairs. They each ask and answer the questions about themselves. Monitor as they are working, helping where necessary. You may need to help them with vocabulary.

Further practice

- Make some statements about the jobs. Hold up the flashcard of the *chef* and say *He's a chef. He flies a plane.* Pupils say *No, he works in a restaurant.* Practise with the others.

Activity Book, Page 13, Exercise 3

- Say *Open your Activity Book. Turn to page 13.*
- Choose pupils to read the four sentences aloud. Check their pronunciation, making sure they are pronouncing the -s at the end of the verb without giving any direct instruction. Choose others to read them if there are any problems.
- Pupils match the sentences with the pictures. Pupils check their answers in pairs.
- Check answers as a class.

Answers

- a
- d
- b

End the lesson

- Ask pupils *What does your father/mother/uncle/aunt do?* Pupils answer, for example, *My father is a teacher.*







Unit 3

2 Listen and point


1 Jaber's father

2 Kareem's mother


3 Samira's father

3 Ask and answer



What does your father do?



He's a doctor. He works in a hospital.

Unit 3

30

Lesson 4

Outcomes	To use reading strategies to identify meaning in short, simple reading texts To ask and respond to questions before, during and after reading To copy short, simple sentences correctly, legibly and neatly
Structures	The present simple with <i>he/she</i> : <i>What does my mother do?</i> <i>My father is a pilot. He travels to many countries.</i> <i>Does she work in a hospital?</i> <i>Yes, she does./No, she doesn't.</i>
Functions	Talking about work and jobs Identifying a sequence of pictures
Vocabulary	<i>airport, drive (v), nurse</i>
Topic	Jobs
Resources	<ul style="list-style-type: none"> Pupil's Book, page 14 Exercise 4, Read and order Activity Book, page 13 Exercise 4, Look, copy and complete Flashcards: airport Wall chart: Jobs and work

Revision

- Pupils correct sentences you give them, for example, *A chef flies a plane*. Pupils say *No, a chef works in a restaurant*. Practise with all the jobs and places.

Presentation

- Show pupils the flashcard of the *airport* and *nurse*. Teach the word. Ask *Who works at the airport?* Pupils say *A pilot works at the airport*.
- Ask *Does your father work at the airport?* Pupils reply *Yes, he does./No, he doesn't*. Ask *Where does your father work?* *Does he walk to work?* Pupils may answer *No, he goes by car*. Teach *He drives to work*. Indicate with your hands what drive means. Do the same with *nurse*.
- Write the new words on the board and practise the pronunciation of them with the pupils.
- Show pupils the wall chart: Jobs and work. Now that pupils are familiar with all the vocabulary, say the words at random and ask pupils to point to the relevant picture.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			

Pupil's Book, Page 14, Exercise 4

- Say *Open your Pupil's Book. Turn to page 14.*
- Say *Look at the pictures. Choose the correct one. He drives his car to the airport. (picture d); He flies a plane. (picture a); It's time for dinner in Tokyo. (picture b); It's time for lunch in Amman. (picture c).* Say *Now read the sentences and order the pictures*. Pupils work individually to complete the exercise.
- Pupils check their answers in pairs then as a class.

Answers

a d b c

Unit 3

4 Read and order

My father is a pilot. He travels to many countries. He drives his car to the airport. He flies a plane. Today, he is in Tokyo. It's time for dinner in Tokyo. It's time for lunch in Amman!



5 Ask and answer

1 What does my mother do?

Does she travel to many countries?

No, she doesn't.

Does she work in a hospital?

Is she a doctor?

Yes, she does.

Yes, she is!

Further practice

- Choose pupils to read the passage aloud. Let them practise reading in pairs. Monitor as they are reading and note down any pronunciation issues. Go over them as a class.

Activity Book, Page 13, Exercise 4

- Ask a few questions round the class: *What does your uncle do?* *What does your aunt do?*
- Say *Open your Activity Book at page 13. Look at Exercise 4.* Choose a pupil to read the first question and another to read the example answer. Say *Look at the box. Finish the next sentence*. Pupils tell you the sentence.
- Say *Now write the sentences carefully and neatly.*
- Monitor as they are working, giving advice on their writing.
- Check answers as a class, choosing pupils to read the sentences aloud.

Answers

She is a teacher. She works in a school.
He is a pilot. He flies planes.

End the lesson

- Ask the class *Tell me a job beginning with n. (nurse)*
Practise with the letters of the other jobs they know.

Lesson 5

Outcomes

To respond to simple words in short, simple instructions, questions and guided exchanges
To respond to simple questions before and after listening
To use simple words in short sentences to take part in short, simple, guided and familiar exchanges
To use capital letters when starting a sentence

Structures

The present simple with *he/she*:
Does your mother work in a hospital?
Yes, she does./No, she doesn't.
Is she a doctor? Yes, she is./No, she isn't.

Functions

Asking and answering questions
Talking about family members
Talking about work and jobs

Topic

Jobs

Resources

- Pupil's Book, page 14
Exercise 5, Ask and answer
- Activity Book, page 14
Exercise 5, Listen and answer
- Activity Book, page 14
Exercise 6, Read, complete and say
- Cassette, Activity Book, Unit 3, Exercise 5
- Flashcards: airport, chef, doctor, hospital, nurse, pilot, plane, restaurant
- Wall chart: Jobs and work

Revision

- Ask four pupils to come to the front. Give them each a flashcard of a different job. Tell them not to show the rest of the class.
- The class ask the four pupils questions to find out what their jobs are, for example, *Do you work in a hospital?* (Yes, I do.); *Are you a doctor?* (No, I'm not.); *Are you a nurse?* (Yes, I am.)
- Show pupils the wall chart: Jobs and work. Write the words on the board, omitting the first letter, for example, *_urse*, *_hef*, etc., and ask pupils to point to the correct picture while saying the missing letter (*n*, *c*, etc.).

Pupil's Book, Page 14, Exercise 5

- Say *Open your Pupil's Book at page 14. Look at Exercise 5.*
- Tell the pupils they are going to play a game. Choose two pupils to read the questions and answers.
- Pupils work in pairs to ask and answer questions about their family. Give them about ten minutes to practise this, using different members of the family.
- Monitor as they are speaking, helping where necessary.
- Ask different pupils *What do you know about (pupil's name)?* They reply, for example, *Ali's father is a teacher. Ali's mother is a nurse. Ali's uncle is a pilot.*
- Once you have had a few examples from the class, ask, for example, *What does Ali's father do?* Pupils try to remember.

Activity Book, Page 14, Exercise 5

- Say *Turn to page 14 in your Activity Book. Look at Exercise 5.*
- Point to each picture and ask *What does he/she do?* Pupils reply.
- Say *Look at the first picture. Listen.* Play the recording. Pause after each question for the class to answer. Go through the rest of the activity with the class answering.
- Play the recording through again and this time choose individuals to answer each question.

Tapescript

- 1
Is she a nurse?
- 2
Does he work in a restaurant?
- 3
Does she work in a school?
- 4
Is he a chef?

Answers

2. No, he doesn't.
3. No, she doesn't.
4. Yes, he is.

Activity Book, Page 14, Exercise 6

- On the board write *does your father work in a school?* Ask pupils *What is wrong with this sentence?* Pupils come to the board to correct it (It needs a capital *D* for *Does*.) Remind pupils that the first word in an English sentence has to have a capital letter.
- Say *Now look at Exercise 6. Write the words in the box in the sentences. Be careful, sometimes you need a capital letter.*
- Pupils complete the exercise individually and then compare their answers in pairs. Monitor as they are working, helping where necessary.
- Check answers as a class.

Answers

1. work, does
2. does, Does, doesn't, works

End the lesson

- Give pupils wrong sentences for them to correct, for example, *A doctor works in a restaurant.* Pupils reply *No, he doesn't. He works in a hospital.*
- For the next lesson, ask pupils to bring in a photo of a relative who has a job (i.e. not a little sister) to show the class. They should find out their job before they come to class.

Lesson 6

Outcomes	To pronounce sentences and questions correctly and with the correct intonation To sing simple songs with peers after listening to a tape To learn a new sound To print English letters correctly, legibly and neatly
Structures	The present simple with <i>he/she</i> : <i>What does your mother do?</i> <i>My mother is a teacher.</i> <i>She works in a school in Amman.</i>
Functions	Talking about family members Talking about work and jobs Singing a song
Topic	Jobs
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 15 Exercise 6, Listen and say ■ Pupil's Book, page 15 Exercise 7, Look and say ■ Pupil's Book, page 15 Exercise 8, Sing ■ Activity Book, page 14 Exercise 7, Complete, listen and say ■ Cassette, Pupil's Book, Unit 3, Exercise 6 ■ Cassette, Pupil's Book, Unit 3, Exercise 8 ■ Cassette, Activity Book, Unit 3, Exercise 7 ■ Wall chart: Jobs and work

Revision

- Show the pupils the wall chart: Jobs and work. Point to the different pictures and elicit the names of the jobs.
- Point to a job and a place of work. Do not say the words. Pupils give you a sentence, for example, *A chef works in a restaurant.*
- Point to a verb, for example, *to fly*. Then point to the pilot and the plane. Again, do not say the words. Pupils give you a sentence *A pilot flies a plane*. Continue practising in this way.

Pupil's Book, Page 15, Exercise 6

- Say *Open your Pupil's Book at page 15. Look at Exercise 6. Look at the pictures. Listen.*
- Play the recording to the class. Pupils repeat each word after the recording.
- Write the words on the board. Underline the same sounds (y, i). Say /aɪ/. Then say the words for pupils to repeat after you.
- Write the following sentence on the board *A pilot flies a plane*. Choose pupils to read it aloud. Check their pronunciation.

Tapescript



/aɪ/ fly, fly
/aɪ/ pilot, pilot

Pupil's Book, Page 15, Exercise 7

- Say *Now look at Exercise 7.*
- Choose a pupil to read the sentences.
- Pupils practise in pairs. If pupils have brought in photos of people they know, they can show them to their partners and talk about the jobs they do. If they don't have photos, they can draw a picture or just speak about the person. Monitor as they are speaking, helping where necessary. Listen for their pronunciation. Correct any problems with the whole class. Choose pupils to tell the class about their relative.

Unit 3


6
Listen and say

fly

pilot

7
Look and say




My mother is a teacher. She works in a school in Amman.

8
Sing

What does your father do?
Does he fly a plane?
Yes, he does!
He flies a plane
to Australia and Spain.
Yes, my father's a pilot!

What does your mother do?
Does she work in Amman?
Yes, she does!
She works in Amman
at the hospital in town.
Yes, my mother's a nurse!



Pupil's Book, Page 15, Exercise 8

- Say *Look at the picture in Exercise 8 on page 15. What can you see?* Pupils describe the picture using *I can see .../There is/are ...*
- Say *Listen and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the second verse.
- Divide the class into two groups. One group practises and sings the first verse; the other group practises and sings the second verse.

Tapescript

What does your father do?	What does your mother do?
Does he fly a plane?	Does she work in Amman?
Yes, he does!	Yes, she does!
He flies a plane	She works in Amman
to Australia and Spain.	at the hospital in town.
Yes, my father's a pilot!	Yes, my mother's a nurse!

Activity Book, Page 14, Exercise 7

- Say *Open your Activity Book at page 14. Look at Exercise 7.*
- Tell pupils to complete the sentences with the letters.
- Say *Spell 'fly'*. Write the word on the board. Repeat with *pilot*.
- Play the recording. Pupils repeat after the recording.
- Choose pairs to read the questions and statements aloud. Check their pronunciation.

Tapescript

1

Girl 1: Does she fly a plane?

Girl 2: No, she doesn't. She isn't a pilot.

2

Boy 1: Does he fly a plane?

Boy 2: Yes, he does. He's a pilot.

Answers

1. Does she fly a plane? No, she doesn't. She isn't a pilot

2. Does he fly a plane? Yes, he does. He's a pilot.

End the lesson

- Say sentences about different pupils, for example, *Asma's father is a teacher*. Pupils try to remember if that is right and say *Yes, he is./No, he isn't. Asma's father is a chef*.

Lesson 7

Outcomes

To spell learned words
To develop strategies to identify simple spoken words and short sentences
To copy short, simple sentences correctly, legibly and neatly
To show enjoyment in simple rhymes and songs in English
To use knowledge of punctuation to identify the meaning of what they read

Structures

The present simple with *he/she*:
What does your father do?
He flies a plane to Australia and Spain.
Does your mother work in a Amman?
Yes, she does./No, she doesn't.

Functions

Talking about family members
Talking about work and jobs
Singing a song

Topic

Jobs

Resources

- Pupil's Book, page 15 Exercise 8, Sing
- Activity Book, page 15 Exercise 8, Listen and complete
- Activity Book, page 15 Exercise 9, Copy and complete
- Activity Book, page 15 Exercise 10, Read and answer
- Cassette, Pupil's Book, Unit 3, Exercise 8
- Cassette, Activity Book, Unit 3, Exercise 8
- Flashcards: airport, chef, doctor, hospital, nurse, pilot, plane, restaurant
- Wall chart: Jobs and work

Revision

- Practise spelling the new words. Ask pupils to stand up. Show the flashcards; don't say the words. Point to one person and ask for the first letter. If they get it right, they sit down. Point to another pupil for the second letter and so on. Pupils have to listen carefully to make sure they spell the words correctly.
- Show pupils the wall chart: Jobs and work. Write the words on the board, mixing up the letters, for example, *topli*, *laitshop*, and ask pupils to point to the correct picture while correctly spelling the word (*pilot*, *hospital*, etc).

Pupil's Book, Page 15, Exercise 8

- Say *Listen to the song*. Play the song.
- Divide the class into groups. Give each group a verse.
- Play the song again. Groups sing along with the verse they have been given.
- Ask questions about the song, such as *What does his father do? Where does he fly to? Is his mother a pilot? What does she do? Does she work in Jerash? Where does she work?*

Activity Book, Page 15, Exercise 8

- Say *Open your Activity Book at Page 15. Look at Exercise 8. Listen. Follow the words*. Pause the recording when the pupils have to write. Say *Now write the missing words*. Pupils complete the sentences. They do this individually.
- Play the recording again for pupils to check their work.
- Check answers as a class. Choose pupils to read the sentences aloud.

Tapescript

1

A: What does your father do? Does he fly a plane?

B: Yes, he does. He flies to Australia and Spain.

Yes, my father's a pilot.

2

A: What does your mother do? Does she work in Amman?

B: Yes, she does! She works at the hospital in town.

Yes, my mother's a nurse!

Answers

1. Yes, he does; flies; pilot

2. Yes, she does; works; nurse

Activity Book, Page 15, Exercise 9

- Say *Now look at Exercise 9*.
- Choose pupils to read the sentences aloud.
- Pupils copy the sentences. Monitor as they are writing, checking their handwriting.

Answers

is a chef

works in a restaurant

Activity Book, Page 15, Exercise 10

- Say *Now look at Exercise 10*.
- Tell pupils to read the questions then answer them.
- Choose pupils to read their answers aloud.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
respond to question's about people's jobs			
ask about people's jobs using <i>Does your ...?</i>			

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *What does Mazen's uncle do? Does Asma's aunt work in an airport? etc.*
- Congratulate pupils on all their hard work in Unit 3.

Lesson 1

Outcomes

To recognise the correct order of words
To respond to short, simple questions before and after listening
To use prior knowledge to participate in short, simple guided exchanges
To recognise written sentences while listening
To use knowledge of punctuation to identify the meaning of what they read

Structures

The possessive 's':
Are these Mazen's photos?
The present simple with *he/she*:
He plays football.
Does Asma like drawing? Yes, she does.
The present simple with *I/you/we/they/it*:
We have a new teacher.
How are you?

Functions

Greeting and responding
Talking about possession
Asking and answering questions

Vocabulary

drawing, balloon, bin, but, fly (v), lesson, photo, tomorrow

Topic

Revision

Resources

- Pupil's Book, page 16
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 4, Exercise 1
- Flashcards: balloon, bin, book, photo, wardrobe
- Wall chart: At home

- Say *Listen and read the story. Then tell me, 'Who likes football? Who likes drawing?'*
- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer to your questions. (*Mazen likes football. Asma likes drawing.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *Who are the visitors?* (*Uncle Rakan and Aunt Mariam*); *Where does Mazen play football?* (*He plays football at school.*); *When is Teacher's day?* (*Teacher's Day is tomorrow.*); *What does Asma want to fly?* (*She wants to fly a balloon.*)

Revision

- Say *Good morning, children.* Then say, for example, *Hello, Huda. How are you?* Pupil replies *I'm fine, thank you.*
- Show the pupils the Wall chart: At home. Point to the respective pictures, saying *What's this?* to elicit *bin* and *wardrobe*.
- Show pupils the flashcards, asking *What's this?* Pupils reply. Say *Spell 'balloon'*. Write the word on the board. Practise with the other words.
- Hand out the five flashcards to different pupils.
- Give different pupils instructions, for example, *Ahmad, put your book on my desk.* Give other instructions with the other flashcards plus *pen, school bag, rubber, ruler, pencil case.*
- Ask *Whose book is this?* Pupils reply, for example, *It's Ahmad's book.* See how many they can remember.

Pupil's Book, Page 16, Exercise 1

- Say *Open your Pupil's Book at page 16.*
- Ask pupils to look at the pictures and ask *Who can you see?* Pupils say which characters are in the pictures.

Unit 4
Review

1 Listen and read

1 Hello, children! How are you?

2 Hello, Uncle Rakan and Aunt Mariam! We are fine, thank you.

3 Are these Mazen's photos?

4 Yes, they are. He plays football at school.

5 This is very good! Does Asma like drawing?

6 Yes, she does.

7 We have a new teacher.

8 Tomorrow is Teacher's Day. Let us fly a balloon for our teacher!

2 Listen and point

Tapescript

Uncle Rakan: Hello, children!
Aunt Mariam: How are you?
Asma: Hello, Uncle Rakan and Aunt Mariam!
Mazen: We are fine, thank you.

Aunt Mariam: Are these Mazen's photos?
Asma: Yes, they are. He plays football at school.

Uncle Rakan: This is very good! Does Asma like drawing?
Mazen: Yes, she does.

Mazen: We have a new teacher.
Asma: Tomorrow is Teacher's Day. Let us fly a balloon for our teacher!

Further practice

- On the board write: *lesson What's favourite your ?* Ask a pupil to come to the board and write the question in the correct order. When the pupil has finished, ask the rest of the class if it is correct.
- Ask the pupil to ask another pupil the question. The pupil who replies asks another pupil. Practise with six to eight pupils.
- Then ask the rest of the class about the pupils who have answered the question, saying, for example, *Does Huda like drawing?* Pupils reply *Yes, she does./No, she doesn't.*

End the lesson

- Ask *What lesson do you have now? Do you have Maths today? Do you have English tomorrow?*

Lesson 2

Outcomes	To respond to short, simple oral instructions related to work in class To respond to simple words in short, simple instructions To participate in short, simple guided exchanges To use reading strategies to identify meaning in short reading texts
Structures	The possessive 's': <i>Are these Mazen's photos?</i> The present simple with <i>he/she</i> : <i>He plays football.</i> <i>Does Asma like drawing? Yes, she does.</i> The present simple with <i>I/you/we/they/it</i> : <i>We have a new teacher.</i> <i>How are you?</i> The time: <i>What time do you finish school?</i> <i>We finish school at a quarter past one.</i>
Functions	Talking about possession Asking and answering questions Talking about time Matching dialogues with pictures
Vocabulary	<i>Arabic, English, Islamic Education, Maths, Science</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> Pupil's Book, page 16 Exercise 1, Listen and read Pupil's Book, page 16 Exercise 2, Listen and point Activity Book, page 16 Exercise 1, Listen, copy and check Cassette, Pupil's Book, Unit 1, Exercise 1 Cassette, Pupil's Book, Unit 1, Exercise 2 Cassette, Activity Book, Unit 1, Exercise 1 A cardboard clock

Revision

- Ask *What's your favourite lesson?* Pupils work in small groups and ask and answer the question.
- Pupils tell the class about other pupils in the group, for example, *Asma's favourite lesson is Maths.*

Pupil's Book, Page 16, Exercise 1

- Say *Open your Pupil's Book at page 16.* Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is. This will check how well they are following the recording.
- Give pupils some sentences to correct, for example, *Mazen plays tennis at school. (No, Mazen plays football.); Asma likes running. (No, she likes drawing.); Asma and Mazen have a new classroom. (No, they have a new teacher.); Tomorrow is Parents' Day. (No, tomorrow is Teacher's Day.); Asma wants to fly a plane for her teacher. (No, she wants to fly a balloon for her teacher.)*
- Divide the class into groups of four (the two children, the aunt and uncle). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class.

Pupil's Book, Page 16, Exercise 2

- Show pupils a time on your cardboard clock. Ask *What time is it?* Pupils reply. Make sure you practise all the times.
- Ask a pupil to come to the front and ask the question to the class. The pupil who gives the correct answer comes to the front to ask the next question.
- Say *Look at Exercise 2 in your Pupil's Book.* Point to the first clock and ask *What time is it?* Ask a pupil to reply and then ask the question to another pupil. Go over the four clocks in this way.
- Then say *Now listen and point to the time you hear.* Play the recording and stop after the first one. Make sure the pupils are all pointing to picture c.
- Play the rest of the recording all the way through. Play it again and pause after each dialogue. Check the answers as a class.

Tapescript

- Boy 1: What time do you finish school?
Boy 2: We finish school at a quarter past one.
- Girl 1: What time do you have English on Wednesday?
Girl 2: I have English at a quarter to twelve.
- Boy 3: What time do you have Science on Thursday?
Boy 4: I have Science at eight o'clock.
- Girl 3: What time do you visit your grandparents on Friday?
Girl 4: I visit my grandparents at half past three.

Answers

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

Further practice

- Ask questions about the listening, for example, *What do they have at a quarter to twelve? Do they leave school at one? What time do they have Science?* Ask a variety of questions, and ask as many pupils as possible.
- Write the following table on the board:

finish school	a quarter past one	_____
English	a quarter to twelve	Wednesday
Science	eight o'clock	Thursday
visit grandparents	half past three	Friday

- Pupils work in pairs to write sentences about the table, for example, *They have English at a quarter to twelve on Wednesday.*
- Check the answers as a class.

Activity Book, Page 16, Exercise 1

- Say *Open your Activity Book at page 16. Look at Exercise 1.*
- Ask pupils to read the sentences in the box aloud. Ask *Who can you see in the pictures? (a girl, a boy and their grandmother); What's the girl's name? (Maha); What's the boy's name? (Sameer)*
- Read the part of Grandmother while a boy reads the part of Sameer. Pupils write the sentence and then complete the rest of the exercise.
- Play the recording for the pupils to check their answers.
- Check the answers as a class by asking pupils to read the sentences aloud.

Tapescript

- Grandmother: Hello, Sameer.
Sameer: Hello, Grandma. How are you?
Grandmother: I'm fine, thank you.
- Maha: Hello, Grandma.
Grandmother: Hello, Maha.
- Grandmother: Whose picture is this?
Sameer: It is Maha's.
Maha: And this is Sameer's.
Grandmother: They're very good.
- Grandmother: Do you like football, Sameer?
Sameer: Yes, I do. Thank you!
Grandmother: And this is for you, Maha!
Maha: Thank you, Grandma!

Answers

- Hello, Grandma.
- It is Maha's.
They're very good.
- Do you like football, Sameer?
And this is for you, Maha.

End the lesson

- Ask pupils to look at the last picture in Exercise 1 in the Activity Book. Ask *What do you think Grandma gives Maha?* Pupils make suggestions about what the present is, for example, *I think it's some paper and colouring pencils.*

Lesson 3

Outcomes

To use short sentences to participate in simple exchanges
To recognise familiar short, simple words and phrases
To demonstrate recognition of short, simple words
To use picture clues to make predictions about the content of reading material

Structures

Prepositions of place:
Where is Majeda's exercise book?
It is on the desk.

Functions

Expressing location
Asking and answering questions

Vocabulary

wardrobe

Topic

Revision

Resources

- Pupil's Book, page 17
Exercise 3, Ask and answer
- Activity Book, page 17
Exercise 2, Look and complete
- Flashcards: book, wardrobe
- Wall chart: At home
- Wall chart: My activities timetable

Revision

- Show the pupils the wall chart: At home. Point to the picture of the wardrobe, saying *My book is in this. Where is my book?* to elicit *Your book is in the wardrobe.*
- Show pupils the wall chart: My activities timetable. Point to the timetable and ask *What's this?* Pupils reply *It's a timetable.*
- Ask pupils to look at the projects of the timetables they did. Ask different pupils questions, for example, *When do you have English? What time do you have English?*
- Ask two pupils to come to the front to discuss their timetables. Help them invent a conversation, for example:
When do you visit your grandparents?
I visit my grandparents on Wednesday.
What time do you do on Monday?
I play basketball.
- Pupils work in pairs to have similar conversations. Monitor as they are working, helping where necessary. Write the questions on the board if your pupils are having difficulty remembering them accurately.
- Choose some pupils to perform their conversations in front of the class.
- Then ask a pupil *Where is your timetable?* Pupils reply, for example, *It's on my desk.* Ask questions about other things in the classroom to practise prepositions *in, on, under, behind, next to.*
- Show pupils the flashcards. Check they recognise the pictures and can say the words correctly and with the correct stress without giving any direct instruction.

Pupil's Book, Page 17, Exercise 3

- Say *Open your Pupil's Book at page 17, please.*
- Point to the large picture and ask *What's this?* Pupils reply *It's a bedroom.*
- Point to the little pictures and ask *What's this?* for each one. Pupils reply.
- Choose two pupils to read the question and answer aloud. Pupils work in pairs to continue asking and answering about the pictures. Monitor as they are speaking, helping where necessary. Show pupils the wall chart: At home to allow further questions and answers. Check answers as a class.

Unit 4

3 Ask and answer

4 Look and say

Activity Book, Page 17, Exercise 2

- Say *Open your Activity Book. Turn to page 17.*
- Say *Look at the picture. What can you see?* Choose different pupils to give you sentences about the picture. Check vocabulary and pronunciation.
- Choose a pupil to read the example sentence aloud. Pupils complete the sentences individually.
- Pupils check their answers in pairs. Check answers as a class.

Answers

2. in 3. next to 4. on 5. behind 6. under

End the lesson

- Make statements about your classroom for the pupils to correct, for example, *The bin is on your desk. (No, it isn't. It's under your desk.)*

Lesson 4

Outcomes	To use short sentences to participate in simple exchanges based on learned models To follow short, simple oral instructions related to work in class To pronounce learned short English sentences correctly
Structures	The present simple with <i>he/she</i> : <i>What does Nader's father do?</i> <i>He is a pilot.</i>
Functions	Talking about family members Talking about work and jobs
Vocabulary	<i>airport, chef, country, doctor (n), hospital, nurse (n), pilot (n), plane, restaurant, travel (v), work (v)</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 17 Exercise 4, Look and say ■ Wall chart: Jobs and work ■ Extra practice worksheet 1: It is Asma's.

Revision

- Show pupils the wall chart: Jobs and work. Say, for example, *This person flies a plane. Who is he?* Pupils reply *He's a pilot.* Give other similar statements.
- Ask a pupil to choose a job for his/her uncle from the wall chart. Ask the pupil *Does your uncle work in a hospital?* (*No, he doesn't.*); *Does your uncle fly a plane?* (*Yes, he does.*); *Is he a pilot?* (*Yes, he is.*)
- Ask another pupil to choose a job. Pupils ask the same questions.
- Pupils practise in pairs. Monitor as they are talking, checking the pronunciation and intonation.
- Play the song in Unit 3, Exercise 8 to the class. They join in and sing. Choose groups to sing each verse.

Pupil's Book, Page 17, Exercise 4

- Say *Open your Pupil's Book. Turn to page 17.*
- Say *Look at the first picture. Who is the boy? (Nader); Who is the man? (It's Nader's father.); Who is the woman? (It's Nader's mother.)* Do the same for the second picture.
- Choose two pupils to read the question and answer. Encourage the pupil who is answering to perform a mime.
- Pupils do the same for the other jobs. They should think of a mime for each one.
- Monitor as they are talking, helping where necessary.
- Choose pupils to ask and answer the questions in front of the class, including their mimes.

Further practice

- Photocopy Extra practice worksheet 1: It is Asma's (one sheet for each pair of pupils). Cut the worksheets in half.
- Put the pupils in pairs and label them A and B.
- Hand out the worksheets. The pupils cut out the pictures of the items.

- Pupil A starts. He puts a picture under each photo without telling his partner. Pupil B has to guess where the pictures are by asking questions, for example, *Is it Mazen's photo?* Pupil A replies *Yes, it is./No, it isn't*. They count the number of questions asked before the pictures are in the correct order.
- They then swap roles and play again. Monitor as they are playing, making sure the 's' is being correctly pronounced.

Further practice

- Draw a noughts and crosses grid on the board. Check pupils know how to play. Add the words as below.

nurse	doctor	pilot
chef	teacher	nurse
doctor	pilot	chef

- Divide the class into two teams – noughts and crosses.
- Each team has to choose a word and give you a sentence with that word. If they are correct, you will replace the word with a nought or cross. They cannot repeat the sentence or copy the other team's sentence. They can say, for example, *A nurse works in a hospital. My aunt is a nurse. The nurse drives to the hospital.*
- The first team to get three noughts or three crosses in a row wins.

End the lesson

- Ask the class *Tell me a job beginning with n.* (nurse) Practise with the letters of the other jobs they know.

Lesson 5

Outcomes

To use reading strategies to respond to short, simple reading texts
To use knowledge of punctuation to identify the meaning of what is being read
To write sentences with correct spelling and use of punctuation marks
To say two-syllable words with the correct stress
To read a text with correct pronunciation and intonation patterns

Structures

The present simple with *he/she*:
My father is a doctor.
He works in a hospital in Aqaba.
Does Majeda's mother work in a hospital?

Functions

Asking and answering questions
Talking about family members
Talking about work and jobs
Reading a letter and answering questions

Topic

Revision

Resources

- Pupil's Book, page 18 Exercise 5, Read and answer
- Flashcards: airport, chef, doctor, hospital, nurse, pilot, plane, restaurant
- Wall chart: My activities timetable

Revision

- Write the following sentences on the board: *My father is a teacher. He works in a school.* Give pupils a new word, and they change the sentences. For example, you say *doctor*. The pupils say *My father is a doctor. He works in a hospital.* You say *airport*. They say *My father is a pilot. He works in an airport.* When you have practised all the words (*airport, chef, doctor, hospital, nurse, pilot, plane, restaurant*), hold up the flashcards only and ask pupils to make the sentences. You can give them the word of a different relative each time, too, for example, *mother, aunt, uncle, grandfather, grandmother*.
- Check that pupils put the correct stress on two-syllable words, for example, *airport, doctor, pilot, teacher, mother, uncle*. Write the words on the board. As you say the word, clap your hands on the first syllable to show that is the one that is stressed. Ask pupils to repeat after you, clapping their hands in the same way.
- Ask the pupils to draw a smiley face and a sad face on separate pieces of paper. Put the wall chart: My activities timetable where all the pupils can see it. Point to one of the activities, for example, *reading*. All the pupils hold up one of their faces. Say, for example, *Huda doesn't like drawing. Majeda likes drawing. Majeda, is drawing your favourite activity?* Majeda answers *Yes, it is./No, it isn't*.
- Point to another activity. Ask a pupil to make a comment with *doesn't like* about another pupil as you did. Ask another pupil to make a sentence with *likes*. Ask another to ask *Is (drawing) your favourite activity?* Repeat with the other activities.

Pupil's Book, Page 18, Exercise 5

- Say *Open your Pupil's Book at page 18. Look at Exercise 5.*
- Point to the letter and tell the pupils that this is a letter. Say, for example, *My friend lives in Jerash. I write letters to her.* Ask *Do you write letters? Who do you write letters to?*
- Point to the opening of the letter. Read *Dear Laila*. Ask *Who is the letter to?* Point to the end of the letter. Read *Best wishes, Majeda*. Ask *Who is the letter from?*
- Ask pupils to read through the letter silently. Then choose pupils to read a sentence each. Check the pronunciation and their intonation. Practise the intonation of lists if necessary. Write the sentence on the board:

↑ ↑ ↑ ↑ ↓
I have Science on Monday, Tuesday, Wednesday and Thursday.
- Model it for the pupils, showing that your voice rises at the end of Monday, Tuesday and Wednesday, and falls on Thursday as the last word in the list.
- Pupils practise reading the letter aloud in pairs, reading a sentence each. Monitor as they are reading, checking their pronunciation.
- In pairs, pupils answer the questions orally. Go over the answers as a class.
- Pupils write the answers individually in capital letters, commas and full stops. Monitor as they are writing, helping where necessary.

Unit 4

5 Read and answer

Dear Laila,
I like my school. Islamic Education and English are my favourite lessons. I visit my grandparents on Friday and Saturday.
My father is a doctor. He works in a hospital in Aqaba.
My mother is a teacher. She works in a school in Aqaba.
Can you tell me about your school and your mother and father?
Best wishes,
Majeda

- 1 What are Majeda's favourite lessons?
- 2 When does Majeda visit her grandparents?
- 3 What does Majeda's father do?
- 4 What does Majeda's mother do?
- 5 Does Majeda's mother work in a hospital?
- 6 Do you think Majeda's mother likes to work in a school?

6 Project. A balloon for Teacher's Day



18

- If pupils are making mistakes, go over them at the end with the whole class. The points to look out for are: the words should have capital letters at the beginning of all sentences and capital letters for the subjects; they need to include a comma in the lists; they need to remember the apostrophe s in *Majeda's*; they need to put a comma after *No* in question 5; they need to add an s in *works* in question 5.

Answers

1. Majeda's favourite lessons are Islamic Education and English.
2. She visits her grandparents on Friday and Saturday.
3. Majeda's father is a doctor.
4. Majeda's mother is a teacher.
5. No, she doesn't. She works in a school.
6. Students' own answers

Further practice

- Pupils practise asking and answering the questions with each other, for example, *What are your favourite lessons?* Monitor as they are speaking, helping where necessary.
- Choose some pupils to ask and answer in front of the class.
- Practise saying lists. Write the following questions on the board:
What school lessons do you like?
What food do you like?
What animals do you like?
- Go over the questions with the class. Ask them to think of three things for each question, for example *What animals do you like? I like giraffes, lions and turtles.*

- Practise the intonation as a class. Indicate with your hand when their voices should rise and fall.
- Pupils practise asking and answering the questions in pairs. Monitor as they are speaking, correcting when necessary.
- Choose some pupils to ask and answer the questions in front of the class.
- Ask some other pupils the questions and have a conversation with them, for example:
Huda, what food do you like?
I like nuts, olives and bread.
Oh, you like nuts, olives and cake.
No, I like nuts, olives and bread.

End the lesson

- Give pupils wrong sentences about Majeda's letter for them to correct, for example, *Her favourite lessons are Science, English and Maths.* Pupils reply *No, her favourite lessons are Islamic Education and English*

Lesson 6

Outcomes

To follow short, simple oral instructions related to work in class
To make simple cards and posters
To print short, simple sentences correctly, legibly and neatly
To use reading strategies to respond to short, simple reading texts
To pronounce diphthongs, words and sentences correctly
To complete a short, simple letter to a friend

Structures

The present simple with *he/she*:
He works in a hospital.
She is a teacher.

Functions

Completing a project
Talking about school subjects and timetables
Talking about family members
Talking about work and jobs

Topic

Revision

Resources

- Pupil's Book, page 18
Exercise 6, Project. A balloon for Teacher's Day
- Activity Book, page 17
Exercise 3, Complete the letter
- Project worksheet 2: A balloon for Teacher's Day

Revision

- Write the following words on the board: *fly, quarter, chair, four, pilot, bear, draw*. Ask pupils to work in pairs and put the words in groups according to their sound.
- Choose pupils to read a group of words aloud, for example, *fly, pilot; chair, bear; quarter, four, draw*. Ask the other pupils if they agree. Pupils repeat the words after you.
- Pupils try to make sentences with the words, for example, *I like bears. I can draw a bear.* etc.

Pupil's Book, Page 18, Exercise 6

- Say *Open your Pupil's Book at page 18. Look at Exercise 6. Look at the picture. What day is it? (It's Teacher's Day.)*
- Hand out Project Worksheet 2: A balloon for Teacher's Day to each pupil. Tell them they are going to decorate the balloons and write a message on each one of them. Choose pupils to read the messages on the balloons. Ask your class for other suggestions, for example, *I like my English teacher. My teacher is very good.*
- Pupils decorate their balloons. When they have finished, each pupil holds his/her balloon up for the class to see and reads the message.
- Make a display of the balloons in the classroom.

Activity Book, Page 17, Exercise 3

- Say *Open your Activity Book at page 17. Look at Exercise 3.*
- Elicit from the class the key vocabulary they will need to complete the letter, that is, school subjects, activities, days of the week, jobs and places of work. Write the words elicited on the board, for example, *Maths, drawing, Monday, nurse, hospital, school*, etc.
- Tell the pupils that they need to copy the letter, completing the gaps so that is true for them. For example:
Dear Huda,
I like my school. English and Arabic are my favourite lessons.
I have Science on Tuesday.
My father is a teacher ..., etc.
- If any pupils are reluctant to write about themselves and their families, either because of shyness or because they lack the relevant vocabulary to describe a parent's job or place of work, then invite them to write a fictional account instead, making use of the vocabulary you have written on the board or any other useful vocabulary they know.
- Go round and monitor as the pupils write. Check their spelling and choice of vocabulary as they write, and give help when necessary. Also check that they are forming letters correctly and writing legibly.
- When they have finished writing, choose some pupils to read out their letters.

Answers

Students' own answers

End the lesson

- Say *Look at the balloons on the wall. Which is your favourite balloon? Read it.* Choose pupils to read the message on their favourite balloon.

Lesson 7

Outcomes	To participate in a spelling game To match a listening text about time with pictures of clocks To pronounce short learned English words, simple question and sentences correctly To ask and respond to questions before, during and after reading
Structures	The time: <i>It's a quarter past nine.</i> The present simple with <i>he/she</i> : <i>What does Ghada do?</i> <i>He's a pilot.</i> <i>Does your mum work in a restaurant?</i> <i>Yes, she does./No, she doesn't.</i>
Functions	Asking and answering questions Talking about time
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Activity Book, page 18 Exercise 4, Listen, say and check ■ Activity Book, page 18 Exercise 5, Read and match ■ Cassette, Activity Book, Unit 4, Exercise 4 ■ Flashcards: photo, book, balloon, bin, cooker, fridge, wardrobe, a quarter to, a quarter past, doctor, hospital, chef, school, teacher, pilot, plane, restaurant, airport, nurse ■ Wall chart: At home ■ Wall chart: Jobs and work

Revision

- Do a dictation activity with the class. Choose ten flashcards from the first three units (see the list in Resources above).
- Put the class into groups of five. Each group numbers its members 1 to 5.
- You say *Number 1 come here, please.* The pupils numbered 1 come to the front. You show them a flashcard and whisper the word. Do not let the rest of the class see the flashcard or hear the word. If you want to make it more difficult, just say the word and don't show the flashcard.
- The pupil goes back to his or her group and whispers the word. The group decides how to spell the word and one person writes it.
- Repeat with pupils 2 to 5. Then repeat with each pupil again until you have given them all the words.
- Check the spelling. Groups pass their lists to the next group for correction. Show each flashcard and ask for the word. Choose a group to spell it aloud. You write it on the board. Pupils check each other's work. Ask who got them all right.

Activity Book, Page 18, Exercise 4

- Say *Open your Activity Book at Page 18. Look at Exercise 4.*
- Ask pupils *Number 1, what time is it?* Pupils reply *It's eight o'clock.*
- Play the recording after each item for pupils to check. Pupils repeat after the recording. Make sure their intonation is correct.
- Then muddle the numbers up, for example, *Number 3, what time is it? (It's one o'clock.); Number 6, what time is it? (It's half past eleven.)* etc.
- Give pupils the times. Pupils tell you which number it is, for example, *a quarter past nine. (Number 4)*

Tapescript

1 eight o'clock
2 a quarter to eight
3 one o'clock
4 a quarter past nine
5 a quarter to ten
6 half past eleven

Activity Book, Page 18, Exercise 5

- Say *Now look at Exercise 5.*
- Ask pupils to cover the answers a–f. Choose pupils to ask each question. Choose another pupil to give an example answer. In this way, pupils will have to think what kind of answer to give and will then be able to match the actual answers more easily. Make sure pupils answer with the correct pronouns, i.e. *he/she/we*.
- Pupils match the questions and answers in the exercise. Check answers as a class.

Answers

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

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
use the possessive 's'			
ask and answer questions with <i>Are these ...?</i>			
use prepositions of place			

Further practice

- Show pupils the wall charts: *At home* and *Jobs and work*. Point to a picture on each chart and ask pupils to connect the words using a preposition. Give an example such as *The nurse is next to the bed. The milk is in the fridge.*

End the lesson

- Ask pupils *Which is your favourite unit – 1, 2 or 3? Which is your favourite new word?* Ask pupils to write their favourite new word on a large piece of paper and decorate it. Make a display of the words and use it to practise reading and spelling in spare moments.
- Congratulate pupils on all their hard work in the first four units.

Lesson 1

Outcomes

To learn new words through direct instruction and assigned independent language exercises and activities
 To use picture clues to make predictions about the content of reading material
 To demonstrate recognition of short, simple words
 To respond to short, simple questions before and after listening
 To say two-syllable words with the correct stress

Structures

Questions with *to be* and *like*:
What's the weather like in Canada?
 The present simple:
What do children do in winter?
They go ice-skating.
It's very cold in winter. It's hot in summer.
What's your favourite season?
My favourite season is spring.

Functions

Learning about life in another country
 Talking about the weather and climate
 Expressing preference
 Asking and answering questions

Vocabulary

autumn, Canada, cold (adj), ice-skating, rainy, season (n), snowman, snowy, spring (n), summer, weather (n), windy, winter (n)

Topic

The weather

Resources

- Pupil's Book, page 19
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 5, Exercise 1
- Flashcards: autumn, spring, summer, winter, ice-skating, snowman, rainy, cold, snowy, windy
- Wall chart: Seasons and the weather

- Point to a season and ask different pupils a question, for example, *What's the weather like in winter?* Pupils reply *It's cold and snowy.*
- Point to the new words and practise reading them with the class. Make sure they have the correct stress on the words. All the two syllable words here have the stress on the first syllable.
- Show the class the flashcard of the snowman. Ask *Spring, summer, autumn or winter?* Pupils reply *winter.* Say the word for pupils to repeat. Do the same with the flashcard for *ice-skating.* Show pupils the words. Read them together then show pupils the different words and ask them to read them.
- Ask pupils *Is it snowy in Jordan today? What's the weather like today?* Pupils reply, for example, *It's hot and sunny.* Ask *What season is it now in Jordan?* Pupils reply.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
recognise new words correctly			
pronounce new words correctly			
respond correctly to <i>What season is it?</i>			
respond correctly to <i>What's the weather like in spring?</i>			
respond correctly to <i>What's your favourite season?</i>			

Pupil's Book, Page 19, Exercise 1

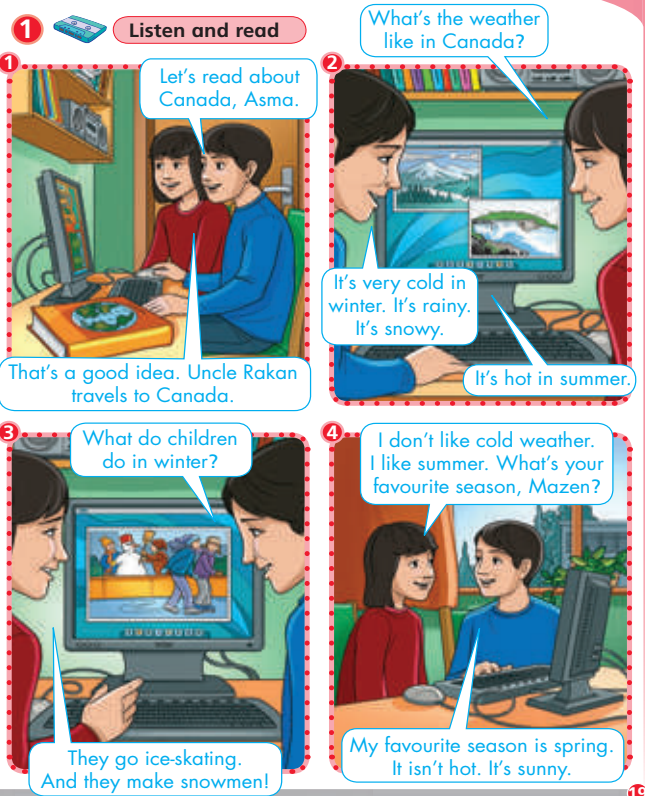
- Say *Open your Pupil's Book at page 19. Look at the pictures. Who can you see? (Asma and Mazen); What are they looking at? (a computer); Where are they? (at home).*
- Ask pupils to listen to the recording and point to the words as they listen. As the recording is playing, check that pupils are at the correct place in the text.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *Where does Uncle Rakan travel to? (He travels to Canada.); Is it hot in Canada in winter? (No, it isn't.); When is it hot in Canada? (It's hot in summer.); What do children in Canada make in winter? (They make snowmen.); What's Asma's favourite season? (Asma's favourite season is summer.); What's Mazen's favourite season? (Mazen's favourite season is spring.)*
- Put pupils in pairs. They will be Mazen and Asma. Play the recording to the class, and ask the pupils to read out loud with their character.
- Pupils then practise the dialogue in pairs. Monitor as they are reading, checking their pronunciation. Practise the pronunciation of necessary words with the whole class.

Revision

- Greet the pupils, saying *Good morning/afternoon, children.* Pupils reply.
- Ask *What lessons do you have today?* Different pupils reply giving you one subject each. Ask *What lessons do you have tomorrow?* Pupils reply.
- Ask a few children *What's your favourite lesson? Which day do you have Maths? (or whichever subject you choose)*

Presentation

- Show the pupils the wall chart: Seasons and the weather, and the flashcards for the seasons. Point to each season and say, for example, *What season is it? It's spring.* Repeat *It's spring.* Pupils repeat after you. Do the same with the other seasons.
- Point to each season randomly and ask *What season is it?* Choose pupils to answer.
- Then point to spring. Say *Look at spring. What's the weather like in spring? It's rainy in spring. It isn't cold.* Pupils repeat after you. Continue in the same way with the other seasons: *It's summer. It's hot. It's sunny./It's autumn. It's windy./It's winter. It's cold. It's snowy.* Use the flashcards here also.

**Tapescript**

Mazen: Let's read about Canada, Asma.
 Asma: That's a good idea. Uncle Rakan travels to Canada.
 Asma: What's the weather like in Canada?
 Mazen: It's very cold in winter. It's rainy. It's snowy.
 Mazen: It's hot in summer.
 Mazen: What do children do in winter?
 Asma: They go ice-skating. And they make snowmen!
 Asma: I don't like cold weather. I like summer. What's your favourite season, Mazen?
 Mazen: My favourite season is spring. It isn't hot. It's sunny.

Further practice

- Point to the last picture. Practise the dialogue with a pupil. You be Asma. Change the words, and invite the pupil to do the same.
- Pupils practise the dialogue in pairs, changing the words to be true for themselves.

End the lesson

- Ask questions such as *Is spring snowy? Is winter hot and sunny?* Pupils reply and give you the correct answers.

Lesson 2**Outcomes**

To demonstrate recognition of short, simple words
 To pronounce learned short English words correctly
 To follow short, simple oral instructions related to work in class
 To read and act out simple dialogues
 To recognise familiar short, simple words and phrases
 To copy short, simple sentences correctly, legibly and neatly
 To use pictures, flashcards and textbooks to understand new or unfamiliar words when listening
 To say two-syllable words with the correct stress

Structures

Questions with *to be* and *like*:
What's the weather like in Canada?
 The present simple:
What do children do in winter?
They go ice-skating.
It's very cold in winter. It's hot in summer.
What's your favourite season?
My favourite season is spring.

Functions

Learning about life in another country
 Talking about the weather and climate
 Expressing preference
 Asking and answering questions
 Reading and identifying correct information

Topic

The weather

Resources

- Pupil's Book, page 19
Exercise 1, Listen and read
- Activity Book, Page 19
Exercise 1, Read, look and copy
- Activity Book, Page 19
Exercise 2, Read and circle
- Cassette, Pupil's Book, Unit 5, Exercise 1
- Flashcards: autumn, spring, summer, winter
- Wall chart: Seasons and the weather

Revision

- Show the class the four flashcards of the seasons, and ask *What season is it?* Pupils reply individually. Give one flashcard each to four students, and ask them to stand in the four corners of the room.
- Show pupils the wall chart: Seasons and the weather. Ask pupils to point to the correct season from the clues you give them, for example, *Which season comes before winter?* (*autumn*); *Which season comes between winter and summer?* (*spring*), etc.
- Give sentences, for example, *It's snowy.* Pupils point to the correct corner. If you wish, you could play this outside and pupils run to the correct picture. Give them other sentences to practise, for example, *I've got sunglasses.* Pupils point to summer. Practise with *T-shirt* and *hat*, too.

Pupil's Book, Page 19, Exercise 1

- Say *Open your Pupil's Book at page 19*. Play the recording again, stopping every now and then for pupils to finish the sentence. They need to follow carefully to do this exercise well.
- Choose pairs of pupils to read the dialogue in each picture aloud. Practise any pronunciation issues with the whole class.
- Ask pupils to act out the scene, but changing the words. They can choose a different country, for example, Jordan. In the final picture they give answers for themselves. Let them practise for five minutes. Monitor as they are working, helping where necessary.
- Choose a few pairs to act out their scenes. Do some in this lesson and some in future lessons.
- Write the seasons on the board: **spring, summer, autumn, winter**. Point to the different words and ask individuals to read them aloud. Make sure the stress and the pronunciation are accurate. Do not give direct instruction.

Activity Book, Page 19, Exercise 1

- Say *Open your Activity Book at page 19. Look at Exercise 1*.
- Choose pupils to read the statements aloud, checking their pronunciation.
- Point to the first picture, and ask a pupil to read the sentence. Tell the class to write the other sentences next to the correct pictures. Monitor as they are working, checking their writing for neatness and accuracy.
- Check the answers as a class, asking different pupils to read the sentences aloud.

Answers

2. It's cold and snowy in winter.
3. It's hot and sunny in summer.
4. It's cold and rainy in this photo.

Activity Book, Page 19, Exercise 2

- Say *Now look at Exercise 2*. Choose a pupil to read the correct version of the first sentence.
- Pupils work in pairs. They read each sentence aloud and choose the correct answer. They read the sentence again to make sure it makes sense.
- Check answers as a class.

Answers

2. winter 3. winter 4. snowy

End the lesson

- Write the seasons on the board: *spring, summer, autumn, winter*.
- Read the beginnings of the following sentences to the pupils so that they complete them with the correct preposition and season:
It's snowy ... (in winter).
It's hot ... (in summer).
They make snowmen ... (in winter).
It's windy ... (in autumn).
It's rainy ... (in spring).

Lesson 3

Outcomes

To respond to short, simple questions before and after listening
 To participate in short, simple guided exchanges
 To use short sentences to participate in simple exchanges based on learned models
 To develop strategies to identify simple spoken words and short sentences and their meaning
 To use pictures, flashcards and textbook to understand new or unfamiliar words when listening
 To make simple cards and posters

Structures

Questions with *to be* and *like*:
What's the weather like in Amman?
 The present simple:
It's windy.

Functions

Talking about the weather and climate
 Asking and answering questions
 Listening and identifying correct information

Topic

The weather

Resources

- Pupil's Book, page 20
Exercise 2, Listen and tick ✓ or cross ✗
- Pupil's Book, page 20
Exercise 3, Ask and answer
- Activity Book, page 20
Exercise 3, Look, listen and say yes or no
- Cassette, Pupil's Book, Unit 5, Exercise 2
- Cassette, Activity Book, Unit 5, Exercise 3
- Flashcards: autumn, spring, summer, winter, ice-skating, snowman, rainy, cold, snowy, windy
- Wall chart: Seasons and the weather
- Large piece of paper and smaller pieces for Further practice section

Revision

- On the board, write *My favourite*. Ask pupils questions, for example, *What's your favourite weather, season, school subject, sport, food, drink, TV programme?* Choose different pupils to answer. Write the words on the board as you say them.
- Pupils work in pairs to ask and answer the questions.
- Choose pupils to say a sentence about their partner, for example, *Huda's favourite season is spring*.
- Show pupils the Wall chart: Seasons and the weather. Ask pupils to point to the correct word when you imitate different weather conditions, for example, shivering for *cold*, opening an umbrella for *rainy*, bending backwards for *windy* and building a snowman for *snowy*.
- Show the pupils the different flashcards. They tell you the word. Lay the flashcards out. Read out a word. Choose a pupil to come and hold the flashcard up to show the class. That pupil then says a word and another pupil comes to the front to hold up the flashcard. Continue until all the words have been covered.

Pupil's Book, Page 20, Exercise 2

- Say *Open your Pupil's Book at page 20, please.*
- Ask pupils to look at the picture of Jerash. Ask *What's the weather like?* Pupils reply, for example, *It's windy.*
- Pupils listen to the recording and tick or cross the boxes.
- Play the first part and pause the recording. Ask the question *What's the weather like in Jerash today?* If pupils have difficulty answering the question, play the recording again. Pupils reply.
- Check answers as a class.

Unit 5

2 Listen and tick ✓ or cross X



☐ windy
☐ sunny
☐ hot
☐ cold
☐ rainy

3 Ask and answer



What's the weather like in Amman?

It's windy.

20

Tapescript

Boy 1: What's the weather like in Jerash today?
 Boy 2: It's hot and sunny. It isn't windy. It isn't rainy.


Answers

X, ✓, ✓, X, X


Pupil's Book, Page 20, Exercise 3

- Say *Now look at Exercise 3. What is it a map of? (Jordan)*
- Choose pupils to read the conversation.
- Ask pupils to point to Amman. Say the names of other places and ask pupils to point to them. Ask *Where do we live?* Pupils reply.
- Give pupils sentences. They say *Yes* or *No*. *It's snowy/cold in Irbid. (No); It's rainy. (Yes)*
- Choose two other pupils to read the conversation, replacing Amman with another town.
- Pupils work in pairs to talk about each town. Monitor as they are talking.


- Choose pupils to have their conversations in front of the class.




windy




sunny



hot



cold



rainy

Activity Book, Page 20, Exercise 3

- Say *Open your Activity Book. Turn to page 20.*
- Say *Point to Petra.*
- Say *It's rainy in Petra.* Pupils answer *No*. Say *Now listen.* Play the recording. Pause after each sentence for the class to answer *Yes* or *No*.
- Play the recording again. This time ask individuals to answer *Yes* or *No*.

Tapescript

1 It's rainy in Petra.
 2 It's windy in Amman.
 3 It isn't cold in Aqaba.

Answers

1. No
 2. Yes
 3. Yes

Further practice

- Pupils can make a weather chart.
- Choose some pupils to draw and colour the different symbols. You will need three or four of each one.
- Choose others to make a chart with the days of the week and space for the symbols.
- Each day when you come into class, ask *What's the weather like today?* Pupils reply. Choose one pupil to add the correct weather symbol(s) to the appropriate day on the chart.

End the lesson

- Ask *What's the weather like here today?* Pupils answer.

Lesson 4

Unit 5

Outcomes

To use reading strategies to identify meaning in short, simple reading texts
To use picture clues to make predictions about the content of reading material
To demonstrate recognition of short, simple sentences
To recognise familiar short, simple words and phrases
To write simple words and short, simple sentences on familiar topics

Structures

The present simple:
What is my favourite season?
My favourite season is spring.
In my favourite season, we ride our bikes.

Functions

Talking about the weather and climate
Expressing preference
Asking and answering questions
Relating sentences to pictures

Topic

The weather

Resources

- Pupil's Book, page 21
Exercise 4, Read and match
- Activity Book, page 20
Exercise 4, Read, copy and complete
- Wall chart: Seasons and the weather

4 Read and match

1 I'm Issa. In my favourite season, we ride our bikes. It's sunny. It isn't hot.



2 Hello. I'm Ziad. In my favourite season, the weather is hot and sunny.



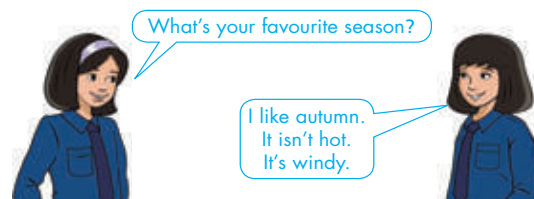
3 My name's Aishah. In my favourite season, it's snowy!



4 I'm Nawal. I like windy weather. What is my favourite season?



5 Ask and answer



Revision

- Show pupils the wall chart: Seasons and the weather. Ask questions, for example, *What's the weather like in spring? What do children in Canada do in winter?*
- Ask the pupils *What do you do in spring/summer/autumn/winter?* They can answer, for example, *I swim in the sea in summer. I play football in winter.* etc.
- Ask *What's your favourite season? Why?* Pupils reply, for example, *My favourite season is summer. It's hot and sunny.*

Pupil's Book, Page 21, Exercise 4

- Say *Open your Pupil's Book. Turn to page 21.*
- Divide the class into groups. Point to the pictures. Ask pupils *What can you see?* Pupils work in their groups describe the pictures.
- Pupils read the paragraphs and match them with the pictures.
- When they have finished, elicit answers from different groups.
- Choose pupils to read each paragraph aloud. Check their pronunciation and practise with the whole class if necessary.

Answers

- c
- b
- a

Further practice

- Say *Who says this? I like hot weather. (Ziad); I like snow. (Aishah); I like spring. (Issa); Autumn is my favourite season. (Nawal); I like winter. (Aishah), etc.*

Activity Book, Page 20, Exercise 4

- Say *Open your Activity Book at page 20. Look at Exercise 4.*
- Choose a pupil to read the four words in the box. Read the first sentence to the class but don't finish it. Choose a pupil to give you the word.
- Choose other pupils to read the sentences aloud and others to finish the sentences.
- Pupils write the answers. Monitor as they are writing, checking their neatness and accuracy.
- Check answers as a class, choosing pupils to read their answers aloud.

Answers

- summer
- autumn
- winter
- spring

End the lesson

- Write the following seasons on the board with letters missing: *s _ _ m _ _*; *a _ t u _ _*; *_ i _ t _ _*; *s _ _ i _ _*. Ask the pupils to complete the words (*summer, autumn, winter, spring*).
- Choose pupils to say each one and spell it aloud. The other pupils listen and say if it's right or wrong.

Lesson 5

Outcomes	To participate in a group game of spelling To pronounce short, simple questions and statements with correct intonation patterns To use short sentences to participate in simple exchanges based on learned models To orally describe pictures in short simple sentences To develop strategies to identify simple spoken words and short sentences and their meaning To match listening texts with pictures
Structures	The present simple: <i>What's your favourite season?</i> <i>I like autumn. It isn't hot. It's windy.</i>
Functions	Expressing preference Asking and answering questions Listening and identifying correct information
Topic	The weather
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 21 Exercise 5, Ask and answer ■ Activity Book, page 21 Exercise 5, Listen and point ■ Cassette, Activity Book, Unit 5, Exercise 5 ■ Wall chart: Seasons and the weather

Revision

- Show pupils the wall chart: Seasons and the weather. Point to a season and ask *What's the weather like in spring?* Pupils reply, for example, *It's rainy.*
- Draw two snowmen (round head on top of round body only) on the board. Divide the class into two teams, and assign one snowman to each team. Say *Each snowman needs eyes, a nose, a mouth, buttons and a hat.* Indicate what these things are, but pupils don't need to learn the words.
- Explain that they are going to have a spelling competition. They need to get five spellings correct to complete their snowman.
- Give each team a word to spell in turn. If they get it correct, they get a bit of the snowman. The first team to get their five spellings correct wins. It'll be a draw if both teams get their five spellings correct.
- Words to use for spellings: *winter, summer, spring, snowman, snowy, rainy, Jordan, autumn, season, windy.*

Pupil's Book, Page 21, Exercise 5

- Say *Open your Pupil's Book at page 21. Look at Exercise 5.*
- Choose two pupils to read the conversation aloud. Check their intonation patterns. Model the question and answer for the class to copy. Both the question and answer have a falling intonation at the end.
- Ask a couple of pupils the question. Then ask a pupil to ask another pupil the question. Pupils answer according to their own favourite season.
- Pupils practise in pairs. Monitor as they are working.

Further practice

- Have a conversation with a pupil, like this:
What's your favourite season?
I like summer./My favourite season is summer.
What do you do in summer?
I swim in the sea and play tennis.
- Practise the conversation with a couple of students. Then ask a couple of students to have the conversation in front of the class. Write the conversation up on the board if you think it necessary.
- Pupils practise the conversation in pairs. Monitor as they are talking. Choose a few pairs to perform in front of the class.

Activity Book, Page 21, Exercise 5

- Say *Open your Activity Book at page 21. Look at Exercise 5.*
- Say *Look at the pictures. What can you see?* Pupils give sentences about the pictures.
- Say *Listen and point to the pictures.* Play the first sentences. Check pupils are pointing to the correct picture. Continue with the other pictures.
- Play the recording again. Stop after each speaker and ask *Which picture?* Pupils tell you *a, b, c* or *d*.

Tapescript

Boy 1: My favourite season is spring. It's sunny. It isn't hot.
Girl 1: My favourite season is winter. It's cold. It's snowy.
Boy 2: My favourite season is autumn. It's windy. It isn't hot.
Girl 2: My favourite season is summer. It's hot. It's sunny.

Answers

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

Further practice

- Pupils tell you what each person said about each picture. Help them where necessary.
- Say *I eat ice cream. What season is it?* Pupils reply *It's summer.* Encourage pupils to make such sentences and other pupils to tell them the season.

End the lesson

- Choose a pupil to mime an action they like doing in their favourite season, for example, *swimming in the sea*. Other pupils say what season it is, for example, *It's summer.*

Lesson 6

Outcomes	<p>To pronounce diphthongs correctly</p> <p>To sing simple songs with peers after listening to a tape</p> <p>To learn a new sound</p> <p>To print English letters correctly, legibly and neatly</p> <p>To write simple words and short, simple sentences correctly on familiar topics for specific purposes</p>
Structures	<p>Questions with <i>to be</i> and <i>like</i>:</p> <p><i>What's the weather like in your country today?</i></p> <p>The present simple:</p> <p><i>In summer, I go to the beach.</i></p> <p><i>What's your favourite season?</i></p> <p><i>It's summer!</i></p>
Functions	<p>Talking about the weather and climate</p> <p>Expressing preference</p> <p>Listening and completing a sentence</p> <p>Singing a song</p>
Topic	The weather
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 22 ■ Exercise 6, Listen and say ■ Pupil's Book, page 22 ■ Exercise 7, Look and say ■ Pupil's Book, page 22 ■ Exercise 8, Sing ■ Activity Book, page 21 ■ Exercise 6, Listen and write ■ Cassette, Pupil's Book, Unit 5, Exercise 6 ■ Cassette, Pupil's Book, Unit 5, Exercise 8 ■ Cassette, Activity Book, Unit 5, Exercise 6

Revision

- Ask a few pupils *What's your favourite season?* Pupils reply. Ask pupils to ask each other across the class. Check their pronunciation, and model correctly if necessary.

Pupil's Book, Page 22, Exercise 6

- Say *Open your Pupil's Book at page 22. Look at Exercise 6. Point to the first picture. Listen.* Play the recording. Pupils repeat the word as a class. Invite individuals to say the word. Repeat with the second picture.
- Say *Spell 'snowy'.* Pupils spell it and you write it on the board. Repeat with *photo*. Underline the letters 'o' and say /əʊ/.

Tapescript

/əʊ/ snowy, snowy
/əʊ/ photo, photo

Unit 5

6 Listen and say

snowy photo

7 Look and say

In summer, I go to the beach.
I eat ice cream.

8 Sing

What's the weather like in your country today?
Is it windy?
No, it isn't.
It's sunny and hot!
What's your favourite season?
It's summer!

What's the weather like in your country today?
Is it sunny?
No, it isn't.
It's cold and rainy.
What's your favourite season?
It's winter!

Pupil's Book, Page 22, Exercise 7

- Say *Look at Exercise 7 on page 22. What can you see in the picture? (a boy with a photo)*
- Ask the pupils if they can see what the boy in the photo is eating (*an ice cream*).
- Choose a few pupils to read the sentences aloud.
- Then say *What about you?* Invite pupils to say what they do in summer.
- Say *Tell me the seasons.* Ask pupils to spell each one. Write them on the board. Encourage pupils to have a conversation like this about each season:
A: *In autumn, I play football. I don't swim in the sea. What about you?*
B: *In autumn, I go cycling. I don't play football.*

Pupil's Book, Page 22, Exercise 8

- Say *Look at the pictures in Exercise 8 on page 22. What can you see?* Pupils describe the picture using *I can see ... / There is/ are ... (a girl playing tennis; a boy with an umbrella)*.
- Say *Listen and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again, and ask the pupils to sing along. Do the same with the second verse.
- Divide the class into two groups. One group practises and sings the first verse; the other group practises and sings the second verse.
- Each group sings their verse to the class.

Tapescript

What's the weather like
in your country today?
Is it windy?
No, it isn't.
It's sunny and hot!
What's your favourite season?
It's summer!

What's the weather like
in your country today?
Is it sunny?
No, it isn't.
It's cold and rainy.
What's your favourite season?
It's winter!

Activity Book, Page 21, Exercise 6

- Say *Open your Activity Book at page 21. Look at Exercise 6.*
- Say *Look at the picture. What can you see?*
- Tell pupils to listen and complete the sentence. Play the recording. Pupils check their answers with a partner. Play the recording again. Ask *Is your spelling correct?*
- Check answers as a class. Choose pupils to read the sentences aloud. Choose pupils to write each word on the board.

Tapescript

Look at my photo of the snow.

Answers

Look at my photo of the snow.

End the lesson

- Divide the class into groups of four. Give each group one of the four seasons.
- Ask groups to think of a mime to represent their season.
- Invite groups to come to the front to show their mimes to the class. The class say which season they are miming.

Lesson 7

Outcomes

To sing simple songs with peers after listening to a tape
To show enjoyment of simple rhymes and songs in English
To demonstrate recognition of short, simple words
To recognise short, simple familiar words and phrases
To identify the meaning of short, simple reading materials

Structures

Questions with *to be* and *like*:
What's the weather like in your country today?
The present simple:
What's your favourite season?
It's summer.

Functions

Talking about the weather and climate
Asking and answering questions
Relating sentences to pictures
Singing a song

Topic

The weather

Resources

- Pupil's Book, page 22
Exercise 8, Sing
- Activity Book, page 22
Exercise 7, Read and complete
- Activity Book, page 22
Exercise 8, Read, look and match
- Cassette, Pupil's Book, Unit 5, Exercise 8
- Flashcards: autumn, spring, summer, winter, cold, rainy, snowy, windy
- Wall chart: Seasons and the weather

Revision

- Show pupils the wall chart: Seasons and the weather. Ask pupils to point to the correct picture as you write each word on the board with the letters jumbled up, for example, *umnuta* for *autumn*, *umrems* for *summer*, *inpsgr* for *spring*, *inyar* for *rainy*, etc. You could make the game more interesting by awarding points for the quicker they answer the question; say, five points if a pupil says *autumn* when you have only written *u*, four points when you have written *um*, and so on. If a pupil guesses incorrectly, say *summer*, that pupil may not try again with that word but must wait until you start to write the next clue.
- Show the class a flashcard of a season and weather, for example, *winter*, *cold*. The pupils make sentences, for example, *It's cold in winter*. Show them flashcards which don't match as well, for example, *cold*, *summer*. Pupils say *It isn't cold in summer*.

Pupil's Book, Page 22, Exercise 8

- Say *Listen to the song*. Play the song.
- Divide the class into groups. Give each group a verse.
- Play the song again. Groups sing along with the verse they have been given.
- Play the song again, stopping now and then. Groups complete the next line.

Activity Book, Page 22, Exercise 7

- Say *Open your Activity Book at page 22. Look at Exercise 7.*
- Say *Look at the pictures. What can you see?* Choose different pupils to give you sentences about the pictures.
- Choose a pupil to read the words in the box. Pupils then write the correct words in the sentences.
- Choose pupils to read each sentence aloud. The rest of the class listen and say if it is correct or not.

Answers

2. ride 3. make 4. eat

Activity Book, Page 22, Exercise 8

- Say *Now look at Exercise 8.*
- Choose a pupil to read the first question. Choose another to read the first sentence in the right-hand box. Ask *Is that correct?* Establish that it isn't. Ask pupils to read the correct sentence. Hold your book up and point to the symbols under the first question.
- Pupils complete the rest of the exercise.
- Pupils check their answers in pairs. Check the answers as a class, asking different pupils to read the questions and answers aloud.

Answers

2. d 3. a 4. b

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
answer questions such as <i>What's the weather like in ...?</i>			
answer questions such as <i>What do children do in ...?</i>			
answer questions such as <i>What's your favourite season?</i>			

Further practice

- Give pupils sentences to correct, for example, *In Petra, it's hot and windy.* Pupils say *No, in Petra, it's cold and windy.*
- Pupils practise in pairs.

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *What's your favourite season?* *What do you do in summer?* *What's the weather like today?*
- Congratulate pupils on all their hard work in Unit 5.

Lesson 1

Outcomes

To respond to short, simple questions before and after listening
 To use flashcards to identify new or unfamiliar words when listening
 To demonstrate recognition of short, simple words
 To participate in short, simple guided exchanges
 To learn new words through direct instruction
 To use picture clues to make predictions about the content of reading material

Structures

Polite questions and requests with *would like* and *Can I have ...?*
What would you like? I'd like lamb and rice, please.
Would you like lentils? Yes, please.
Can I have fish and rice, please?

Functions

Asking and answering questions
 Talking about food and restaurants
 Expressing preference
 Expressing thanks

Vocabulary

delicious, healthy, lamb, lentil(s), meal, rice, vegetable(s)

Topic

Food

Resources

- Pupil's Book, page 23
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 6, Exercise 1
- Flashcards: lamb, lentils, rice, vegetables
- Wall chart: Food and restaurants

- Write the words *healthy* and *delicious* on the board, one word on the right-hand side and the other on the left-hand side. Say the words. Pupils repeat. These are difficult words to pronounce, so model carefully the stress is on the first syllable in *healthy* and on the second in *delicious*.
- Ask the pupils with the flashcards to give them to six other pupils. They come to the front of the class and stand by the board. Ask the pupil with the *lamb* flashcard to step forward. That pupil asks a pupil *Do you like lamb?* The pupil replies. You ask that pupil *Is lamb delicious? Is lamb healthy?* The pupil gives their opinion. If the pupil thinks lamb is delicious but not healthy, the pupil with the flashcard stands next to the word *delicious* on the board. If the pupil thinks lamb is healthy and delicious, the pupil with the card stands in the middle. Continue with the other flashcards. Summarise what the class thinks at the end, for example, *Vegetables are delicious and healthy*.
- Take the flashcards from the pupils and put them on the board so the class can see them.
- Ask pupils *Where do you go to eat with your family?* Pupils reply *a restaurant*. Accept names of restaurants if they offer them and ask *Is it good?*
- Then say to the class *Welcome to (name of school) restaurant. We have some delicious food. We have lamb, rice, fish, lentils and vegetables. Our food is healthy and delicious.* Ask a pupil *What would you like?* Help the pupil to reply, for example, *I'd like lamb and rice, please.* Ask *Would you like vegetables?* Pupil replies *Yes, I would./No, I wouldn't.*
- Put two chairs and a desk, if possible, at the front of the class. Invite a pupil to sit down with you. Ask another pupil to come to the front. Say *He/She is a waiter. She works in this restaurant.* Say to the waiter *What do you say to us?* Help the 'waiter' to say *What would you like?* He/She can point to the flashcards on the board. Ask the pupil sitting down with you to answer, for example, *I'd like vegetables and rice, please.* Then you say *Can I have lamb and rice, please?*
- Invite some other pupils to come to the front and be the waiter and two customers. Help them practise the questions and answers.

Revision

- Greet the pupils. Ask *What's the weather like today?* Pupils respond.

Presentation

- Teach the new words using the flashcards. Show each picture and say the word. Pupils repeat as a class. Then say the words to individuals to repeat after you. Finally, show pupils the pictures and ask *What's this?/What are these?* Pupils reply with just the word.
- Read the words for the class. Pupils repeat. Be careful of the pronunciation of *lamb*. The *b* is silent and should not be voiced: /læm/.
- Hand out the flashcards to individual pupils. Ask *Do you like lamb?* etc. The pupil replies *Yes, I do./No, I don't.* Say *Ask me.* The pupil holding the flashcard asks *Do you like lamb?* You reply *Yes, I do. It's delicious.* Show by gesture what *delicious* means. Repeat with *lentils* and *rice*.
- Ask the pupil with the *vegetables* flashcard *Do you like vegetables?* Pupil replies *Yes, I do./No, I don't.* Say *Ask me.* Pupil asks you the question. Say *Yes, I do. Vegetables are very healthy.* Say *Cake and sweets are not healthy. Vegetables are healthy.* Point to the *lentils* and ask *Are they healthy?* Pupils reply *Yes, they are.* Point to the *rice* and ask the same question.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
recognise new words			
respond correctly to the question <i>What would you like?</i>			
Ask for food in a restaurant using <i>I'd like ..., please</i> and <i>Can I have ..., please?</i>			

Pupil's Book, Page 23, Exercise 1

- Say *Open your Pupil's Book at page 23.*
- Ask pupils to look at the pictures and ask questions, for example, *Look at picture 1. Who can you see? Where are they? Look at picture 2. Where are they now?*
- Ask pupils to listen to the recording and point to the words as they listen.

- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *What time is it? (It's one o'clock – it's lunch time.); What would Asma like to eat? (fish and rice); What would Mazen like to eat? (lamb and rice); Does Asma's mother like the food? (Yes, she does.); Would she like lentils? (Yes, she would.); What do Mazen and Asma say after lunch? (Thank you.)*

Unit 6 Let's go to a restaurant

1 Listen and read

2

3

4

Tapescript

Dad: Let's go to a restaurant for lunch today!

Waiter: What would you like?

Mazen: I'd like lamb and rice, please.

Asma: Can I have fish and rice, please?

Mum: This salad is delicious! Vegetables are very healthy!

Uncle Rakan: Would you like lentils?

Mum: Yes, please.

Asma and Mazen: Thank you for the delicious meal!

Dad: You're welcome!

Further practice

- Ask a pupil to come to the front. Give him/her a piece of paper but no pencil. Say *Write your favourite food*. When he/she realises he/she doesn't have a pencil, encourage him/her to ask you *Can I have a pencil, please?* Have a conversation like this:
Pupil: Can I have a pencil, please?
You: Here you are.
Pupil: Thank you.
You: You're welcome.
- Pupils practise the conversation in pairs, asking for different things.

End the lesson

- Show pupils the wall chart: Food and restaurants. Ask them to point to the appropriate picture as you say the new words they learned in the lesson: *lamb, lentils*, etc.
- Ask *What's your favourite food?* When they say something you like, say *Mmm, delicious.* or *Mmm, that's very healthy.*

Lesson 2

Outcomes	To participate in short, simple guided exchanges To say two-syllable words with the correct stress To respond to simple instructions, questions and guided exchanges To identify the meaning of short, simple reading materials
Structures	Polite questions and requests with <i>would like</i> and <i>Can I have ...?</i> : <i>What would you like? I'd like lamb and rice, please.</i> <i>Can I have fish and rice, please?</i> <i>Would you like lentils? Yes, please.</i>
Functions	Asking and answering questions Talking about food and restaurants Expressing preference Expressing thanks
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 23 Exercise 1, Listen and read ■ Activity Book, page 23 Exercise 1, Listen and point ■ Activity Book, page 23 Exercise 2, Read, order and say ■ Cassette, Pupil's Book, Unit 6, Exercise 1 ■ Cassette, Activity Book, Unit 6, Exercise 1 ■ Flashcards: lamb, lentils, rice, vegetables ■ Wall chart: Food and restaurants

Revision

- Show pupils the wall chart: Food and restaurants. Point to a picture and ask them to say the word, for example, *rice*.
- Say *I think lamb is delicious. What about you?* Pupils agree or disagree, saying, for example, *I (don't) think lamb is delicious*. They then say another food, for example, *I think lentils are delicious*. They say to another pupil *What about you?* Continue round the class.

Pupil's Book, Page 23, Exercise 1

- Say *Open your Pupil's Book at page 23*. Play the recording to the class again while they read silently.
- Show pupils the words on the flashcards and practise pronunciation, for example, *lamb, lentils, rice, vegetables*.
- Play the recording again. Stop it every now and then for pupils to read the next words. Concentrate on the words you have just practised as well as others.
- Divide the class into groups of six (the two children, Uncle Rakan, Mum, Dad and waiter). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class. Check their intonation, and practise as a class if necessary.

Activity Book, Page 23, Exercise 1

- Say *Open your Activity Book at page 23. Look at Exercise 1.*
- Ask pupils to look at the pictures and say what they are.
- Pupils listen to the recording and point to the correct picture. Play the recording all the way through while pupils point. Try to monitor how the pupils are doing the exercise.
- Play the recording again, stopping after each speaker. Check pupils are all pointing to the correct picture. Replay the recording if necessary.

Tapescript

- 1
Man: I'd like lamb and rice, please.
- 2
Boy: Fish is my favourite lunch.
- 3
Girl: Lentils are delicious.

Answers

1. a 2. c 3. b

Further practice

- Point to each picture. See if pupils can remember what the speakers said. Play the recording again after they have given you the sentence to check if they are correct.

Activity Book, Page 23, Exercise 2

- Say *Now look at Exercise 2.* Working in pairs, pupils order the conversation.
- Choose pairs to read the conversation in front of the class. The class say if they are correct or not.
- Check the answers as a class.

Answers

1. What would you like for lunch?
2. I'd like fish, please.
3. And would you like vegetables and rice?
4. Yes, please.
5. Thank you for a delicious meal!
6. You're welcome.

Further practice

- Pupils practise the conversation in pairs, changing the food to suit them.

End the lesson

- Revise the vocabulary for food, including words from the previous level. Say *Tell me something to eat beginning with I (lamb, lentils).* Use the words from this unit and include: *figs, nuts, olives, dates, fish, chicken, bread, salad.*

Lesson 3

Outcomes

To respond to simple instructions, questions and guided exchanges
To follow short, simple oral instructions related to work in class
To use short sentences to participate in simple exchanges based on learned models
To recognise short, simple familiar words and phrases

Structures

Polite questions and requests with *would you like* and *Can I have ...*:
What would you like? I'd like lamb and rice, please. Can I have water, please?

Functions

Asking and answering questions
Talking about food and restaurants
Expressing preference
Expressing thanks
Matching a dialogue with the correct picture
Matching words for ingredients in a text with pictures

Vocabulary

aubergine

Topic

Food

Resources

- Pupil's Book, page 24
Exercise 2, Listen and point
- Pupil's Book, page 24
Exercise 3, Look, ask and answer
- Activity Book, page 24
Exercise 3, Look, read and copy
- Cassette, Pupil's Book, Unit 6, Exercise 2
- Flashcard: aubergine, lamb, lentils, rice, vegetables
- Wall chart: Food and restaurants
- Costumes for Further practice section

Revision

- Say *I know some food beginning with f. What is it?* Pupils give suggestions (*figs, fish*). Practise with other letters.

Presentation



- Show the flashcard of the *aubergine* and teach the word. Ask *Do you like aubergines?* Pupils reply.
- Show them the word, and point to the three syllables as you say them, stressing the first syllable. Do not give any explanation. Pupils repeat after you.
- Show pupils the wall chart: Food and restaurants. Ask them to point to the picture of aubergine.

Pupil's Book, Page 24, Exercise 2


- Say *Open your Pupil's Book at page 24, please.* Point to each table and ask *What can you see?* Pupils tell you what is on each table.
- Say *Listen. Point to the correct table.* Play the recording. Check the answer with the class.
- Play the recording again, pausing after each sentence for the class to repeat. Divide the class into waiters and customers, and repeat the recording again.

Unit 6

2 Listen and point

a  **b** 

3 Look, ask and answer



24

- Ask pupils to work in pairs and have a conversation about the food on table *b*. Monitor as they are working.
- Choose pairs to come to the front to perform their conversation in front of the class.

Tapescript

Waiter: What would you like?
 Girl: I'd like lamb, aubergines and rice, please.
 Waiter: Would you like salad?
 Girl: Yes, please. Can I have water, please?
 Waiter: Here you are.
 Girl: Thank you.
 Waiter: You're welcome.

Answer

a

Pupil's Book, Page 24, Exercise 3

- Say *Now look at Exercise 3*. Choose two pupils to read the conversation.
- Check pupils can say all the food words. Choose different pupils to read the food items.
- Pupils work in pairs asking and answering the questions for themselves. Monitor as they are working, helping where necessary.
- Choose some pairs to perform in front of the class.

Further practice

- Ask pupils *What would (partner's name) like?* Pupils answer, for example, *He'd like lamb and rice*. Ask *Would he like salad?* *Yes, he would./No, he wouldn't.*
- Pupils can change pairs and ask and answer about their first partners. Tell students to use costumes for this activity.

Activity Book, Page 24, Exercise 3

- Say *Open your Activity Book at page 24. Look at Exercise 3*. Ask questions, for example, point to the 'customer' and ask *Is this the waiter?* (*No, it isn't.*) Point to the 'waiter' and ask the same question.
- Ask two pupils to come to the front; one sits at a desk, and the other is the waiter. Say to the 'waiter', *Speak to your customer*. (Indicate the other pupil.) Help the 'waiter' to say *What would you like?* The pupil answers. Give the 'waiter' flashcards of what the 'customer' wants. The waiter gives the food to the customer and says *Here you are*. Ask the rest of the class to help the waiter. The customer then says *Thank you*. and the waiter says *You're welcome*.
- Ask another pair to come to the front to do it, this time without help.
- Pupils complete Exercise 3 individually. Monitor as they are writing, checking the neatness and accuracy of their work.
- Choose two pupils to read the conversation aloud.

Answers

- I'd like chicken and rice, please.
- Here you are.
- Thank you
- You're welcome.

End the lesson

- Say *Look at the food in Exercise 3. What would you like to eat?* Pupils reply *I'd like ...*

Lesson 4

Outcomes	To recognise short, simple familiar words and phrases To use knowledge of punctuation to identify the meaning of what is being read To ask for help To use reading strategies to identify meaning in short, simple reading texts
Structures	Polite questions and requests with <i>would like</i> : <i>What would you like?</i> <i>I'd like lamb and rice, please.</i> The present simple: <i>We have salad and lentils with our meal.</i> <i>I have juice.</i>
Functions	Asking and answering questions Talking about food and restaurants Expressing preference Expressing thanks Matching words for ingredients in a text with pictures
Topic	Food
Vocabulary	<i>coffee, menu</i>
Resources	<ul style="list-style-type: none"> Pupil's Book, page 25 Exercise 4, Read and point Activity Book, page 24 Exercise 4, Complete, listen and say Cassette, Activity Book, Unit 6, Exercise 4 Wall chart: Food and restaurants Flashcard: coffee

Revision

- Ask pupils *What would you like for lunch/dinner today? What would you like for lunch/dinner tomorrow?* Pupils give answers about themselves. Then, they can practise in pairs.

Presentation

- Show the wall chart: Food and restaurants and the flashcard. Teach *coffee*. Ask *Do your parents like coffee?* Pupils reply. Teach *menu*.

- Write the words on the board and point to the two syllables as you say them, stressing the first syllable. Pupils repeat after you.
- Ask *Where do you have lunch on Saturday? What do you have for lunch on Saturday?* Point to the wall chart, and encourage pupils to use the words here.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
read and say the words <i>coffee</i> and <i>menu</i>			
answer the question <i>What do you have for lunch on Saturday?</i>			

Pupil's Book, Page 25, Exercise 4

- Say *Open your Pupil's Book. Turn to page 25.*
- Point to the picture. Ask *What can you see?* Pupils tell you what food there is.
- Ask pupils to read the paragraph silently. Tell them to ask you if they have any problems. Teach them two questions to ask for help: *Excuse me. What's this word?* or *What does this word mean?*
- Choose pupils to read the sentences aloud. As they read, the rest of the class points to the correct picture. Check they are doing this correctly. Also, monitor the pupils' reading. Is their intonation falling at the end of the sentences when they see a full stop? Are they stopping at the end of sentences?
- Check any pronunciation problems. Practise with the whole class.

Further practice

- Read through the paragraph in Exercise 4 making mistakes. Pupils stop you when they hear a mistake. You could change the paragraph like this:

On Sunday, my mother, my father, my sister, my grandpa and my uncle have lunch at home. I have fish and rice. It's delicious. We have lentils and aubergines with our meal. I have water. I like Sundays.

Activity Book, Page 24, Exercise 4

- Say *Open your Activity Book. Turn to page 24.* Tell pupils to complete the sentences with the parts of the words.
- Play the recording to the class. Choose pupils to read the sentences aloud. Check their pronunciation.

Tapescript

a delicious meal of aubergines and rice

Answers

a delicious meal of aubergines and rice

End the lesson

- Ask a few pupils what they eat on Saturdays.

Lesson 5

Outcomes

To use simple words in short sentences
To take part in short, simple, guided and familiar exchanges
To make connections between prior knowledge and experience and short, simple reading materials
To identify the meaning of simple familiar information when reading (e.g. how to play a game)

Structures

Polite offers with *Would you like ...?:*
Would you like chicken and bread?
Yes, please./No, thank you.

Functions

Asking and answering questions
Talking about food and restaurants
Expressing preference
Expressing thanks
Reading and answering questions

Topic

Food

Resources

- Pupil's Book, page 25
Exercise 5, Look, ask and answer
- Activity Book, page 24
Exercise 5, Copy and complete
- Activity Book, page 25
Exercise 6, Read and circle yes or no
- Extra practice worksheets 2 and 3: Game boards and Cards

Revision

- Ask *Do your parents have coffee for breakfast? Do you have coffee for breakfast? Do you have rice for breakfast? Do you have rice for lunch?* Encourage pupils to ask similar questions across the class. Pupils answer.
- Ask *Do you like Fridays? Why?* Pupils give their own answers.

Unit 6

4

Read and point

On Friday, my mother, my father, my brother Ibrahim, my grandpa and grandma and I have lunch in a restaurant. I have lamb and rice. It's delicious! We have salad and lentils with our meal. I have juice.

5

Look, ask and answer

Would you like chicken and bread?

No, thank you. I'd like fish and rice, please.

25

Pupil's Book, Page 25, Exercise 5

- Say *Open your Pupil's Book at page 25. Look at Exercise 5. This is a game.*
- Hold up a game board to show the class. Have a pile of cards. Ask a pupil to pick a card and ask a question with the food on the card, for example, *Would you like chicken and bread?* You look at your game board. If chicken and bread is on it, you say *Yes, please.* Then take the card to put it on your game board in the correct place. If it is not on it, you say *No, thank you.* The pupil picks another card, and so on.
- Point to the conversation in the Pupil's Book. Pupils can keep this open while they play the game.
- Hand out the game boards and the set of cards to the pupils. They play in pairs. Monitor as they are playing. They take turns to ask and answer the questions.
- The first pupil to complete their game card should put up their hand and say *Menu!* Ask that pupil *What would you like to eat?* The pupil tells the class what they have on their game board.

Activity Book, Page 24, Exercise 5

- Say *Turn to page 24 in your Activity Book. Look at Exercise 5.*
- Choose pupils to read the sentence aloud.
- Pupils copy the sentence. Monitor as they are writing, checking their handwriting.

Activity Book, Page 25, Exercise 6

- Say *Now look at Exercise 6.*
- Ask pupils to read the paragraph silently. Pupils should ask if they are not sure about the pronunciation or meaning of words. Then choose pupils to read it aloud. Help with any pronunciation issues.
- The pupils choose the correct answers and check with a partner.
- Check answers as a class.

Answers

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

Further practice

- Ask questions about the reading, for example, *When does Jaber go to the restaurant? (He goes on Saturday.); Does he go with his mother? (Yes, he does.); Do they have breakfast? (No, they don't. They have lunch.); What does Jaber eat? (He eats chicken and salad.); Do they all eat bread? (No, they don't.); What do Jaber's mother and father drink? (They drink water.)*

End the lesson

- Say *Now look at Exercise 5 again.* Ask *Which meal would you like?* Pupils give their own answers.
- Tell pupils they are going to do a project on food in the next lesson. They should try to bring some pictures of food (cut out of magazines) to use. Remind them they should ask permission of their parents before they do this.

Lesson 6

Outcomes

To use prior knowledge to participate in short, simple guided exchanges
To present short, simple mini-class presentation to the class on a familiar topic
To learn a new sound
To print English words correctly, legibly and neatly

Structures

Polite questions and requests with *would like* and *Can I have ...?*
What would you like?
Can I have chicken and rice, please?

Functions

Asking and answering questions
Talking about food and restaurants
Expressing preference
Completing a project

Topic

Food

Resources

- Pupil's Book, page 26 Exercise 6, Listen and say
- Pupil's Book, page 26 Exercise 7, Look and say
- Pupil's Book, page 26 Exercise 8, Project. A menu
- Cassette, Pupil's Book, Unit 6, Exercise 6
- Wall chart: Food and restaurants
- Large sheet of paper per pair or small group for the project

Revision

- Show the pupils the wall chart: Food and restaurants. Point to the different pictures, and elicit the names of the food, etc. Ask *What is your favourite meal?* Pupils give their own answers.

Pupil's Book, Page 26, Exercise 6

- Say *Open your Pupil's Book at page 26. Look at Exercise 6. Look at the first picture.*
- Play the recording to the class. Pupils repeat. Say *Look at the second picture.* Play the recording. Pupils repeat.
- Write the words on the board. Underline the same sounds. Say /i:/ . Then say the words for pupils to repeat after you.

Tapescript

/i:/ meal, meal
/i:/ aubergine, aubergine

Unit 6

6 Listen and say

meal **aubergine**

7 Look and say

I like chicken.
I don't like aubergines.

8 Project. A menu

What would you like?
Can I have chicken and rice, please?

26

End the lesson

- Say *a delicious meal of...* Pupils finish the sentences with their own favourite food.

Lesson 7

Outcomes	To print words and short, simple sentences correctly, legibly and neatly To pronounce learned short English words and sentences correctly To write simple words and short, simple sentences on familiar topics for specific purposes
Structures	Polite questions and requests with <i>would like</i> : <i>Would you like fish and rice?</i> <i>I'd like lamb and rice, please.</i>
Functions	Asking and answering questions Talking about food and restaurants Expressing preference Expressing thanks
Topic	Food
Resources	<ul style="list-style-type: none"> Activity Book, page 25 Exercise 7, Read and match Activity Book, page 26 Exercise 8, Look, copy and say Activity Book, page 26 Exercise 9, Listen, complete and check Cassette, Activity Book, Unit 6, Exercise 9

Pupil's Book, Page 26, Exercise 7

- Say *Look at Exercise 7*. Ask *What can you see?* Pupils say what food they can see.
- Choose a pupil to read the sentences. Then say to that pupil *What about you?* The pupil says if he/she likes chicken and aubergines.
- Pupils practise in pairs. Monitor as they are speaking, helping where necessary. Listen for their pronunciation. Correct any problems with the whole class. They can talk about other foods as well as those in the pictures on page 26. If you leave the wall chart: Food and restaurants up, this will help them.
- Choose pupils to tell the class which foods they like and don't like.

Pupil's Book, Page 26, Exercise 8

- Refer to the Introduction on page 8 of the Teacher's Book, and read the instructions under Project.
- Explain that the pupils are going to design a menu.
- Pupils work in pairs or small groups. Give each group a large piece of paper. They have to decorate it to make it an attractive menu. They have to bring in pictures of food or draw pictures. They have to write the names of the food items as well. If they wish, they can also write some prices on their menu.
- They practise asking and answering questions as in the Pupil's Book in their pairs or groups. Monitor as they are working and speaking.
- Pupils present their menus to the rest of the class.

Revision

- Ask pupils to get their projects out. They should go to the next pair or group and talk to them about their menus. They should ask each pupil in the other pair or group *What would you like?* Those pupils choose something from their menu.
- Ask different pupils *What would you like?* They say what they have chosen.

Activity Book, Page 25, Exercise 7

- Say *Open your Activity Book at Page 25. Look at Exercise 7*.
- Point to the pictures and ask *What's this?* Pupils say the words.
- Pupils match the words with the pictures. Pupils check their answers in pairs.
- Check answers as a class.

Answers

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

Activity Book, Page 26, Exercise 8

- Say *Now look at Exercise 8.*
- Point to each picture and ask *What's this?* Pupils answer with the name of the food. Ask pupils to spell the words aloud.
- Pupils copy the words, neatly and accurately. Monitor as they are working.
- Say *number 2.* Pupils read the word aloud. Practise with the other words.
- Ask *Which word begins with s? (salad)* Practise with the other letters.
- Say *Look at the pictures. What would you like to eat?*

Activity Book, Page 26, Exercise 9

- Say *Now look at Exercise 9.*
- Explain they must use the words in the box to complete the dialogue. Pupils work individually to complete the exercise. Monitor as they are writing, but do not correct their work.
- Pupils check their work with a partner and change anything they think is wrong.
- Play the recording to the pupils. They check if they are correct.
- Choose pupils to read the corrected version aloud.

Tapescript

Waiter: Would you like fish and rice?
Man: No, thank you.
Waiter: What would you like?
Man: I'd like lamb and rice, please.
Waiter: Here you are.
Man: Thank you.
Waiter: You're welcome.

Answers

2. No
3. What
4. I'd like; please
6. Thank you

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
say the word <i>aubergine</i>			
make offers with <i>Would you like ...?</i>			
make requests with <i>Can I have ...?</i>			

End the lesson

- Ask pupils to give you a list of the foods they have learned in this unit. Then ask them *What's your favourite food?*
- Congratulate pupils on all their hard work in Unit 6, especially the project.

Lesson 1

Outcomes

To say two-syllable words with the correct stress
 To respond to short, simple questions before and after listening
 To identify new words and their meanings through direct instruction and assigned independent language exercises and activities
 To use flashcards to understand new or unfamiliar words when listening

Structures

The present continuous:
What are you cooking for lunch?
The phone is ringing.
I'm helping my mum. She's cooking. I'm setting the table.
What's Mazen doing? He's helping Mum.

Functions

Asking and answering questions
 Talking about activities
 Expressing actions happening now

Vocabulary

cook (v), set the table

Topic

Different activities

Resources

- Pupil's Book, page 27
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 7, Exercise 1
- Flashcards: setting the table, phone, cooking
- Wall chart: At home

- Show pupils the Wall chart: At home. Ask pupils to point to the appropriate picture as you mime the activities and to tell you what you are doing or what is happening, to elicit *You are doing your homework./You are setting the table./The phone is ringing.*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
recognise new words			
pronounce new words correctly			
respond correctly to the questions <i>What are you doing?</i> <i>What is he/she doing?</i>			

Pupil's Book, Page 27, Exercise 1

- Say *Open your Pupil's Book at page 27.*
- Ask *Who can you see in the pictures? (Asma, her mother, her father, Mazen and Huda); Where's Asma? (She's at home.); What time do you think it is? (Pupils can say lunch time or give a suggested time, for example, one o'clock/seven o'clock.)*
- Say *Listen and read the story. What time is it?*
- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer to your question (*It's lunch time.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *What is Mum doing? (She's cooking lunch.); What is Asma doing? (She's setting the table.); What is Mazen doing? (He's helping Mum.); What's Asma's father doing? (He's helping Mum in the kitchen, too.); What's Asma doing tomorrow? (She's playing with Huda.)*

Revision

- Ask various pupils *What do you have for breakfast every day? What would you like for lunch today? Is fish and rice your favourite meal? What is your favourite meal?*

Presentation

- On pieces of paper or cardboard, write the following: *cook a meal, play football, read a book, brush your teeth, play tennis.* Ask five pupils to come to the front. Give them each a piece of paper. Tell them you want them to mime the action when you say so. Take the pieces of paper at the end of the activity as you can use them again later in the unit.
- Point to the first pupil and ask the rest of the class *What is she/he doing?* The pupil mimes the action. Pupils can answer. Then teach the sentence *She's/He's cooking.* Pupils repeat after you. Choose individuals to say the sentence. Then say to the pupils who are miming *What are you doing?* Help them reply *I'm cooking.* Repeat with the other phrases.
- Show pupils the flashcard *setting the table.* Say *What is she doing? She's setting the table.* Ask a few pupils the question. Then show them the phone and say *This is a phone. The phone is ringing.* (Imitate the sound of a phone ringing sound to help explaining.) Pupils repeat *The phone is ringing.* Make sure the pupils are saying *-ing* at the end of these verbs and not *in*, but do not give any direct instruction. Repeat with *cooking.*

Unit 7

What are you doing?

1

Listen and read



Tapescript

Asma: What are you cooking for lunch, Mum?
Mum: I'm cooking chicken and rice.
Asma: That's my favourite meal! The phone is ringing.
Huda: Hello, Asma. What are you doing?
Asma: I'm helping my mum. She's cooking. I'm setting the table.
Huda: What's Mazen doing?
Asma: He's helping Mum.
Asma: And Dad is helping Mum in the kitchen, too.
Mum: It's time for lunch, Asma. Ask Huda to play with you here tomorrow.
Asma: Would you like to come to my house tomorrow?
Huda: Yes, please. Thank you!

Further practice

- Say *It's Saturday. It's lunch time. What is Asma doing after lunch?* Pupils think of possible answers, for example, *She's reading a book./She's playing with Mazen./She's playing tennis.* etc.

End the lesson

- Give the pupils the beginning of a sentence and ask pupils to think of different ways to finish it, for example, you say *I'm playing ...* Pupils reply *tennis, football, a computer game.* *I'm eating ...* *chicken, fish, an apple,* etc. *I'm reading ...* *a book, a newspaper, a letter.*

Lesson 2

Outcomes

To demonstrate recognition of short, simple words
To follow short, simple oral instructions related to work in class
To respond to simple questions before and after listening
To read a story in groups of three
To identify the meaning of short, simple reading materials
To print short, simple sentences correctly, legibly and neatly
To write a list of actions

Structures

The present continuous:
What are you cooking for lunch?
I'm helping my mum. She's cooking.
The phone is ringing.
What's Mazen doing? He's helping Mum.

Functions

Asking and answering questions
Talking about activities
Expressing actions happening now

Topic

Different activities

Resources

- Pupil's Book, page 27
Exercise 1, Listen and read
- Activity Book, page 27
Exercise 1, Look, read and complete
- Activity Book, page 27
Exercise 2, Read and match
- Cassette, Pupil's Book, Unit 7, Exercise 1
- Flashcards: setting the table, phone, cooking
- Wall chart: At home

Revision

- Show pupils the wall chart: At home. Point to the picture of the table and say *The table is ringing. Is this correct?* to elicit *No. The phone is ringing.* Repeat with *I am setting the phone. Is this correct?* *No. I am setting the table.*
- Show the pupils the words on the flashcards and ask the pupils to read them, helping where necessary.
- Show the pictures and ask *What is he/she doing?*
- Give a flashcard to each of three different pupils. Tell them not to show the class. Other pupils ask *What are you doing?* The pupils reply *I'm setting the table.* etc.
- Tell the three pupils to hide the pictures again. Ask the class, for example, *Is (Asma) cooking lunch?* Pupils answer *No, she's setting the table.*

Pupil's Book, Page 27, Exercise 1

- Say *Open your Pupil's Book at page 27.* Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is. This will check how well they are following the recording.
- Give pupils some sentences to correct, for example, *Mother is cooking lamb and rice for lunch.* (*No, she's cooking chicken and rice.*); *Asma is cooking.* (*No, she's helping Mum in the kitchen.*); *Mazen is reading the newspaper.* (*No, he's setting the table.*); *Asma is going to Huda's house tomorrow.* (*No, Huda is going to Asma's house.*)

- Divide the class into groups of three (Asma, her mother and Huda). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class.

Further practice

- Ask pupils questions with *Would you like to ...?* They answer *Yes, please!/No, thank you!* For example, *Would you like to play tennis/go to a restaurant/watch TV tomorrow?* etc.

Activity Book, Page 27, Exercise 1

- Say *Open your Activity Book at page 27. Look at Exercise 1.*
- Ask pupils to look at the pictures. Read the questions and ask pupils to answer by looking at the pictures.
- Point to the words in the box. Tell pupils to complete the sentences with these words.
- Pupils work individually to complete the exercise.
- Check the answers as a class by asking pairs of pupils to read the sentences aloud.

Answers

2. reading a book 3. cooking lunch 4. helping Mum

Activity Book, Page 27, Exercise 2

- Say *Now look at Exercise 2. Look at number 1.* Choose two pupils to read the question and answer.
- Pupils complete the rest of the exercise and then check their answers with a partner. Monitor as they are working, helping where necessary.
- Check the answers as a class. Choose pupils to ask and answer the questions.

Answers

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

Further practice

- Write some verbs on the board, for example, *cook, read, play*. Ask pupils to choose a verb and say, for example, *I'm playing*. Ask *What are you playing?* The pupil replies, for example, *I'm playing tennis*.
- Pupils practise in pairs.

End the lesson

- Give the pupils the beginnings of sentences for them to finish, for example, *Asma's Mum is ... (cooking). Asma's brother is ... (helping Mum).* etc.

Lesson 3

Outcomes	To orally describe pictures in short, simple sentences To participate in short, simple guided exchanges To recognise short, simple familiar words and phrases To develop strategies to identify simple spoken words and short sentences and their meaning
Structures	The present continuous: <i>What's Ziad doing? He's setting the table.</i>
Functions	Asking and answering questions Talking about activities Expressing actions happening now Matching dialogues with the correct pictures
Vocabulary	<i>garden</i>
Topic	Different activities
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 28 Exercise 2, Listen and point ■ Pupil's Book, page 28 Exercise 3, Ask and answer ■ Activity Book, page 28 Exercise 3, Listen and say yes or no. ■ Cassette, Pupil's Book, Unit 7, Exercise 2 ■ Cassette, Activity Book, Unit 7, Exercise 3 ■ Flashcards: garden, setting the table, phone ■ Wall chart: At home

Revision

- Play the miming game from the Presentation in Lesson 1. You could also add *read a book, set the table, play a computer game, ride a bike, have an ice cream, watch TV, tidy your room or drive a car*. The last two come up in this lesson, so it would be good to revise them here.

Presentation

- Present the new word *garden* using the flashcard.
- Show the class the word and read it with them, making sure the stress is on the first syllable.
- Show pupils the wall chart: At home, and ask them to point to the picture of the garden.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
recognise new words			
pronounce new words correctly			

Pupil's Book, Page 28, Exercise 2

- Say *Open your Pupil's Book at page 28, please.*
- Point to each picture and ask *What's he/she doing?* Pupils answer the questions.
- Say *Listen.* Play the first conversation. Pupils point to the correct picture. Check they are correct. Ask *What's Mum doing?* Pupils answer *She's cooking lunch.* Continue with the rest of the recording, checking the answers.

Unit 7

2 Listen and point






3 Ask and answer



Ziad



Laila



Mum



Dad



Tapescript

- 1
Girl: What's Mum doing?
Boy: She's cooking lunch.
- 2
Girl: What's Dad doing?
Boy: He's setting the table.
- 3
Girl: What's Hassan doing?
Boy: He's tidying his bedroom.
- 4
Girl: What is Muna doing?
Boy: She's playing in the garden.

Answers

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

Further practice

- Tell pupils to close their books. Ask questions about the pictures, for example, *Is Mum setting the table? Who is playing in the garden? What is Hassan doing?* etc.

Pupil's Book, Page 28, Exercise 3

- Say *Now look at Exercise 3.* Choose two pupils to read the conversation.
- Pupils work in pairs. They each ask and answer the questions. Monitor as they are working, helping where necessary.
- Choose pupils to ask and answer the questions in front of the class.

Activity Book, Page 28, Exercise 3

- Say *Open your Activity Book. Turn to page 28.*
- Ask pupils to look at the pictures and tell you what is happening.
- Play the recording. Pupils listen and say *Yes* or *No* according to what they hear. Play the first sentence. The class answers *No*.
- Play the recording again. Pause after each sentence for the pupils to give the answers.

Tapescript

- 1 Mum is cooking lunch.
- 2 Dad is reading a book.
- 3 Kareem is setting the table.
- 4 Samira is playing football in the garden.
- 5 Grandma is cooking lunch.

Answers

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

End the lesson

- Give the flashcards to different pupils, and ask *What are you doing?* Pupils reply.
- Ask *What is he/she doing?* Pupils reply. Check their pronunciation.

Lesson 4

Outcomes	To use reading strategies to identify short, simple reading texts To ask and respond to questions before, during and after reading To respond to simple words in short, simple instructions, questions and guided exchanges
Structures	The present continuous: <i>I'm writing an email.</i> <i>I'm taking a photo.</i> <i>I'm playing basketball.</i> <i>I'm helping my mother.</i>
Functions	Asking and answering questions Talking about activities Expressing actions happening now Reading and matching sentences with pictures
Vocabulary	<i>basketball, taking a photo, writing an email</i>
Topic	Different activities
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 29 Exercise 4, Read and match ■ Activity Book, page 28 Exercise 4, Listen and point ■ Cassette, Activity Book, Unit 7, Exercise 4 ■ Flashcards: playing basketball, taking a photo, writing an email, helping my mother ■ Wall chart: At home

Revision

- Say *Open your Pupil's Book at page 28. Look at the pictures in Exercise 3. Give them 30 seconds to look at the pictures. Then say Now close your books.*
- Ask them questions about the pictures, for example, *What's Laila doing? Is Laila driving? Who is playing a computer game?*

Presentation

- Show pupils the new flashcards of *playing basketball, taking a photo* and *writing an email*. Teach the words in the usual way.
- Hold up the different flashcards and ask *What is he/she doing?* Pupils reply.
- Write the new words on the board. Read the words to the pupils. They repeat after you. Point to each word or phrase, and ask pupils to read them.
- Show pupils the wall chart: At home, point to the picture showing *writing an email* and ask them *What is happening?*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
recognise new words			
pronounce new words correctly			

Pupil's Book, Page 29, Exercise 4

- Say *Open your Pupil's Book. Turn to page 29.*
- Show the class the four flashcards. Ask *Which picture?* Pupils match the flashcards with the pictures in the book. Ask *What's he/she doing?*
- Say *Now read the sentences and match with the pictures.*
- Pupils check their answers with a partner and practise reading the sentences.
- Check answers as a class. Choose pupils to read the sentences aloud and say which picture they match.

Answers

2. c 3. d 4. b

Unit 7

4 Read and match

a



1. My name's Khadija. I'm writing an email.

b



2. I'm Saleem. I'm taking a photo.

c



3. My name's Fatima. I'm playing basketball.

d



4. I'm Ibrahim. I'm helping my mother.

5 Ask and answer

TAKING A PHOTO



What are you doing?

I'm taking a photo.

Further practice

- Ask questions, for example, *What is Saleem doing? Who is writing an email?* etc.
- Give pupils sentences to correct, for example, *Is Fatima taking a photo? (No, Saleem is taking a photo.)*

Activity Book, Page 28, Exercise 4

- Say *Open your Activity Book at page 28. Look at Exercise 4.*
- Ask pupils questions about the pictures, for example, *What's the boy doing in picture a? (He's helping his father.)*
- Pupils listen and point to the correct picture. Play the first sentence, and check pupils are pointing to the correct picture. Say *Which picture? (c)*
- Play the rest of the recording all the way through for pupils to think about the answers.
- Play the recording again, pausing after each sentence to check the answers.

Tapescript

- 1 I'm playing football.
- 2 I'm having lunch.
- 3 I'm helping my dad.
- 4 I'm going to school.

Answers

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

End the lesson

- Write the following on the board: Invite pupils to complete the words. The rest of the class say if they are correct or not: *b _ _ k _ _ b _ _ l* (basketball), *p _ _ t _* (photo), *e _ _ i _* (email).

Lesson 5

Outcomes

To respond to simple instructions and questions
To participate in short, simple guided exchanges
To use reading strategies to identify meaning in short, simple reading texts
To use picture clues to make predictions about the content of reading material
To write simple words to complete sentences on familiar topics for specific purposes

Structures

The present continuous:
What are you doing?
I'm taking a photo.

Functions

Asking and answering questions
Talking about activities
Expressing actions happening now

Topic

Different activities

Resources

- Pupil's Book, page 29
Exercise 5, Ask and answer
- Activity Book, page 29
Exercise 5, Look, copy and complete
- Flashcards: playing basketball, garden, setting the table, phone, taking a photo, writing an email
- Wall chart: At home

- Ask six pupils to come to the front. Give them each a different flashcard. Tell them not to show the rest of the class.
- The class asks the six pupils questions to find out what they are doing, for example, *Are you playing football?* (*No, I'm not.*)

Pupil's Book, Page 29, Exercise 5

- Say *Open your Pupil's Book at page 29. Look at Exercise 5.*
- Choose two pupils to read the question and answer.
- Choose a pupil to come to the front and mime an action. Show them one of the flashcards if they need help. Another pupil asks the question to the pupil who is miming answers.
- Pupils work in pairs or small groups to ask and answer the questions. Monitor as they are speaking, helping where necessary.
- Choose some pupils to mime the actions in front of the class.

Activity Book, Page 29, Exercise 5

- Say *Open your Activity Book at page 29. Look at Exercise 5.*
- Point to each word in the box and ask pupils to read them.
- Say *Look at the first picture.* Choose a pupil to read the question and another to read the answer.
- Pupils write the words in the other sentences. Monitor as they are writing to check their neatness and accuracy.
- Ask pupils to check their answers in pairs by miming the answers. Pupils then take turns to read the questions and answers aloud.
- Check answers as a class. Choose pupils to read the questions and answers aloud.

Answers

2. playing 3. writing 4. cooking

End the lesson

- Play a game of noughts and crosses with the class, using the following grid:

play	write	cook
take	help	set
tidy	ride	go

- Divide the class into two teams. The teams try to make sentences in the present continuous, for example, *I'm writing an email.* Both teams get a nought or a cross if they give you a correct sentence.

Revision

- Show pupils the wall chart: At home. Point to the pictures of *garden* and *writing an email*, and mime typing on a laptop. Ask the pupils if they can tell what you are doing in one sentence that incorporates the words from both pictures. If they look puzzled, give them another clue to link the two pictures using a preposition. If this doesn't elicit the response *You are writing an email in the garden.* Tell them *I am writing an email in the garden.* Now point to the pictures of *garden* and *setting the table* and ask *What am I doing?* (*You are setting the table in the garden.*)
- You could also mime cooking on a barbecue or responding to the mobile phone, while pointing to the relevant pictures, to elicit *You are cooking in the garden.* and *The phone is ringing in the garden.*

Lesson 6

Outcomes	<p>To pronounce sounds, words and sentences correctly</p> <p>To show enjoyment of simple rhymes and songs in English</p> <p>To learn a new sound</p> <p>To use and spell correctly learned simple vocabulary</p>
Structures	<p>The present continuous:</p> <p><i>My mother is reading books.</i></p> <p><i>My father is flying a plane.</i></p>
Functions	<p>Asking and answering questions</p> <p>Talking about activities</p> <p>Expressing actions happening now</p> <p>Singing a song</p>
Topic	Different activities
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 30 Exercise 6, Listen and say ■ Pupil's Book, page 30 Exercise 7, Say ■ Pupil's Book, page 30 Exercise 8, Sing ■ Activity Book, page 29 Exercise 6, Listen and write ■ Cassette, Pupil's Book, Unit 7, Exercise 6 ■ Cassette, Pupil's Book, Unit 7, Exercise 8 ■ Cassette, Activity Book, Unit 7, Exercise 6

Revision

- Say different verbs to the class. Pupils stand up and give you a sentence using each one. For example, you say, *read*. A pupil says *I am reading a book*. Ask that particular pupil to continue standing. Give five other verbs to the pupils.
- Then ask questions to the rest of the class, for example, *Who is reading a book?* Pupils try to remember the correct member of the class.

Pupil's Book, Page 30, Exercise 6

- Say *Open your Pupil's Book at page 30. Look at Exercise 6. Look at the pictures. Listen.*
- Play the recording to the class. Pupils repeat each word after the recording.
- Write the words on the board. Underline the same sounds (*ing*). Say /ɪŋ/. Then say the words for pupils to repeat after you.

Unit 7

6 Listen and say

cooking

reading

7 Say

It's ten o'clock. My mother is reading books with children at school. My father is flying a plane.

8 Sing

What is your sister doing?
She's setting the table.

What is your brother doing?
He's playing basketball.

What is your mother doing?
She's cooking lamb and rice.

What is your father doing?
He's reading the newspaper.

What are you doing?
I'm singing a song!

Tapescript

/ɪŋ/ cooking, cooking
/ɪŋ/ reading, reading

Pupil's Book, Page 30, Exercise 7

- Say *Now look at Exercise 7*. Choose a pupil to read the sentences.
- Give pupils a few minutes to think of sentences about their parents.
- Ask some pupils to give their sentences.
- Pupils work in pairs and tell their partner about their family. They can change the time and talk about other people in their family.
- Monitor as they are speaking, helping where necessary. Listen for their pronunciation. Correct any problems with the whole class.
- Choose pupils to tell the class about their relatives.

Pupil's Book, Page 30, Exercise 8

- Say *Look at the picture in Exercise 8 on page 30. What can you see?* Pupils describe the picture using *I can see .../The boy is playing basketball.* etc.
- Say *Listen and follow the words*. Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again, and ask the pupils to sing along. Do the same with the second verse.
- Divide the class into two groups. One group practises and sings the first verse; the other group practises and sings the second verse. They all sing the last two lines.

Unit 7

66

Tapescript

What is your sister doing?
She's setting the table.
What is your brother doing?
He's playing basketball.
What is your mother doing?
She's cooking lamb and rice.
What is your father doing?
He's reading the newspaper.
What are you doing?
I'm singing a song!

Activity Book, Page 29, Exercise 6

- Say *Open your Activity Book at page 29. Look at Exercise 6.*
- Tell pupils to listen. Play the first sentence. Pupils read the sentence.
- Tell pupils to listen and write the words in the sentences.
- Pupils compare their spelling with a partner.
- Check answers as a class.

Tapescript

1 I am writing. 2 Mum is cooking. 3 Dad is reading.

Answers

2. cooking 3. reading

End the lesson

- Ask pupils to spell other *-ing* words they have learned from this unit, for example, *setting, taking, playing*.

Lesson 7

Outcomes	To pronounce short learned English words and sentences correctly To use reading strategies to identify meaning in short, simple reading texts To write short simple words and short, simple sentences on familiar topics for specific purposes To write a list of actions To show enjoyment of simple rhymes and songs in English
Structures	The present continuous: <i>What is your sister doing?</i> <i>She's setting the table.</i>
Functions	Asking and answering questions Talking about activities Expressing actions happening now Singing a song
Topic	Different activities
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 30 Exercise 8, Sing■ Activity Book, page 30 Exercise 7, Read and complete■ Activity Book, page 30 Exercise 8, Read, order and write■ Activity Book, page 30 Exercise 9, Listen and match■ Cassette, Pupil's Book, Unit 7, Exercise 8■ Cassette, Activity Book, Unit 7, Exercise 9■ Wall chart: At home

Revision

- Show pupils the wall chart: At home. Write some scrambled sentences and phrases on the board, such as *eth nopeh is grinnig; gestnit het balet; ingrade a penswepar and twining na melia*. Ask the pupils to say the correct sentence or phrase (*The phone is ringing; Setting the table; Reading a newspaper; Writing an email.*) and to point to the appropriate picture.
- Alternatively, you could ask pupils to point to the correct picture or pictures as you speak jumbled sentences, for example, *The ring is phoning in the ragden. I'm newsing a readpaper. I'm tabling the set.*
- Ask pupils to tell you all the words from this unit ending in *-ing*. Accept all correct answers and concentrate on pupils pronouncing them correctly.

Pupil's Book, Page 30, Exercise 8

- Say *Listen to the song*. Play the song.
- Divide the class into two groups. Give each group a verse. They all sing the last two lines.
- Play the song again. Groups sing along with the verse they have been given.
- Ask questions about the song *What is his sister doing? What is his brother doing? What is his mother doing? What is his father doing?*

Activity Book, Page 30, Exercise 7

- Say *Open your Activity Book at Page 30. Look at Exercise 7.*
- Pupils work in pairs to complete the sentences. Monitor as they are working, helping where necessary.
- Check answers as a class. Choose pupils to read the sentences aloud.

Answers

1. What's Dad doing?
He's reading a book.
2. What's Alia doing?
She's playing in the garden.
3. What's Grandma doing?
She's helping Mum.

Activity Book, Page 30, Exercise 8

- Say *Now look at Exercise 8.*
- Choose a pupil to read the words in the first sentence aloud. Write them on the board.
- Choose another pupil to read the sentence in the correct order. Point to the words on the board as the pupil is reading the sentence.
- Pupils reorder the rest of the sentences. Monitor as they are writing, checking their handwriting.
- Check answers as a class. Choose pupils to read the sentences aloud.

Answers

2. Omar is reading a book in the kitchen.
3. Faisal is tidying his room.

Activity Book, Page 30, Exercise 9

- Say *Now look at Exercise 9.*
- Play the recording of the song to the class again. Pupils match the questions and answers.
- Pupils check their answers in pairs.
- Choose pairs to ask and answer the questions in front of the class.

Tapescript

- Boy 1: What is your sister doing?
Boy 2: She's playing basketball.
- Boy 1: What is your brother doing?
Boy 2: He's setting the table.
- Boy 1: What is your mother doing?
Boy 2: She's cooking lamb and rice.
- Boy 1: What is your father doing?
Boy 2: He's reading a book.

Answers

2. d 3. c 4. b

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
ask and answer questions about activities using the present continuous: <i>What is/are ... doing? He is/They are ...</i>			
talk about activities			
use <i>I'm ...</i>			

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *What is your mother doing now? What is your father doing now?*
- Congratulate pupils on all their hard work in Unit 7.

Lesson 1

Outcomes	To respond to short, simple questions before and after listening To use prior knowledge to participate in short, simple guided exchanges To recognise short, simple familiar words and phrases To use knowledge of punctuation to respond to what is being read To write short, simple sentences legibly, neatly and in the correct order
Structures	The present simple: <i>I like spring.</i> Polite offers with <i>Would you like ...?:</i> <i>Would you like juice? Yes, please!</i> The present continuous: <i>I'm cooking fish and rice.</i> <i>What are you doing? I'm setting the table.</i>
Functions	Asking and answering questions Talking about activities Expressing actions happening now Talking about food and restaurants Expressing preference Expressing thanks Talking about the weather and climate
Vocabulary	<i>autumn, cook (v), garden, set the table, meal, rice, season (n), spring (n), summer, weather, winter</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 31 Exercise 1, Listen and read ■ Cassette, Pupil's Book, Unit 8, Exercise 1 ■ Flashcards: spring, summer, autumn, winter ■ Wall chart: At home ■ Wall chart: Seasons and the weather ■ Wall chart: Food and restaurants

Revision

- On the board, draw an ice cream in a cone, a small cake, a glass of milk (colour it with white chalk), a glass of juice (colour it, for example, orange), an apple and a banana. As you are drawing each item, ask the pupils *What's this?*
- Then point to the ice cream and ask a pupil *Would you like an ice cream?* The pupil answers *Yes, please./No, thank you.* If the pupils answer *Yes, please*, you pretend to put some ice cream in a cone and give it to the pupil saying *Here you are.* The pupil replies *Thank you!* and you say *You're welcome!* Do the same with another pupil.

- Then ask two pupils to come to the front and have the conversation. Write the conversation on the board if necessary, for example:
A: *Would you like an ice cream?*
B: *Yes, please./No, thank you.*
A: *Here you are.*
B: *Thank you.*
A: *You're welcome.*
- Put the flashcards of the four seasons on the board so the class can see them. Point to each one and ask different pupils *What season is this?*
- Ask *What's your favourite season?* (*My favourite season is summer.*) *Why?* (*It's hot and sunny.*)
- Show pupils the wall charts: At home, Seasons and the weather, and Food and restaurants. Read out the words listed in Vocabulary in random order, for example, rice, winter, cook, spring, garden, etc. After reading each word, ask different pupils to come to the wall charts and point to the correct picture on the correct wall chart.

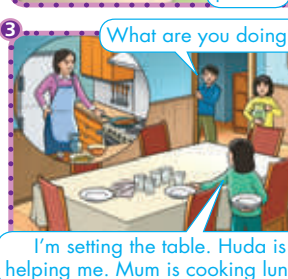
Pupil's Book, Page 31, Exercise 1

- Say *Open your Pupil's Book at page 31.*
- Ask pupils to look at the pictures, and ask *Who can you see?* Pupils say which characters are in the pictures. *Where are they in picture 1?* (*They are in the garden.*); *What is Asma doing?* (*She is playing in the garden with Huda.*); *What is Mum doing in picture 3?* (*She's cooking.*); *What is Asma doing?* (*She's setting the table.*)
- Say *Listen and read the story. Then tell me 'What is Mum cooking for lunch?'*
- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer to your question. (*She's cooking fish and rice.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat. Make sure they are paying attention to the punctuation as they read the sentences. Practise with the whole class if they are not.
- Ask pupils some questions: *What is Huda's favourite season?* (*Her favourite season is spring.*); *What's the weather like today?* (*It's sunny.*); *What does Mum give the girls?* (*She gives them juice.*); *What time is lunch?* (*It's at two o'clock.*); *What is Huda's favourite meal?* (*It's fish and rice.*)
- Pupils work in groups of four to act out the story (Mum, Asma, Huda, Mazen). Monitor as they are reading, helping where necessary.
- Choose a couple of groups to act the story out in front of the class.

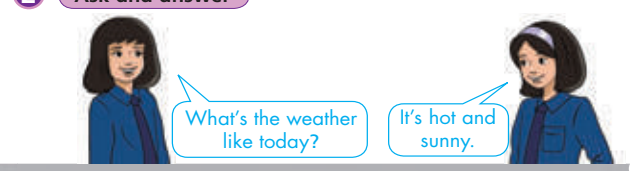
1 Listen and read



2 Let's have lunch at two o'clock. I'm cooking fish and rice.



2 Ask and answer



Tapescript

Huda: I like spring. It's my favourite season.
 Asma: Yes, it's sunny today.
 Mum: Would you like juice?
 Huda and Asma: Yes, please!
 Mum: Let's have lunch at two o'clock. I'm cooking fish and rice.
 Huda: Thank you! That is my favourite meal.
 Mazen: What are you doing?
 Asma: I'm setting the table. Huda is helping me. Mum is cooking lunch.
 Mum: Lunch is ready. Thank you for helping me.
 Dad, Mazen, Asma and Huda: You're welcome!

Further practice

- On the board, write: *meal What's favourite your ?* Ask a pupil to come to the board and write the question in the correct order. When the pupil has finished, ask the rest of the class if it is correct.
- Ask the pupil to ask another pupil the question. The pupil who replies asks another pupil. Practise with other pupils.
- Then ask the rest of the class about the pupils who have answered the question, saying, for example, *Is Fatima's favourite meal fish and rice?* Pupils reply *Yes, it is./No, it isn't.*

End the lesson

- Ask *What would you like for lunch today?* Choose a pupil to reply. That pupil then asks another pupil the question. Continue round the class for a few minutes.

Lesson 2

Outcomes

To follow short, simple oral instructions related to work in class
 To use reading strategies to identify meaning in short, simple texts
 To pronounce short, simple questions and statements with correct intonation patterns
 To use simple words in short sentences to take part in short, simple, guided and familiar exchanges

Structures

Questions with *to be* and *like*:
What's the weather like today?
It's hot and sunny.

Functions

Asking and answering questions
 Talking about the weather and climate

Vocabulary

Canada, cold, rainy, snowy, windy

Topic

Revision

Resources

- Pupil's Book, page 31
Exercise 1, Listen and read
- Pupil's Book, page 31
Exercise 2, Ask and answer
- Activity Book, page 31
Exercise 1, Read, match and say
- Activity Book, page 31
Exercise 2, Listen, point and say
- Cassette, Pupil's Book, Unit 8, Exercise 1
- Cassette, Activity Book, Unit 8, Exercise 2
- Wall chart: Seasons and the weather

Revision

- Show pupils the wall chart: Seasons and the weather. Point to the pictures; pupils say the words.
- Ask *What's the weather like in spring?* Pupils reply, for example, *It isn't hot. It's rainy.* Practise asking about the other seasons.
- Ask pupils, for example, *Do you like hot weather?* Pupils reply *Yes, I do./No, I don't.* Ask a pupil to ask another pupil the question, using the different weather words they know.
- Ask *What's the weather like in Canada in winter?* Pupils reply *It's cold and snowy.* Ask *Would you like to live in Canada in winter? Why?/Why not?* Pupils reply, for example, *Yes. I like snow./No, I don't like cold weather.*

Pupil's Book, Page 31, Exercise 1

- Say *Open your Pupil's Book at page 31.* Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is.
- Give pupils some sentences to correct, for example, *Huda's favourite season is autumn.* (No, Huda's favourite season is spring.); *They're having lunch at one o'clock.* (No, they're having lunch at two o'clock.); *Mother is cooking lamb and rice.* (No, she is cooking fish and rice.); *Huda doesn't like fish and rice.* (No, fish and rice is her favourite meal.); *Mazen is setting the table.* (No, Asma is setting the table.); *Mazen is helping Asma.* (No, Huda is helping Asma.)
- Choose a couple of groups to act out the story in front of the class.

Pupil's Book, Page 31, Exercise 2

- Say *Look at Exercise 2 in your Pupil's Book.*
- Ask two pupils to read the question and answer. Check that they are using the correct intonation pattern. Both the question and answer fall at the end.
- Pupils practise in pairs.

Further practice

- Ask a pupil to come to the front. The pupil asks you *What's the weather like today?* You mime the weather, for example, rub your arms as if cold. The pupil asks *Is it cold?* You reply *Yes, it is.*
- Pupils practise in pairs. Point to the wall chart: Seasons and the weather on the board, and encourage them to practise the different weather types.

Activity Book, Page 31, Exercise 1

- Say *Open your Activity Book at page 31. Look at Exercise 1.*
- Say *Look at picture a. What can you see?* Go through all the pictures in this way.
- Pupils work in pairs. They read the short dialogues aloud and then match them with the correct picture. Do the first as an example.
- Check the answers as a class by asking pairs to read the sentences aloud.

Answers

2. c 3. b 4. a

Activity Book, Page 31, Exercise 2

- Say *Now look at Exercise 2. Listen.*
- Play the first word. Pupils point to the correct picture. Check they are all doing it properly.
- Play the rest of the recording all the way through. Pupils point at the pictures.
- Play the recording again, pausing after each word. Ask *Which picture is it?* Pupils reply *a, b, c, etc.*

Tapescript

1 cold
2 sunny
3 hot
4 snowy
5 rainy
6 windy

Answers

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

End the lesson

- Ask different pupils to spell the different words related to the weather, saying for example, *Spell 'snowy'.* The rest of the class listens and says if it is correct or not.

Lesson 3

Outcomes	To use short sentences to participate in simple exchanges based on learned models To participate in short, simple guided exchanges To demonstrate recognition of short, simple words To orally describe pictures, places and people in short, simple sentences
Structures	The present continuous: <i>The children's mother is writing an email.</i> <i>She's setting the table.</i>
Functions	Asking and answering questions Talking about activities Expressing actions happening now Describing pictures
Vocabulary	<i>basketball, coffee, phone (n), ring (v), take a photo, write an email</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 32 Exercise 3, Look and say ■ Flashcards: playing basketball, garden, setting the table, phone, taking a photo, writing an email ■ Wall chart: At home ■ Extra practice worksheet 4: Activities

Revision

- Show pupils the flashcards and ask *What is he/she doing?*
- Hand out the flashcards to six pupils. They stand in a row. Ask them to say a sentence about their card, for example, *I'm playing basketball. I'm playing in the garden. I'm ringing a friend.* etc.
- The six pupils put their flashcards down and stand in a different place in the row. Ask questions to the rest of the class, for example, *Who is writing an email? Is (Ali) setting the table? What is (Ali) doing?* Pupils at the front confirm if the answers are correct or not. Practise for about five minutes, trying to keep the pace quite quick.
- Show pupils the wall chart: At home. Mime writing an email, doing homework, setting a table and using the phone, and ask pupils to point to the correct picture. Alternatively, you could mime (for example, writing) while pointing to an incorrect picture, and invite pupils to correct you, for example, *No, You're not reading a book. You're writing an email.*

Pupil's Book, Page 32, Exercise 3

- Say *Open your Pupil's Book at page 32, please.*
- Hold up your book and point to the children. Say *This is Alia and Rakan. Are they at school? (No, they aren't. They are at home.); Are the children in the kitchen? (No, they aren't. They are in their bedrooms.); Are their mother and father in their bedroom? (No, they aren't. They are in the kitchen.)*

- Choose a pupil to read the two sentences about the picture. Make sure the reader pays attention to the commas, for example, after *In 1*, and pauses slightly.
- Pupils work in pairs to say sentences about the pictures. One pupil talks about picture 1 and the other about picture 2. Monitor as they are speaking, helping where necessary.
- Check answers as a class.

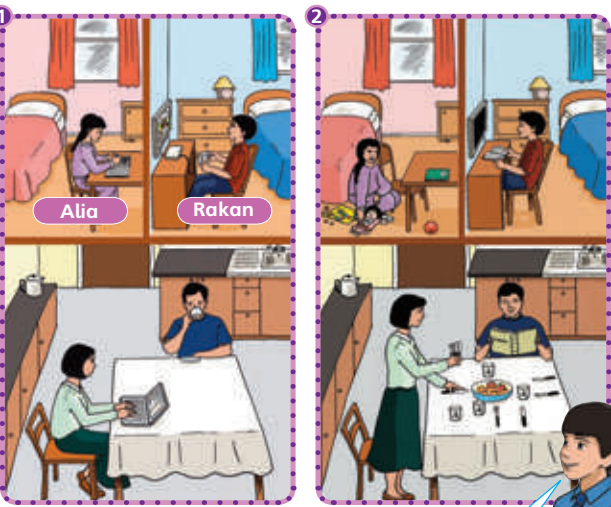
Answers

In 1, the children's father is having coffee.
In 2, he's reading a book.
In 1, Alia is writing in her exercise book.
In 2, she's tidying her bedroom.
In 1, Rakan is playing a game.
In 2, he's reading a book.

Unit 8

3 Look and say

1




2


In 1, the children's mother is writing an email. In 2, she's setting the table.

4 Listen and point


a



b



c



Further practice

- Ask pupils to change the activities of the people. They shouldn't tell their partner.
- One pupil gives sentences to the other, for example, *Mum is tidying her room*. The pupil replies *Yes, she is./No, she isn't*. The pupil answering counts how many sentences the other pupil says before getting it all correct.

Further practice

- Cut out the individual words in Extra practice worksheet 4: Activities. Make enough sets for each group of four pupils.
- Give the groups the pieces of paper and tell them to lay them face down on their desk. Each pupil takes turns to turn two pieces of paper over. If they make a phrase, they can keep them. If they don't, they put them back and the next pupil tries. The pupil with the most pairs is the winner.

- Ask pupils to make sentences with the words they have, for example, *My father is reading a book now*.

End the lesson

- Begin sentences for the class to finish, for example, *I am writing ...* Pupils can say *an email/a letter*. Ask the pupil to say the whole sentence.

Lesson 4

Outcomes

To use prior knowledge to participate in short, simple guided exchanges
To follow short, simple oral instructions related to work in class
To develop strategies to identify simple spoken words and short sentences and their meaning
To pronounce short, simple questions and statements with correct intonation patterns
To orally describe pictures, places and people in short, simple sentences

Structures

Polite questions and requests with *would like*:
What would you like?
I'd like chicken and bread, please.
The present continuous:
Mum is having coffee.
Dad is writing an email.

Functions

Asking and answering questions
Talking about food and restaurants
Expressing preference
Describing pictures
Listening and pointing to the correct dish
Talking about activities

Vocabulary

aubergine, delicious, lamb, lentis, menu, vegetables

Topic

Revision

Resources

- Pupil's Book, page 32
Exercise 4, Listen and point
- Activity Book, page 32
Exercise 3, Listen and say yes or no
- Cassette, Pupil's Book, Unit 8, Exercise 4
- Cassette, Activity Book, Unit 8, Exercise 3
- Wall chart: Food and restaurants

Revision

- Show pupils the wall chart: Food and restaurants. Point to the different foods and ask pupils to say what they are.
- Ask *What would you like?* Pupils say what they would like to eat.
- Ask a few pupils *What's your favourite meal?* Pupils ask and answer in pairs. Monitor as they are speaking, checking their pronunciation. Note any mistakes they make and go over these as a class.
- Ask pupils to tell the class about their partner, for example, *Ahmad's favourite meal is lamb and rice*. Make sure they are pronouncing the 's'.

Pupil's Book, Page 32, Exercise 4

- Say *Open your Pupil's Book. Turn to page 32.*
- Say *Look at the first picture. What can you see?* Pupils describe the food.

- Say *Listen*. Play the first dialogue. Pupils point to the first picture. Ask *What is she having?* (*She's having chicken and bread.*)
- Then play the rest of the recording. Pupils listen and point to the correct picture.
- Play the recording again, pausing after each dialogue. Check which pictures they are pointing to. Then ask the question *What is he/she having?* Pupils describe the pictures.
- Check their pronunciation and intonation, practising any problems as a class.

Tapescript

- 1
Waiter: What would you like?
Woman: I'd like chicken and bread, please.
- 2
Waiter: What would you like?
Man: I'd like lamb with aubergines and rice, please.
- 3
Waiter: What would you like?
Boy: I'd like fish and rice, please.

Answers

1. a 2. c 3. b

Further practice

- In pairs, ask pupils to look at the meals in Exercise 4, and ask *What would you like to eat?* Pupils describe the meal they want.
- Ask pupils *What would your partner like?* Pupils reply *He/She would like chicken and bread.*
- Practise the intonation of lists with the class. Do not give direct instruction.

Activity Book, Page 32, Exercise 3

- Say *Open your Activity Book at page 32. Look at Exercise 3.*
- Ask pupils to tell you what the people are doing in each picture, for example, *In picture 1, Asma is tidying her room.*
- Say *Now listen. Say Yes or No.*
- Play the recording. Pause after each sentence for pupils to give the answer. Ask different pupils for their answer before you confirm *Yes* or *No*.
- Pupils then look at the pictures, working in pairs, and say what they can see.

Tapescript

- 1 Asma is having lunch.
2 Mazen is playing a computer game.
3 Mum is having coffee.
4 Dad is writing an email.
5 Uncle Rakan is reading a newspaper.
6 Aunt Mariam is cooking.

Answers

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

Further practice

- Say *Close your Activity Book.* Ask *Who is playing a computer game?* (*Mazen is playing a computer game.*)
- Then give false statements for the pupils to correct, for example, *Aunt Mariam is having coffee.* (*No, Aunt Mariam is setting the table. Mum is having coffee.*)

End the lesson

- Ask the class to tell you different fruit and vegetables that they know.

Lesson 5

Outcomes

To use reading strategies to identify the meaning in short, simple reading texts
To use prior knowledge to participate in short, simple guided exchanges
To ask for help
To pronounce short, simple questions and statements with correct intonation patterns
To correct spelling and use of capital and small letters with the assistance of peers

Structures

The present continuous:
My sister is making a snowman.
Mum is taking a photo!

Functions

Asking and answering questions
Talking about activities
Expressing actions happening now
Describing pictures
Reading and choosing the correct picture

Vocabulary

ice-skating, snowman

Topic

Revision

Resources

- Pupil's Book, page 33
Exercise 5, Read and choose
- Flashcards: ice-skating, snowman
- Wall chart: Seasons and the weather
- Map of the world

Revision

- If possible, show the pupils a map of the world. Say *Where is Jordan?* Choose a pupil to come and point to Jordan and say *Here it is.*
- Then ask *Where is Canada?* Choose a pupil to come and point to Canada and say *Here it is.* Say *It is a long way to Canada.* Point with your finger from Jordan to Canada.
- Say *Imagine it's winter. What's the weather like in Jordan?* Pupils reply. Ask *What's the weather like in Canada?* Pupils reply *It's cold. It's snowy.* Ask *Would you like to go to Canada in winter? Why?/Why not?*
- Ask *What can you do in Canada in winter?* Show the class the flashcards of a snowman and ice-skating. Pupils reply *I can make a snowman. I can ice-skate.*
- Show pupils the wall chart: Seasons and the weather. Ask them to point to the picture for the appropriate season for making snowmen and ice-skating (winter) and the likely weather conditions in that season (snowy, cold, though windy and rainy are also possible).

- Point to Canada and say *It's winter here*. Point to Australia or South Africa. (You don't need to give the name of the country.) Ask *What season is it here?* Pupils reply *It's summer*. Then point to New Zealand and say *It's winter here*. *What season is it in Canada?* (*It's summer*.)
- Give the pupils some activities and ask *Is it summer or winter?* For example, *I'm swimming in the sea./I'm having an ice cream./I'm making a snowman*. etc.

Pupil's Book, Page 33, Exercise 5

- Say *Open your Pupil's Book at page 33. Look at Exercise 5*.
- Tell pupils to read the paragraph and choose the correct picture. Give pupils time to work individually. Then ask *Which picture?* Pupils reply *picture a*.
- In pairs, pupils practise reading the paragraph together. They should help each other with the pronunciation. If they have a problem, they should ask you *What's this word?* Monitor as they are reading, making a note of any pronunciation problems.
- Choose pupils to read a sentence each. Make sure they pay attention to the punctuation as well as use the correct pronunciation. With reference to picture a, point out that it doesn't snow in Jordan every year, but when it does, large parts of the country are covered. In February 2012, Amman experienced heavy snow, and people took to the streets to make snowmen and play in the snow. Ask pupils if they have experienced snow in Jordan.



Answer

a

Unit 8

5
Read and choose

We are in Canada. It is winter. It is cold and snowy today. My brother is ice-skating. My sister is making a snowman. Dad is helping her. Mum is taking a photo!





6
Sing

What are you having for lunch today, lunch today, lunch today?
What are you having for lunch today?
Lunch is my favourite meal.

Today I'm having lamb and rice, lamb and rice, lamb and rice.
Today I'm having lamb and rice.
That's my favourite meal.

Would you like some water too, water too, water too?
Would you like some water too?
Yes, please! Here you are.



Further practice

- Pupils work in pairs and describe picture b. They should follow the model in the paragraph. Monitor as they are working. They should ask you for help if they need it, otherwise just listen and take note of any mistakes they make.
- Choose pupils to read a sentence each about picture b. A possible paragraph is *We are in Canada. It is summer. It is hot and sunny today. My brother is playing football. My sister is helping my mother. Mum is setting the table. Dad is taking a photo*.
- Pupils write the paragraph for picture b. They then give it to a partner to correct if necessary. Check their writing.
- Then give pupils sentences and they say *picture a* or *picture b*, for example, *Mum is taking a photo. (picture a); My brother is playing football. (picture b)*, etc.

End the lesson

- Give pupils the beginnings of sentences to finish, for example, *It's winter. Mum is ... (taking a photo.); It's summer. My sister is ... (helping Mum.)*

Lesson 6

Outcomes	To follow short, simple oral instructions related to work in class To sing simple songs with peers after listening to a tape To use reading strategies to identify meaning in short, simple reading texts To identify the meaning of short, simple reading materials
Structures	Polite offers with <i>Would you like...?:</i> <i>Would you like some water too?</i> The present continuous: <i>Today I'm having lamb and rice.</i>
Functions	Asking and answering questions Talking about activities Expressing actions happening now Talking about food and restaurants Expressing preference Describing pictures Reading and choosing the correct picture Singing a song
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 33 Exercise 6, Sing ■ Activity Book, page 32 Exercise 4, Read and tick ✓ or cross X ■ Cassette, Pupil's Book, Unit 8, Exercise 6 ■ Flashcards: aubergine, coffee, lamb, lentils, rice, vegetables ■ Wall chart: Food and restaurants

Revision

- Show pupils the wall chart: Food and restaurants. Point to the food items, and ask pupils to name them.
- Ask the pupils *What are you having for lunch today?* Pupils reply. Ask *What's your favourite lunch?* *What do you have for lunch on Saturdays?* *Do you go to a restaurant?* *What do you have?*
- Hand out the flashcards to the class. Ask, for example, *Do you like aubergine?* The pupil replies *Yes, I do. It's delicious./No, I don't*.
- The pupils look at the back of their flashcards and ask other pupils around the class, for example, *Spell 'rice'*. Pupils help each other to spell it and the pupil with the card says if they are correct or not.

Pupil's Book, Page 33, Exercise 6

- Say *Open your Pupil's Book at page 33. Look at Exercise 6. Look at the picture. What time do you think it is?* Pupils answer, for example, *It's two o'clock.* Ask *What food can you see? Would you like this meal?*
- Say *Listen. Follow the words.* Play the song all the way through to the pupils.
- Play the first verse again and ask pupils to join in. Repeat with the other two verses.
- Divide the class into three groups. Give each group a verse to read through and practise singing. Play the recording again, and ask each group to sing their verse.

Tapescript

What are you having for lunch today,
lunch today, lunch today?
What are you having for lunch today?
Lunch is my favourite meal.

Today I'm having lamb and rice,
lamb and rice, lamb and rice.
Today I'm having lamb and rice.
That's my favourite meal.

Would you like some water too,
water too, water too?
Would you like some water too?
Yes, please! Here you are.

Activity Book, Page 32, Exercise 4

- Say *Open your Activity Book at page 32. Look at Exercise 4.*
- Ask pupils to look at the two pictures and say what food they can see.
- Pupils work in pairs and read the conversations. They then tick or cross each picture.
- Choose pairs to read the conversations to the class. Ask another pupil for the answer.

Answers

1. ✓ 2. X

Further practice

- Pupils have the conversation in pairs, changing the food they'd like. Monitor as they are speaking, helping where necessary.

End the lesson

- Give out the flashcards of the food to different pupils. Pupils ask other pupils, for example, *Would you like some aubergines?* Pupils reply *Yes, please./No, thank you.*

Lesson 7

Outcomes	<p>To pronounce learned sounds, words and sentences correctly</p> <p>To use simple words in short sentences</p> <p>To take part in short, simple, guided and familiar exchanges</p> <p>To use reading strategies to identify the meaning of short, simple reading material</p> <p>To develop strategies to identify simple spoken words and short sentences and their meaning</p> <p>To orally describe pictures, places and people in short, simple sentences</p> <p>To sing simple songs with peers after listening to a tape</p> <p>To print words correctly, legibly and neatly to complete a sentence</p>
Structures	<p>The present simple: <i>Lunch is my favourite meal.</i></p> <p>The present continuous: <i>Today I'm having lamb and rice.</i></p>
Functions	<p>Talking about activities</p> <p>Expressing actions happening now</p> <p>Describing pictures</p> <p>Singing a song</p>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 33 Exercise 6, Sing ■ Activity Book, page 33 Exercise 5, Read and complete ■ Activity Book, page 33 Exercise 6, Listen, point and say ■ Cassette, Pupil's Book, Unit 8, Exercise 6 ■ Cassette, Activity Book, Unit 8, Exercise 6

Revision

- Play the recording of the song in the Pupil's Book to the class again. Pupils sing along. Groups then sing their verse.
- Revise the sounds practised in Units 5–7. Write the following words on the board in any order: *snowy, aubergine, reading, photo, cooking, meal.*
- Point to the words and ask the class to say them. Practise the sound if they need further help.
- Choose pupils to come to the board and draw lines joining the same sounds. The rest of the class say if they are correct. The pupil then says the two words.
- Say the sounds, for example, /i:/ and ask pupils to say the words.

Activity Book, Page 33, Exercise 5

- Say *Open your Activity Book at Page 33. Look at Exercise 5.*
- Write the words in the box on the board. Choose pupils to read them aloud. Ask questions to use the words, for example, *What is Issa doing? (He's reading a book.); What is the mother doing? (She's playing with Suha.); What is Suha doing? (She's playing with Mum.); What is the father doing? (He's taking a photo.); What's the weather like? (It's hot and sunny.); What season is it? (It's summer.)*
- Ask pupils to complete the paragraph. Monitor as they are writing, helping where necessary.
- Choose pupils to read a sentence each to check the answers.

Answers

We are on holiday. The weather is hot and sunny today. Issa is reading a book. Mum is playing with Suha. Dad is taking a photo. I like summer. It's my favourite season.

Activity Book, Page 33, Exercise 6

- Say *Now look at Exercise 6.*
- Ask pupils to describe each picture.
- Say *Listen and point.* Play the recording all the way through, watching pupils pointing to the pictures.
- Play the recording again, pausing after each sentence. Pupils point to the correct picture. Choose pupils to say the sentence. Ask the rest of the class to say if the sentence is correct or not. Help them correct it if necessary.

Tapescript

- 1 Dad is having fish and rice.
- 2 Mum is having coffee.
- 3 Saleem is having juice.
- 4 Amal is having lamb and rice.

Answers

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

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
make offers with <i>Would you like ...?</i>			
ask and answer about the weather using <i>What's the weather like?</i> <i>It's hot/cold/raining ...</i>			
talk about activities <i>She's ...</i> , <i>I'm ...</i>			

End the lesson

- Ask pupils *Which is your favourite unit – 5, 6 or 7? Which is your favourite story?* Ask pupils to say what happened in their favourite story.
- Congratulate pupils on all their hard work in Units 5–8.

Lesson 1

Outcomes

To learn new words through direct instruction and assigned independent language exercises and activities
 To use picture clues to make predictions about the content of reading material
 To demonstrate recognition of short, simple words
 To infer the meaning of new words through familiar contexts
 To respond to short, simple questions before and after listening
 To say two-syllable words with the correct stress
 To use pictures, flashcards and textbooks to understand new or unfamiliar words when listening

Structures

The present simple with *to be*
There is/are:
There is a very big museum.
There are two airports.
Is there a market? Yes, there is./No, there isn't.
Are there any lions in Wadi Mujib?
No, there aren't.
 Prepositions of place:
It's in the old city, near the Roman Theatre.

Functions

Talking about towns and cities
 Expressing location
 Talking about history
 Asking and answering questions

Vocabulary

building (n), city, hill, market (n), museum, near, next to, Roman (adj), theatre, town, train station

Topic

My town

Resources

- Pupil's Book, page 34
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 9, Exercise 1
- Flashcards: hill, market, museum, train station
- Wall chart: In towns and cities

Revision

- Write the following words on the board: *season, weather, lunch*. Ask pupils to ask and answer questions with these words, for example, *What season is it now? What's your favourite season? What's the weather like today? What would you like for lunch today?* etc.
- Then ask a pupil *What's your father doing now?* The pupil answers, and then asks the pupil beside him/her the same question. That pupil answers and asks the next pupil and so on, round the class. Every now and then change the person they're asking about, for example, *mother, sister, uncle, grandmother*, etc.

Presentation

- Show the pupils the flashcards: *market, museum, train station*. Teach the words; pupils repeat after you. Hold up each one and ask *What's this?* Pupils reply *It's a market.* etc.
- Ask *Is there a market in our town?* Help pupils to reply *Yes, there is./No, there isn't.* Practise with the other three places.
- Then hold up the flashcard of a *hill*. Teach the word. Ask *Is there a hill in our town?* Pupils reply.

- Show the pupils the new words and read them with the pupils, checking their pronunciation and stress pattern: *market, museum, theatre, train station*.
- Draw a building on the board. Say *This is a school*. Draw other buildings near it, for example, some shops and a museum. Draw a bookshop next to it. Say *There is a bookshop next to the school*. Point to the school and bookshop to show what *next to* means. Repeat the sentence. Pupils repeat after you. Give sentences about pupils in the class, for example, *Huda is sitting next to Aishah*. Choose pupils to say who they are sitting next to (*I am sitting next to ...*).
- Then point to the museum and say *There is a museum near the school*. Pupils repeat after you. Point to the shops and ask *What are these?* Pupils reply *They are shops*. Ask *Are they next to the school?* Pupils reply *No, they are near the school*. Point to the museum again and say *There is a museum near the school*. Point to the shops and encourage pupils to try to give you the sentence *There are some shops near the school*.
- Hold up the different flashcards and say *This is a building*. Pupils repeat the new word after you. Say *Tell me a building in our town/city*. (Other buildings they would know are *mosque, airport, restaurant, sports centre, shop, school* and *zoo*.) Pupils give suggestions using *There is/There are ...*
- Ask, for example, *What is there next to the museum? What is there near the sports centre?* etc.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
form sentences with <i>There is/are</i>			
name buildings in their town and describe them using <i>next to/near</i>			

Pupil's Book, Page 34, Exercise 1

- Say *Open your Pupil's Book at page 34. Look at the pictures. Who can you see? (Asma and Mazen); Where are they? (They are in their classroom at school.); What can you see in the pictures? (I can see some buildings.)*
- Ask pupils to listen to the recording and point to the words as they listen. Give pupils a question to think about as they are listening. *Why are Asma and Mazen standing in front of the class?* Play the recording.
- Pupils answer the pre-listening question. (*Asma and Mazen are talking about their project.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *Are there three airports in Amman? (No, there are two.); Is there a train station? (Yes, there is.); Are the buildings on the hill new? (No, they are very old.); Is there a market? (Yes, there is.)* Say *Look at picture 3. What is it? (It's a Roman theatre.)* Ask questions to help them understand what it is, for example, *Is it new? (No, it's very old.); Is it a shop? (No.)* Continue by asking questions about picture 4: *What are Mazen and Asma doing next week? (They are going on a school trip.); Where are they going? (They are going to Wadi Mujib.); Are there any lions there? (No, there aren't.); What can they see there? (They can see animals and birds.)*

- Pupils work in fours. They will be Mazen, Asma, Omar and the teacher. They practise reading the story. Monitor as they are reading, checking their pronunciation. Practise the pronunciation of necessary words with the whole class.

Unit 9

There is a big museum

1 Listen and read

1 What is your project about?

Our project is about our city, Amman.

There are two airports in Amman. There is a train station, too.

2 There is a very big museum on the hill.

3 This is the very old Roman Theatre.

Is there a market?

Yes, there is. It's in the old city, near the Roman Theatre.

4 Well done, Mazen and Asma. Next week is the class trip to Wadi Mujib!

Are there any lions there?

No, there aren't. But we can see many animals and birds.

Tapescript

Miss: What is your project about?
 Asma: Our project is about our city, Amman.
 Mazen: There are two airports in Amman. There is a train station, too.

Asma: There is a very big museum on the hill.
 Mazen: This is the very old Roman Theatre.
 Omar: Is there a market?
 Mazen: Yes, there is. It's in the old city, near the Roman Theatre.

Miss: Well done, Mazen and Asma. Next week is the class trip to Wadi Mujib!
 Asma: Are there any lions there?
 Miss: No, there aren't. But we can see many animals and birds.

Further practice

- Put the flashcards on the board for pupils to see. In pairs, they ask and answer, for example, *Is there a museum near our school?* Monitor as they are working.
- Show pupils the wall chart: In towns and cities. Ask pupils to point out *hill*, *market*, *museum*, and *train station*.

End the lesson

- Ask *Do you like going on school trips? What's your favourite school trip?* Tell the pupils about any future school trips.

Lesson 2

Outcomes

To recognise familiar short, simple words and phrases
 To identify the meaning of short, simple reading materials
 To participate in acting out a story
 To use pictures, flashcards and textbooks to identify new or unfamiliar words and their meaning when listening
 To follow short, simple oral instructions related to work in class

Structures

The present simple with *to be*
There is/are:
There is a very big museum.
There are two airports.
Is there a market? Yes, there is./No, there isn't.
Are there any lions in Wadi Mujib?
No, there aren't.
 Prepositions of place:
It's in the old city, near the Roman theatre.

Functions

Talking about towns and cities
 Expressing location
 Talking about history
 Asking and answering questions
 Describing pictures
 Identifying correct information

Topic

My town

Resources

- Pupil's Book, page 34
Exercise 1, Listen and read
- Activity Book, page 34
Exercise 1, Look, read and match
- Activity Book, page 34
Exercise 2, Listen and say yes or no
- Cassette, Pupil's Book, Unit 9, Exercise 1
- Cassette, Activity Book, Unit 9, Exercise 2
- Flashcards: hill, market, museum, Roman Theatre, train station
- Wall chart: In towns and cities

Revision

- Show the class the five flashcards of the places and ask *What's this?* Pupils reply individually.
- Ask *Is there a market near our school?* Pupils answer *Yes, there is./No, there isn't.*
- Give the five flashcards to five different pupils. Ask them to come to the front and give them instructions. Place the pupil with the *market* flashcard in the middle. Say *There is a museum next to the market.* The pupil with the *museum* flashcard stands next to the pupil with the *market* flashcard. Continue *There is a hill behind the market.* etc.
- Then ask the rest of the class to make sentences, for example, *There is a train station next to the market.*

Pupil's Book, Page 34, Exercise 1

- Say *Open your Pupil's Book at page 34.* Play the recording again, stopping now and then for pupils to finish the sentence. They need to be following carefully to do this exercise well.
- Choose groups of pupils to act out the scene.
- Give pupils wrong sentences for them to correct, for example, *Asma and Mazen's project is about Jerash.* (No, their project is about Amman.); *There are three airports in Amman.* (No, there are two airports in Amman.); *There isn't a train station in Amman.* (No, there is a train station in Amman.) etc.

Activity Book, Page 34, Exercise 1

- Say *Open your Activity Book at page 34. Look at Exercise 1.*
- Ask pupils to look at the pictures and describe them, for example, *There is a train station near the museum.*
- Choose a pupil to read the first question and another to read the answer. (1 → c) Pupils continue individually to complete the exercise.
- Check the answers as a class, asking different pupils to read the questions and answers aloud.

Answers

2. a 3. b

Activity Book, Page 34, Exercise 2

- Say *Now look at Exercise 2.* Ask pupils to describe the picture.
- Say *Listen to the first sentence.* Play the recording and pause. Say *Yes or no?* Pupils reply *Yes.*
- Play the rest of the recording all the way through. Pupils think about their answers. Play the recording again, pausing after each sentence to elicit the answers.

Tapescript

- 1 There's a market.
- 2 The market is next to a theatre.
- 3 There's a museum.
- 4 The museum is near the market.

Answers

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

End the lesson

- Show pupils the wall chart: In towns and cities. Ask pupils, as a class, to say the word as you point to *market, museum, theatre* and *train station*.
- Show the flashcards to individual pupils and elicit the words. When they pronounce a word correctly, say *Well done.*

Lesson 3

Outcomes

To respond to short, simple questions before and after listening
To participate in short, simple guided exchanges based on learned models
To orally describe pictures, places and people in short simple sentences
To print words correctly, legibly and neatly
To use pictures, flashcards and textbooks to identify new or unfamiliar words when listening

Structures

The present simple with *to be*
There is/are:
There is an airport.
There are two markets.

Functions

Talking about towns and cities
Expressing location
Talking about history
Asking and answering questions
Describing pictures
Identifying correct information

Topic

My town

Resources

- Pupil's Book, page 35
Exercise 2, Look and say
- Pupil's Book, page 35
Exercise 3, Listen and tick ✓ or cross ✗
- Activity Book, page 35
Exercise 3, Complete, match and say
- Cassette, Pupil's Book, Unit 9, Exercise 3
- Flashcards: airport, hospital, restaurant
- Wall chart: In towns and cities

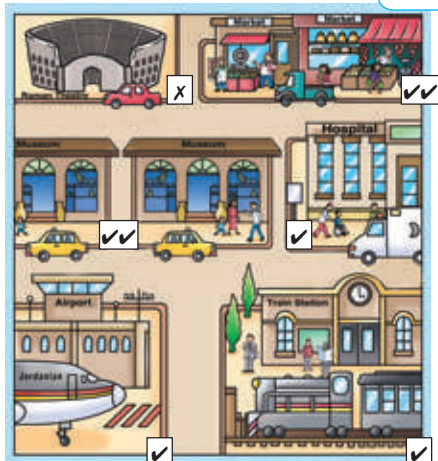
Revision

- Show pupils the flashcards of *airport, hospital* and *restaurant*. Ask *Is there a hospital in our town? Is it near our school?*
- Ask questions, for example, *Who works in a hospital/restaurant/airport? (doctors and nurses/chefs/pilots)*
- Make up sentences about your town or city, for example, *In our town there are two airports.* Pupils reply, for example, *No, there is one airport in our town.*
- Show pupils the wall chart: In towns and cities. Ask pupils to point to *hill, market, restaurant, museum, theatre* and *train station* from verbal clues, for example, *Point to a high place./Point to somewhere you can buy food./Point to somewhere you can eat a meal.* etc. Whenever they point correctly, ask them to say the word.

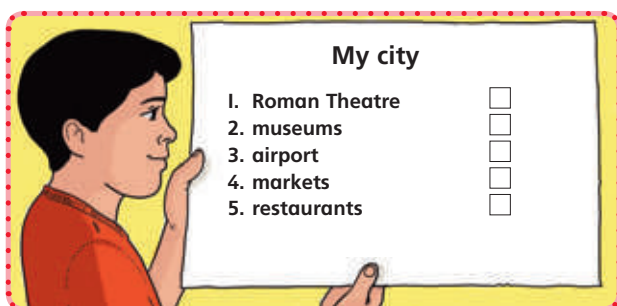
Pupil's Book, Page 35, Exercise 2

- Say *Open your Pupil's Book at page 35, please.*
- Point to the poster and say *This is a town. What's in it?*
- Choose two pupils to read the speech bubbles. Point to the ticks on the poster.
- Pupils work in pairs to make sentences about the poster. Monitor as they are working, helping where necessary. Pay attention to their pronunciation. Take a note of any mistakes and go over them as a class when they have finished the exercise.
- Check answers as a class, asking pupils to say the sentences.

2 Look and say



3 Listen and tick ✓ or cross X



Answers

- There are two museums.
- There is a hospital.
- There isn't a Roman Theatre.
- There is a train station.

Pupil's Book, Page 35, Exercise 3

- Say *Now look at Exercise 3.* Choose pupils to read the list of places. Check their pronunciation. As they read the list, ask *Is there a Roman Theatre in our town?* etc.
- Play the recording, and pause after the first question and answer. Ask *Tick or cross?* Pupils reply *Tick.* Pupils draw the tick.
- Play the rest of the recording all the way through. Pupils tick or cross. Try to monitor some of the answers.
- Play the recording again, pausing after each question and answer to check the answers.

Tapescript

- Boy 1: Is there a Roman Theatre in your city?
 Boy 2: Yes, there is.
 Boy 1: Are there any museums in your city?
 Boy 2: No, there aren't.
 Boy 1: Is there an airport in your city?
 Boy 2: Yes, there is.
 Boy 1: Are there any markets in your city?
 Boy 2: Yes, there are.
 Boy 1: Are there any restaurants in your city?
 Boy 2: Yes, there are.

Answers

1. ✓ 2. X 3. ✓ 4. ✓ 5. ✓

Further work

- Pupils work in pairs to ask and answer questions as on the recording about their own town.

Activity Book, Page 35, Exercise 3

- Say *Open your Activity Book. Turn to page 35. Look at Exercise 3.*
- Say *Look at the pictures.* Pupils describe each one, for example, *There is an airport.*
- Choose a pupil to read the example sentence. Hold your book up and point to the second picture. Pupils work in pairs to complete the exercise.
- Check answers as a class, choosing pupils to read the sentences aloud. The rest of the class points to the correct picture.

Answers

2. There are, c
 3. There is, a

Further practice

- Write *There is* and *There are* on the board.
- Give the pupils different nouns connected to the classroom for them to make sentences with, for example, *bin, chairs, cooker* – *There is a bin in our classroom. There are some chairs in our classroom. There isn't a cooker in our classroom.* etc.

End the lesson

- Ask *Do you like going to a museum? What do you like to see in a museum?*

Lesson 4

Outcomes	To use simple words in short sentences To take part in short, simple, guided and familiar exchanges To use reading strategies to identify the meaning of short, simple reading materials To say two-syllable words with the correct stress
Structures	The present simple with <i>to be</i> <i>There is/are:</i> <i>Is there a market in our city?</i> <i>Yes, there is/are./</i> <i>No, there isn't/aren't.</i>
Functions	Talking about towns and cities Asking and answering questions Describing pictures
Vocabulary	<i>hotel</i>
Topic	My town
Resources	<ul style="list-style-type: none"> Pupil's Book, page 36 Exercise 4, Ask and answer Activity Book, page 35 Exercise 4, Look and circle Flashcard: hotel Wall chart: In towns and cities

Revision

- Give pupils sentences about your town to correct, for example, *There are six schools in our town.* (*No, there are four schools in our town.*) Practise with all the vocabulary they have learned in this unit plus vocabulary from previous units and levels.
- Show pupils the wall chart: In towns and cities. Ask pupils to point to the appropriate picture as you say, for example, *Point to where a doctor/a pilot/a chef works. Point to a place where you can play tennis.* etc.

Presentation

- Show pupils the flashcard *hotel*. Teach the new word. Note the stress is on the second syllable. Ask *Is there a hotel in our town?* Pupils can say how many there are if they know. Show the word to the pupils and read it with them.
- Ask *On holiday, do you go to a hotel? Do you like hotels?* Pupils give their opinions.
- Ask *What is there in a hotel?* Pupils reply *There are bedrooms and bathrooms. There are restaurants. There are tables and chairs. There are TVs and computers.* etc.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			

Pupil's Book, Page 36, Exercise 4

- Say *Open your Pupil's Book. Turn to page 36. Look at Exercise 4.*
- Point to the words, and choose pupils to read them aloud. Ask pupils to work in pairs and make a list of buildings in their town. Monitor as they are writing, helping with spelling.

- Choose two pupils to read the question and answer in Exercise 4.
- Pupils practise, in pairs, using the lists they wrote.
- Choose some pairs to give a question and answer.

Unit 9

4 Ask and answer

Is there a market in our city?

Yes, there is.

5 Read, answer and say

My town

I like my town. My house is near my school. There is a sports centre behind the school. We play tennis in the sports centre. On Saturday, we go shopping in the market. The market is in the old town. There are many shops in the old town. There is a museum. There are old buildings near the museum. The mosque is near the museum. We go to the mosque to pray.

Abla

1) Where is Abla's house?

2) Is there a sports centre?

3) What do Abla's family do in the market?

4) Are there new buildings near the museum?

5) Where is the mosque?

6) Why do they go to the mosque?

7) Do you go to the mosque every day? Why?

There is a school.

There are many shops.

Further practice

- Say *In our city, there ...* Choose a pupil to complete the sentence, for example, *are two markets*. Ask another pupil to add something else and repeat the whole sentence, for example, *In our city, there are two markets and four schools*. See how many they can add and still remember the correct order. The next sentence could be *In our city, there are two markets, four schools and a hospital.* etc.

Activity Book, Page 35, Exercise 4

- Say *Open your Activity Book at page 35. Look at Exercise 4.*
- Ask pupils to describe the picture.
- Choose two pupils to read the example question and answer.
- Pupils work individually to complete the exercise. Pupils check the answers with a partner.
- Check answers as a class, choosing pupils to read the questions and answers aloud.

Answers

2. No, there aren't. 3. Yes, there is. 4. Yes, there are. 5. No, there isn't.

End the lesson

- Write the new words in a jumbled form on the board for pupils to rearrange, for example, *lothe (hotel), kematr (market), irrtpoa (airport)*, etc.

Lesson 5

Outcomes	<p>To use reading strategies to identify short simple reading texts</p> <p>To ask and respond to questions before, during and after reading</p> <p>To use pictures, flashcards and textbooks to identify new words and their meaning when listening</p> <p>To pronounce short, simple questions and statements with correct intonation patterns</p> <p>To orally describe pictures, places and what people do in short, simple sentences</p> <p>To write simple words and short, simple sentences legibly and neatly</p>
Structures	<p>The present simple with <i>to be</i></p> <p><i>There is/are:</i></p> <p><i>There is a museum.</i></p> <p><i>There are many shops in the old town.</i></p> <p><i>Is there a sports centre?</i></p> <p><i>Are there new buildings near the museum?</i></p> <p>Prepositions of place:</p> <p><i>My house is near my school.</i></p> <p><i>There is a sports centre behind the school.</i></p>
Functions	<p>Talking about towns and cities</p> <p>Expressing location</p> <p>Talking about history</p> <p>Asking and answering questions</p> <p>Describing pictures</p> <p>Responding to a letter</p>
Vocabulary	<i>sports centre</i>
Topic	My town
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 36 Exercise 5, Read, answer and say ■ Activity Book, page 36 Exercise 5, Read and complete ■ Flashcards: hospital, hotel, market, museum, Roman Theatre, train station ■ Wall chart: In towns and cities

Revision

- Show pupils the wall chart: In towns and cities. Ask pupils to point to the appropriate picture as you say, for example, *I'm going to buy an aubergine. Where am I going? I'm going to fly to Cairo. Where am I going? I'm going to play tennis. Where am I going? I'm going to eat some lunch. Where am I going?* etc.
- Ask six pupils to come to the front of the class. Give each one a flashcard. Ask the pupils to stand in a row and give a sentence about their flashcard, for example, *There is a hospital in our town.*
- Ask the pupils to move around and form a new line. They hide the flashcard behind their backs. The rest of the class make new sentences, for example, *There is a museum next to the hospital.* The pupils with those two cards show them if they are correct. If not, they say *No, there isn't.* Continue until the class has got all the places in the correct order.

Presentation

- Present *sports centre* using the wall chart. Do pupils visit a sports centre? Is there a sports centre in their town? If yes, where is it.

Pupil's Book, Page 36, Exercise 5

- Say *Open your Pupil's Book at page 36. Look at Exercise 5.*
- Give pupils three or four minutes to read through the paragraph. Then choose pupils to read parts of it aloud. Check their pronunciation and model to correct where necessary without giving direct instruction.
- Ask pupils questions, for example, *Does Abba like her town? (Yes, she does.); Is her house next to her school? (No, it's near her school.); What does she play at the sports centre? (She plays tennis.); What does she do on Saturday? (She goes shopping in the market.); Where is the market? (It's in the old town.); Are there any shops in the old town? (Yes, there are.)*
- In pairs, pupils ask and answer the questions in the book. Monitor as they are working. The pupils take turns to read the question aloud and then answer it.
- Pupils write the answers to the questions. Monitor as they are writing, checking their accuracy as well as their handwriting.
- Check answers as a class.
- Then say *Close your books. Tell me about your town.* Pupils give sentences as in the book, for example, *There is a school.*

Answers

1. It's near her school.
2. Yes, there is. There is a sports centre behind the school.
3. They go shopping.
4. No, there aren't. There are old buildings near the museum.
5. The mosque is near the museum.
6. They go to the mosque to pray.
7. Students' own answers

Activity Book, Page 36, Exercise 5

- Say *Turn to page 36 in your Activity Book. Look at Exercise 5.*
- Say *Look at the town. What can you see?* Pupils give sentences about the town with *There is/are.*
- Choose a pupil to read the words in the box. Check pronunciation. Pupils write the words in the gaps in the paragraph. They do this individually. They then check their answers with a partner.
- Check answers as a class.

Answers

I like my town. There's a restaurant next to my house. There's a big museum behind the restaurant. There's a train station in front of the mosque. There are old buildings near the mosque.

Further practice

- Give pupils different places in the town, and ask them to make sentences, for example, *restaurant – There's a restaurant next to my house. Museum – There's a museum next to the sports centre.* etc.

End the lesson

- Ask questions about the pupils' town, for example, *Is there a mosque near our school?* Pupils answer *Yes, there is./No, there isn't.* Practise with the other buildings they know.

Lesson 6

Outcomes	To pronounce diphthongs correctly To give a short, simple presentation to the class on a familiar topic To orally describe pictures, places and people in short, simple sentences To learn a new sound To write simple words and short sentences on familiar topics for specific purposes
Structures	The present simple with <i>to be</i> <i>There is/are:</i> <i>There is a train station.</i> <i>There isn't the Roman Theatre.</i> <i>Are there new buildings next to the museum?</i> <i>No, there aren't.</i> Prepositions of place: <i>The mosque is near the museum.</i>
Functions	Talking about towns and cities Expressing location Asking and answering questions Describing pictures Completing a project Giving a class presentation
Topic	My town
Resources	<ul style="list-style-type: none"> Pupil's Book, page 37 Exercise 6, Listen and say Pupil's Book, page 37 Exercise 7, Look and say Pupil's Book, page 37 Exercise 8, Project. Make a poster about your town or city Activity Book, page 36 Exercise 6, Listen, complete and say Cassette, Pupil's Book, Unit 9, Exercise 6 Cassette, Activity Book, Unit 9, Exercise 6

Revision

- Ask a few pupils *Is there a hospital in our town?* (*Yes, there is.*) *Where is it?* (*It's near the mosque.*) etc.

Pupil's Book, Page 37, Exercise 6



- Say *Open your Pupil's Book at page 37. Look at Exercise 6. Point to the first picture. Listen.* Play the recording. Pupils repeat the words as a class. Invite individuals to say the word. Repeat with the second picture.
- Say *Spell 'train'.* Pupils spell it by reading the letters in their book and you write it on the board. Repeat with *station* and *plane*. Underline the letters for the /eɪ/ sound. Say the sound and read the words again.
- Point to each word and ask pupils to read them.

Tapescript

/eɪ/ train station, train station
/eɪ/ plane, plane

Unit 9

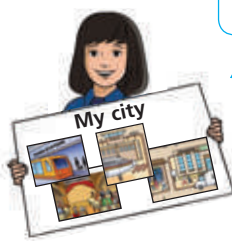
6 Listen and say


train station

plane

7 Look and say

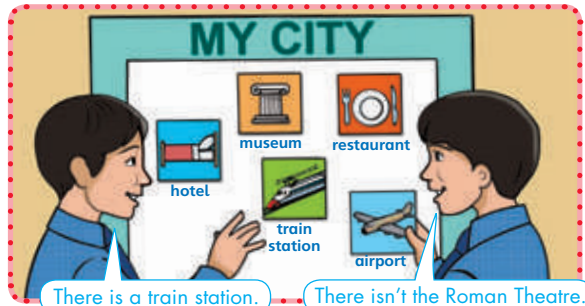


In our city, there is an airport.



There is a big museum.

8 Project. Make a poster about your town or city



There is a train station.

There isn't the Roman Theatre.

Pupil's Book, Page 37, Exercise 7

- Choose two pupils to read out the example sentences. Then ask pupils to look at the girls' projects in the Pupil's Book and to work in pairs to describe their cities using *There is/are.*
- Explain that in the next exercise, the pupils are going to create a poster about their own town or city. Alternatively, they can choose a town they would like to live in.
- Ask pupils to continue working in pairs to say sentences about the town or city they are going to create a poster of, for example, *In our town, there is an airport; There are some hotels.*

Pupil's Book, Page 37, Exercise 8

- Refer to the Introduction on page 8 of the Teacher's Book, and read the instructions under Project.
- Pupils work in pairs or small groups. Give each group a large piece of paper. They have to make a map of their town/city and place different buildings on it. They write the names of the buildings on the poster, too.
- As they are sticking the pictures of the buildings on the poster, they can be making sentences about it, for example, *In our town, there is a hospital.*
- Ask pupils to also think about what isn't in their town, for example, an airport or train station.
- Ask some pupils to show their projects to the class and give two sentences as exercise 7, but this time about their chosen town or city.
- Ask questions about some of the projects, for example, *Is there a hospital in Ahmad and Mazen's town?* etc.
- Make sure the projects are available for the next lesson.

Activity Book, Page 36, Exercise 6

- Say *Open your Activity Book at page 36. Look at Exercise 6.*
- Choose a pupil to read the words in the box. Pupils complete the sentences individually.
- Tell pupils to swap their books with a partner. Tell them to listen and check their partner's sentences. Play the recording. Pupils check the answers. Play the recording again. Ask *Is the spelling correct?* Pupils check the spelling against the words in the box.
- Choose pupils to read the sentences aloud.

Tapescript

- 1 There's a train in the station.
- 2 Look, there's a plane.

Answers

1. train, station
2. plane

End the lesson

- On the board, write *hospital, museum, restaurant, train station*. Tell the pupils that one of the buildings has to go. Which one would they get rid of, and why?

Lesson 7

Outcomes

To identify the meaning of short, simple reading materials
To write simple words and short, simple sentences on familiar topics for specific purposes
To use simple words in short sentences
To take part in short and familiar exchanges
To write a simple description of a city
To use knowledge of punctuation to identify the meaning of what is being read

Structures

The present simple with *to be*
There is/are:
There is a big museum.
There are many shops in the old town.
Prepositions of place:
My house is near my school.

Functions

Talking about towns and cities
Asking and answering questions

Topic

My town

Resources

- Activity Book, page 37 Exercise 7, Read and answer
- Activity Book, page 37 Exercise 8, Read and write

Revision

- Ask pupils who didn't get a chance to show their projects in the last lesson to do so now, giving two sentences about them as in the Pupil's Book.

Activity Book, Page 37, Exercise 7

- Say *Open your Activity Book at Page 37. Look at Exercise 7.*
- Read out the first question and ask pupils to answer. Then ask pupils to ask the following questions and choose other pupils to answer.
- Pupils write the answers to the questions individually. They then ask and answer in pairs.
- Check answers as a class.

Answers

1. Yes, there is./No, there isn't.
2. Yes, there are./No, there aren't.
3. Yes, there is./No, there isn't.
4. Yes, there are./No, there aren't.

Activity Book, Page 37, Exercise 8

- Say *Now look at Exercise 8.*
- Ask pupils to read the paragraph silently. Encourage them to ask you if they have a problem with any words.
- Choose pupils to read the sentences aloud. Explain that *Birmingham* is a big city in the middle of England.
- Ask pupils questions, for example, *Is Birmingham a small city?* (*No, it isn't. It's a big city.*); *Are there any restaurants?* (*Yes, there are a lot of restaurants.*); *Is there an airport?* (*Yes, there is.*) etc.
- Ask pupils to spell *town* and *city* and write them on the board. Pupils complete the sentences to write about their own town or city.
- Choose pupils to read the sentences aloud.

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
talk about towns and cities using <i>There is/are ...</i>			
express location using <i>next to/ near</i>			
write a description of their town or city			

Further practice

- Ask pupils to give sentences about their town or city comparing it with Birmingham, for example, *Birmingham is a big city. I live in a small town. There isn't a sports centre in Birmingham. There is a sports centre in my town.* etc.

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *Is there a market in our town/city? Where is it?*
- Congratulate pupils on all their hard work in Unit 9, especially the project.

Lesson 1

Outcomes	To respond to short, simple questions before and after listening To use flashcards to identify new or unfamiliar words and their meaning when listening To use picture clues to make predictions about the content of reading material To infer the meaning of new words through familiar contexts To follow short, simple oral instructions related to work in class To demonstrate recognition of basic sounds and their combinations in simple words and phrases To say two-syllable words with the correct stress To develop strategies to identify simple spoken words and short sentences and their meaning
Structures	The modal verb <i>must</i> for obligation: <i>You must drink a lot of water.</i> <i>You mustn't forget your hat.</i>
Functions	Expressing obligation Asking and answering questions
Vocabulary	<i>a lot of, drink (v), forget (v), guide (n), mountain, shout (v)</i>
Topic	Obedying rules
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 38 Exercise 1, Listen and read ■ Cassette, Pupil's Book, Unit 10, Exercise 1 ■ Flashcard: mountain

Revision

- Ask *Is there a museum in our town? Are there any old buildings in our town?* etc. Pupils respond *Yes, there is/are./No, there isn't/aren't.*

Presentation

- Teach the new word using the flashcard. Show the picture of the mountain and teach the word. Ask *Is there a mountain near our town?* Show pupils the word and read it with them. Show them the stress is on the first syllable.
- Say *It's very hot. You must drink a lot of water.* Mime what *drink* means. Say *You mustn't forget your hat.* Say *It's very hot. What must you do?* Pupils repeat the two sentences.
- Say *You're in school. Can you shout?* Raise your voice to show what *shout* means. Pupils reply *No.* Help them to say *You mustn't shout.* Ask *Can you run?* Pupils reply *You mustn't run.* Ask *Can you walk?* Yes, you must walk.
- Present *a lot of.* Ask pupils what they must drink a lot of (*water*) and what they mustn't drink a lot of (*cola*, for example).

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
recognise the meaning of new words			
form sentences with <i>must/ mustn't</i>			

Pupil's Book, Page 38, Exercise 1

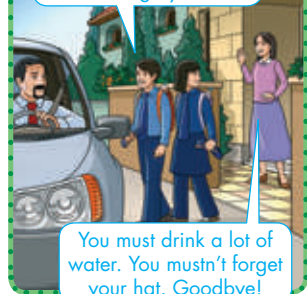
- Say *Open your Pupil's Book at page 38.*
- Ask pupils to look at the pictures and ask questions, for example, *Look at picture 1. Who can you see? Where are they? Where are Mazen and Asma going? Look at picture 2. Where are they now? Where are they going? What do they have in their hands? What can you see in picture 3? Look at picture 4. Who is the man? Pupils guess who he is. They might suggest he is a teacher. Don't correct them, but ask them to find out as they listen.*
- Ask pupils to listen to the recording and point to the words as they listen.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask *Who is the man in picture 4?* Pupils tell you *He's a guide.* Repeat the word for the pupils.
- Ask pupils some questions: *Where are Asma and Mazen going today? (They're going to Wadi Mujib.); How are they going? (They're going by bus.); What must the children drink today? (They must drink a lot of water.); Why? (It's very hot.); Can Omar stand up in the bus? (No, he must sit down.); What does Omar want to take a photo of? (He wants to take a photo of a mountain.); What can they see in the mountains? (They can see a lot of animals and birds.); Can they run and shout? (No, they mustn't run or shout.)*

1

Listen and read

1

Today is our school trip to Wadi Mujib! We're travelling by bus.



You must drink a lot of water. You mustn't forget your hat. Goodbye!

2



You must put your bags in there. You must take water with you on the bus. It's hot today.

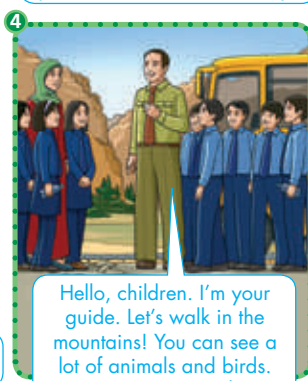
3

Look at that mountain! Can I stand up and take a photo, Miss?



No, Omar. You must sit down. You mustn't stand up on the bus.

4



Hello, children. I'm your guide. Let's walk in the mountains! You can see a lot of animals and birds. You mustn't run or shout.

Tapescript

- Mazen: Today is our school trip to Wadi Mujib! We're travelling by bus.
- Mum: You must drink a lot of water. You mustn't forget your hat. Goodbye!
- Miss: You must put your bags in there. You must take water with you on the bus. It's hot today.
- Omar: Look at that mountain! Can I stand up and take a photo, Miss?
- Miss: No, Omar. You must sit down. You mustn't stand up on the bus.
- Tour guide: Hello, children. I'm your guide. Let's walk in the mountains! You can see a lot of animals and birds. You mustn't run or shout.

End the lesson

- Ask *Do you like walking in the mountains? What can you see in the mountains? Is Wadi Mujib a good place to go on a school trip?*

Lesson 2

Outcomes

To demonstrate recognition of short, simple words
To participate in short, simple guided exchanges
To identify the meaning of short, simple reading material
To use picture clues to make predictions about the content of reading material
To develop strategies to identify simple spoken words and short sentences and their meaning

Structures

The modal verb *must* for obligation:
You must drink a lot of water.
You mustn't forget your hat.

Functions

Expressing obligation
Asking and answering questions
Describing a picture
Identifying correct information

Topic

Obedying rules

Resources

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

Revision

- Ask *Can you run in school?* Pupils reply *No, you mustn't run. You must walk. Say It's a hot day today. You are going to walk in the mountains. What must you drink? (You must drink a lot of water.) What mustn't you forget? (You mustn't forget your hat.)* Pupils can make other suggestions, for example, *You mustn't forget your phone/something to eat/your sunglasses.*

Pupil's Book, Page 38, Exercise 1

- Say *Open your Pupil's Book at page 38.* Play the recording to the class while they read silently.
- Play the recording again. Stop it every now and then for pupils to read the next words. Concentrate on the new words.
- Divide the class into groups of five (Mazen, Mother, Omar, the teacher and the guide). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation. Do not give direct instruction.
- Choose groups to read the story in front of the class. Check their intonation, and practise as a class if necessary.

Activity Book, Page 38, Exercise 1

- Say *Open your Activity Book at page 38. Look at Exercise 1.*
- Ask pupils to look at the pictures and describe them. Help them by asking questions, for example, *In picture a, what are the children doing? (They are running.) Is that good? (No, they mustn't run.)*
- Choose a pupil to read the correct version of the first sentence. Hold your book up and point to the picture. Ask *What is the boy doing?* Pupils reply *He is standing up.* Ask *Is that good? (No, he mustn't stand up.)*
- Pupils complete the rest of the exercise.
- Check answers as a class. Choose pupils to read out the correct sentence and point to the corresponding picture.

Answers

2. You must drink a lot of water. (d)
3. You mustn't run. (a)
4. You mustn't forget your hat. (b)

Activity Book, Page 38, Exercise 2

- Say *Now look at Exercise 2*. Working in pairs, pupils describe the pictures to each other. Monitor as they are speaking, helping where necessary.
- Say *Listen*. Play the recording all the way through. Pupils point to the pictures. Play it through again, pausing after each sentence and checking that the pupils are pointing at the correct picture. Check the answers as a class.

Tapescript

- 1
Guide: Let's walk in the mountains!
- 2
Guide: You can see a lot of birds.
- 3
Guide: You must take water with you.
- 4
Guide: You mustn't shout.

Answers

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

Further practice

- Pupils try to remember the sentences that correspond to each picture. Elicit the sentences, and ask the rest of the class if they are correct or not.

End the lesson

- Say *You're in a museum. Can you take photos? (No, you mustn't take photos.) that Can you run? (No, you mustn't run. You must walk.); Can you eat in the museum? (No, you mustn't eat in the museum.); Can you shout in the museum? (No, you mustn't shout in the museum.)*

Lesson 3

Outcomes

To orally describe pictures in short, simple sentences
To follow short, simple oral instructions related to work in class
To develop strategies to identify simple spoken words and short sentences and their meaning
To recognise short, simple familiar words and phrases
To use reading strategies to identify meaning in short, simple texts
To write simple words and short, simple sentences on familiar topics for specific purposes
To pronounce short English learned words and sentences correctly

Structures

The modal verb *must* for obligation:
You must tidy your bedroom.
You mustn't run.

Functions

Expressing obligation
Asking and answering questions
Describing a picture
Identifying correct information

Vocabulary

put (v), *rubbish* (n)

Topic

Obedying rules

Resources

- Pupil's Book, page 39
Exercise 2, Look and say
- Pupil's Book, page 39
Exercise 3, Say. Listen and tick ✓ or cross ✗
- Activity Book, page 39
Exercise 3, Read, look and complete
- Cassette, Pupil's Book, Unit 10, Exercise 3

Revision

- Play a word game with the new words *drink*, *guide*, *shout*. Draw _ _ _ _ on the board. Divide the class into two teams. Each team gives you a letter in turn. If the letter is not in the word, draw a cross under the team's name. If the letter is in the word, write the letter in and put a tick under the team's name. They must tell you all the letters and not say the word before the letters are in place. Count the ticks and crosses up at the end. The team with the most ticks is the winner.

Presentation

- Point to the bin in the classroom and ask *What's this?* Have a piece of paper that you don't need and crumple it up. Say to a pupil *This is rubbish. Put it in the bin, please*. Show them another piece of paper which is clean. Ask *Is this rubbish?* Pupils reply *No, it isn't*.
- Give pupils various things and say, for example, *Put this on my desk. Put this on Hamad's desk*. etc.
- On the board, write *This is rubbish. Put it in the bin*. Read it with the class. Choose pupils to read the sentences aloud.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
read new words correctly			

Pupil's Book, Page 39, Exercise 2

- Say *Open your Pupil's Book at page 39, please.*
- Point to the first picture, and ask a pupil to say the sentence.
- Point to the second picture, holding your book up. Say the sentence *You must drink water.* Go through the other pictures in the same way.
- Pupils work in pairs to practise saying the sentences. Monitor as they are talking. Take a note of any problems and go over them with the class.

Unit 10

2

Look and say










You mustn't run.

3

Say. Listen and tick ✓ or cross X

1


2


3


4


Answers

You mustn't run.
 You must drink water.
 You must take your hat.
 You must put your rubbish in the bin.
 You mustn't shout.

Pupil's Book, Page 39, Exercise 3

- Say *Now look at Exercise 3.* Ask pupils to describe each picture.
- Play the recording. Pupils tick the box if they hear *must* and put a cross if they hear *mustn't*.
- Choose pupils to give the sentences again, and play the recording to check if they were correct.

Tapescript

- 1 You must tidy your bedroom.
- 2 You must help your mother.
- 3 You must go to bed at eight o'clock.
- 4 You mustn't shout.

Answers

1. ✓ 2. ✓ 3. ✓ 4. X

Further practice

- Ask pupils *What must you do at home?* Pupils answer, for example, *I must help my mother. I must go to bed at half past eight.* etc.
- Pupils can ask and answer in pairs. Monitor as they are speaking.

Activity Book, Page 39, Exercise 3

- Say *Open your Activity Book. Turn to page 39.*
- Do the first sentence with the class as an example. They have to complete the sentences with *must* or *mustn't*. Write the two words on the board to help the pupils if you wish.
- Pupils work individually to write the correct words. They can check with a partner.
- Check the answers as a class.

Answers

2. must 3. must

End the lesson

- Give the pupils the following situations to give a sentence with *must* or *mustn't*. *Mazen and Asma are running in school. (They mustn't run.); Hamad is shouting. (He mustn't shout.); Ali is in bed. It's eight o'clock. (He must go to bed.)*

Lesson 4

Outcomes

To recognise short, simple familiar words and phrases
 To use knowledge of punctuation to identify the meaning of what is being read
 To ask for help
 To use reading strategies to identify meaning in short, simple reading texts
 To demonstrate recognition of short simple words
 To write simple words and sentences on familiar topics for specific purposes
 To say two-syllable words with the correct stress

Structures

The modal verb *must* for obligation:
You must have your books.
You mustn't forget your homework.

Functions

Expressing obligation
 Asking and answering questions
 Describing a picture
 Reading and identifying rules

Vocabulary

do homework (v), speak (v)

Topic

Obeying rules

Resources

- Pupil's Book, page 40
Exercise 4, Read, and tick ✓ or cross X
- Activity Book, page 39
Exercise 4, Look, read and complete
- Flashcard: do homework
- Wall chart: At home
- Large piece of paper and some smaller pieces

Revision

- Show pupils the wall chart: At home. Tell them you have some rubbish and ask them what you must do with it (*You must put it in the bin.*) Then ask them to point to the picture of the bin on the wall chart.
- Write all the new words on the board. Read each one aloud, and ask pupils to come to point to them. Pupils then practise reading them aloud. They ask other pupils to come and point to them. The pupil who is pointing says if they are correct or not.

Presentation

- Show the flashcard to the pupils. Ask *Is he at school?* (*No, he isn't.*); *Where is he?* (*He's at home.*); *Yes, he's at home. He's doing his homework.* Pupils repeat after you.
- Ask *Do you do homework? When do you do your homework?*
- Show the pupils the word and read it with them. The stress is on the first syllable of **homework**.
- Say *do my homework*. Get pupils to give you a sentence: *I must do my homework*. Practise with other expressions, for example, *run, shout, take your hat*. Then say *I am speaking*. *You mustn't speak*. Gesture with your hand what *speak* means. Pupils say *I mustn't speak*. Ask *Can you speak Arabic? Can you speak English?* (*Yes, I can.*)
- Show *speak* to the pupils and read it with them.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			

Pupil's Book, Page 40, Exercise 4

- Say *Open your Pupil's Book. Turn to page 40.*
- Point to the picture. Ask *Who is this?* Say *Read and tell me.*
- Pupils read the paragraph silently and answer your question (*She's an English teacher.*) Tell them to ask you if they have any problems, for example, *Excuse me. What's this word?* or *What does this word mean?*
- Choose pupils to read the sentences aloud. Check their intonation is falling at the end of the sentences, but do not give direct instruction.
- Practise any pronunciation problems with the whole class.
- Hold your book up and point to the boxes below. Ask pupils to read the sentences aloud.
- Pupils work in pairs to tick or cross in the correct boxes. Monitor and help where necessary.

Answers

1. ✓ 2. X 3. X 4. X

Unit 10

4 Read and tick ✓ or cross X



Good morning, children! I'm your new teacher. In your English lessons, you must speak English. You must listen. You must have your books. You must do your homework.

1. You must speak English. ☐
2. You mustn't listen. ☐
3. You mustn't do your homework. ☐
4. You mustn't have your books. ☐

5 Listen and point






40

Further practice

- Give pupils different situations, and ask them for sentences with *must/mustn't*, for example, *I walk into the classroom. (I must stand up.); I am speaking. (I mustn't speak.); It is the English lesson. (I must speak English. I mustn't speak Arabic.); It's time to go home. (I must put my books in my bag.); There is some rubbish on the floor. (I must put it in the bin.)* etc.
- Ask pupils to tell you the rules in your classroom. Ask pupils to write the rules on small pieces of paper and decorate them. They can work in small groups for this. They then stick their pieces of paper on the large piece of paper, which you can pin on the classroom wall. You can remind them of the rules if required!

Activity Book, Page 39, Exercise 4

- Say *Open your Activity Book at page 39. Look at Exercise 4.*
- Choose pupils to read the verb phrases in the box and match them with a picture, for example, *go to bed at 8 o'clock* – picture c.
- Choose a pupil to read the example sentence.
- Pupils complete the other sentences. Monitor as they are writing, checking the neatness and accuracy of their work.
- Choose pupils to read the sentences aloud. Point out that pupils can watch TV, but they mustn't watch TV while studying or before doing their homework.

Answers

2. You must tidy your room. 3. You must go to bed at 8 o'clock. 4. You mustn't watch TV.

End the lesson

- On the board, write *in the English classroom*. Give the pupils some verbs and ask them to make sentences, for example, *shout* – *I mustn't shout in the English classroom*. Other verbs to give them: *speak* (*English, Arabic*), *run*, *play* (*football*), *listen*.

Lesson 5

Outcomes	To respond to short, simple questions before and after listening To develop strategies to identify simple spoken words and short sentences and their meaning To use simple words in short sentences to take part in short and familiar exchanges To respond to simple instructions, questions and guided exchanges To pronounce short learned English words and sentences correctly
Structures	The modal verb <i>must</i> for obligation: <i>You must go to sleep now.</i> <i>You mustn't eat a lot of sweets.</i>
Functions	Expressing obligation Asking and answering questions Describing a picture Identifying correct information
Topic	Obedying rules
Resources	<ul style="list-style-type: none"> Pupil's Book, page 40 Exercise 5, Listen and point Activity Book, page 40 Exercise 5, Listen and tick ✓ or cross ✗ Cassette, Pupil's Book, Unit 10, Exercise 5 Cassette, Activity Book, Unit 10, Exercise 5

Revision

- Ask *What must you do in English lessons? What mustn't you do in English lessons?* Pupils reply using the verbs they have learned.

Pupil's Book, Page 40, Exercise 5

- Say *Open your Pupil's Book at page 40. Look at Exercise 5.*
- Ask questions about each picture, for example, *Look at picture a. Where are they? Who is speaking? Look at picture b. Where are they? What time is it?* etc.
- Say *Listen*. Play the first dialogue. Tell pupils to point to the correct picture. Check their answers.
- Play the rest of the recording all the way through. Pupils listen and point at the correct pictures.
- Play the recording again, pausing after each part. Ask *Which picture?* Pupils give you the letter of the picture.

Tapescript

1
Boy: I'm reading my book.
Mum: You must go to sleep now. It's eight o'clock.
2
Dentist: You mustn't eat a lot of sweets.
3
Girl: It's cold today.
Mum: Yes, you must take your jacket to school.
4
Miss: Now, you mustn't forget your homework, children!
Children: Ok, Miss.

Answers

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

Further practice

- Pupils work in pairs, choose a picture and make up a dialogue about it.
- Choose some pupils to perform their dialogues in front of the class. The class says which picture they are talking about.

Activity Book, Page 40, Exercise 5

- Say *Turn to page 40 in your Activity Book. Look at Exercise 5.*
- Choose a pupil to read the words aloud.
- Say *Listen*. Play the first two sentences. Point to the tick next to *sit down*. Elicit the sentence *You must sit down*.
- Play the recording all the way through and pupils tick or cross.
- Play the recording again, pausing after each sentence to check their answers. Ask pupils to give you the sentence as well.

Tapescript

Teacher: Hello, children! You must sit down. You must open your books. You mustn't shout. You mustn't play. You must listen. You must do your homework.

Answers

2. ✓ 3. ✗ 4. ✗ 5. ✓ 6. ✓

End the lesson

- Say the verbs from the listening to the pupils. They make correct sentences, for example, *sit down* – *You must sit down*.

Lesson 6

Unit 10

Outcomes	<p>To pronounce diphthongs and simple statements with correct intonation patterns</p> <p>To use short sentences to participate in simple exchanges based on learned models</p> <p>To show enjoyment of simple rhymes and songs in English</p> <p>To learn a new sound</p> <p>To print English letters correctly, legibly and neatly</p> <p>To recite simple rhymes with peers after listening to a tape</p> <p>To describe main characters, settings and events in short, simple songs and rhymes</p>
Structures	<p>The modal verb <i>must</i> for obligation: <i>I must help my mother.</i> <i>You mustn't stand up.</i></p>
Functions	<p>Expressing obligation</p> <p>Asking and answering questions</p> <p>Describing a picture</p> <p>Learning a new sound</p> <p>Singing a song</p>
Topic	Obedying rules
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 41 Exercise 6, Listen and say ■ Pupil's Book, page 41 Exercise 7, Say ■ Pupil's Book, page 41 Exercise 8, Sing ■ Activity Book, page 40 Exercise 6, Complete, listen and say ■ Cassette, Pupil's Book, Unit 10, Exercise 6 ■ Cassette, Pupil's Book, Unit 10, Exercise 8 ■ Cassette, Activity Book, Unit 10, Exercise 6 ■ Flashcard: mountain ■ Wall chart: At home

Revision

- Show the pupils the flashcard of the *mountain* and ask *What's this? It's a mountain.*
- Say *You are going on a school trip to a mountain. What must you do? What mustn't you do?* Pupils give sentences with *must* and *mustn't*, for example, *You must take water with you. You mustn't forget your lunch. You must take a hat with you.* etc.
- Show pupils the wall chart: At home. Ask them to repeat after you *You must do your homework. You mustn't forget your homework.* while pointing to the appropriate picture on the wall chart.



Pupil's Book, Page 41, Exercise 6

- Say *Open your Pupil's Book at page 41. Look at Exercise 6. Look at the first picture.*
- Play the recording to the class. Pupils repeat. Say *Look at the second picture.* Play the recording. Pupils repeat.
- Write the words on the board. Underline the same sounds. Say /au/. Then say the words for pupils to repeat after you.



Tapescript

/au/ shout, shout
/au/ mountain, mountain



6 Listen and say

7 Say

8 Sing

Pupil's Book, Page 41, Exercise 7

- Say *Look at Exercise 7.* Choose pupils to read the sentences.
- On the board, write *At home* on one side of the board and *At school* on the other. Divide the class in half. The pupils in each half think of sentences with *must* and *mustn't* for their place (home or school).
- Give pupils time, working in small groups to think of sentences. Go round the class as they are working, answering any questions and helping if necessary.
- Choose pupils from each half to give a sentence each. Check their intonation, making sure they pause at the comma and that their voice drops at the full stop. Do not give any explanation. Write just the verb on the board, for example, *help*, under the relevant place.
- When the pupils have given you a selection of verbs, point to them and elicit the sentences from different pupils.

Pupil's Book, Page 41, Exercise 8

- Say *Look at the pictures in Exercise 8 on page 41. What can you see?* Pupils describe the picture using *I can see ... / There is/ are ...* Make sure they include *guide* and *mountain*.
- Ask the pupils to describe what is happening in the picture in as much detail as possible. Encourage them to provide a narrative for the scene: how the people came to be on the walk (*a school trip*), the relationship between them (*teacher and pupils*), how they might be feeling (for example, *excited, happy*), where they are going and what might happen next as they are being driven or walk along.
- Say *Listen and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.

- Play the first verse again, and ask the pupils to sing along. Do the same with the second verse.
- Divide the class into three groups. Each group practises and sings a verse.
- Each group sings their verse to the class.
- Ask the pupils if they can identify the two lines that end with words that rhyme (*walk, talk*). Ask if they know any words that rhyme with the final word in the other lines, for example, *head, bed, red; shout, out*. Alternatively, you could write a rhyming word on the board, for example, *red* and ask the pupils to locate the word in the song that rhymes with it.

Tapescript

On a bus trip,
you must sit down.
You mustn't stand up
and you mustn't shout.

On a school trip,
you mustn't forget
your lunch and water
And a hat for your head.

Look for animals
on a mountain walk.
Listen to the guide
and you mustn't talk.

Activity Book, Page 40, Exercise 6

- Say *Open your Activity Book at page 40. Look at Exercise 6.*
- Say *Look at the first picture. Is the man shouting? (No, he isn't.); Is that good? (Yes, because he mustn't shout.); Look at the second picture. What is it? (It's a mountain.); Can you climb a mountain? (Yes, I can./No, I can't.)*
- Tell pupils to complete the words.
- Play the recording to the class.
- Choose pupils to read the sentences aloud. Check their pronunciation.

Tapescript

1 You mustn't shout.
2 Let's walk in the mountains.

Answers

1. shout
2. mountains

End the lesson

- Say *I'm giving you some homework. At home, think about what you must do. Think about what your brother/sister must do. Think about what your mother and father must do. You mustn't forget to do your homework.*

Lesson 7

Outcomes

To print English letters correctly, legibly and neatly
To copy short, simple sentences correctly, legibly and neatly
To identify the meaning of short, simple reading materials
To write simple words and short, simple sentences on familiar topics for specific purposes
To apply knowledge of simple spelling and punctuation
To correct spelling and use of capital and small letters with the assistance of peers
To use capital letters when starting a sentence
To show enjoyment of simple rhymes and songs in English

Structures

The modal verb *must* for obligation:
You must sit down.
You mustn't forget your books.

Functions

Expressing obligation
Asking and answering questions
Singing a song

Topic

Obedying rules

Resources

- Pupil's Book, page 41 Exercise 8, Sing
- Activity Book, page 40 Exercise 7, Read and complete
- Activity Book, page 41 Exercise 8, Look and write
- Activity Book, page 41 Exercise 9, Read, order and write
- Cassette, Pupil's Book, Unit 10, Exercise 8

Revision

- Ask pupils to give sentences from their homework, for example, *My brother must help my father. My father must work.* etc.
- Play the song from Unit 10 again. Ask pupils to join in. They then sing their verses without the recording.

Activity Book, Page 40, Exercise 7

- Say *Open your Activity Book at Page 40. Look at Exercise 7.*
- Choose a pupil to read the example sentence aloud.
- Pupils complete the sentences. Monitor as they are writing, checking for neatness and accuracy.
- Check answers as a class.

Answers

2. mustn't 3. mustn't 4. must 5. must

Activity Book, Page 41, Exercise 8

- Say *Now look at Exercise 8.*
- Point to the list of rules. Ask pupils to read the words.
- Choose a pupil to read the example sentence. Point to the tick and say *must*.
- Ask pupils to give you the other sentences orally. Choose a few pupils to repeat them.
- Pupils write the sentences. Monitor as they are working, checking their work for accuracy and neatness. They are copying most of the sentences so make them aware if they are making mistakes. They should be careful and copy the words exactly.
- Ask pupils to swap books and correct each other's work. They need to check the spelling against the words in the Activity Book. Choose pupils to read the sentences aloud.

Answers

2. You must go to school at a quarter past seven.
3. You mustn't forget your books.
4. You mustn't shout in the classroom.

Activity Book, Page 41, Exercise 9

- Say *Now look at Exercise 9.*
- On the board write *you mustn't speak* and *You mustn't speak*. Ask pupils to point to the sentence which is correct. (The second one is because it has a capital letter and a full stop.)
- Choose a pupil to read the example sentence. Point out the capital *Y* in *You* (They begin the sentence with this.)
- Pupils write the sentences with the words in the correct order. They check their answers with a partner.
- Choose pupils to read the correct sentences aloud.

Answers

2. You must wear your jacket today.
3. You mustn't forget your books.
4. You must tidy your bedroom.

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
express obligation with <i>must</i> and <i>mustn't</i>			
describe pictures using <i>must</i> and <i>mustn't</i>			

End the lesson

- Refer pupils to the list of rules you made in Lesson 4. Choose pupils to read them aloud. See if there are any more they can add.
- Congratulate pupils on all their hard work in Unit 10.

Lesson 1

Outcomes

To respond to short, simple questions before and after listening
 To learn new words through direct instruction and assigned, independent language exercises and activities
 To use flashcards to identify the meaning of new words when listening
 To pronounce short, simple statements with correct intonation patterns

Structures

The present continuous:
Is it sitting in the tree? Yes, it is./No, it isn't.
It's flying in the sky.
Are you taking a photo? Yes, I am./No, I'm not.

Functions

Asking and answering questions
 Identifying animals
 Talking about a nature reserve
 Appreciating nature
 Describing actions

Vocabulary

cat, eagle, goat, hear (v), safe (adj), sky, sleep (v), wolf

Topic

Animals

Resources

- Pupil's Book, page 42
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 11, Exercise 1
- Flashcards: cat, eagle, goat, wolf
- Wall chart: Animals

- Ask *Do you want to live in the mountains? A lot of animals live there.* Pupils might say *No* and show that they would be scared. Say *I don't want to live in the mountains. It's not safe. There are a lot of animals.* Ask *Is it safe in the classroom? Yes, it is safe. There aren't any big animals. Is it safe in the town? Yes, but there are a lot of cars. Be careful!* Repeat the word *safe*.
- Show pupils the new words by writing them on the board. Read the words with the class. Pupils read after you. Point to the words and ask the pupils to read them as a class and individually.
- Show pupils the wall chart: Animals. Point to the animal words you have written on the board, one by one, and ask pupils to say the word while pointing to the correct picture on the wall chart.
- Ask a few pupils *Are you sleeping?* Teach them the reply *No, I'm not.* Ask *Is (Huda) sleeping? No, she isn't.* Show a picture of an animal and ask *Is it sleeping?* Pupils reply *Yes, it is/No, it isn't.*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
respond correctly to the questions <i>Are you sleeping? Is he/she/it sleeping?</i>			

Revision

- Say *You're going on a school trip. What must you do? What mustn't you do?* Pupils make suggestions.

Presentation

- Show the class the flashcards of the animals. Teach each word. Pupils repeat after you.
- Put the flashcards on the board. Point to each one and ask individuals to tell you the name of the animal. Help with pronunciation where necessary.
- Ask *Which is your favourite animal here?* Pupils reply.
- Say *one cat, two ...?* Pupils say *cats*. Practise with the other words, remembering that *wolf* changes to *wolves*.
- Point to the eagle. Ask *Where do you see eagles?* Pupils might say *in the mountains*. Ask *Does it walk on the mountains? (No, it flies.)* Say *Yes, it flies in the sky.* Point out of the window to the sky. Ask *What colour is the sky? Can you see a bird in the sky now?*
- Ask *Where do you see wolves?* Pupils can reply *in the mountains*. Say *Yes, you can see them* (point to your eyes) *and you can hear them* (point to your ears).
- Say *Do all animals sleep at night?* (Gesture by putting your hands to the side of your face and closing your eyes.) Pupils may answer *No, some animals look for food at night.*

Pupil's Book, Page 42, Exercise 1

- Say *Open your Pupil's Book at page 42.*
- Ask *Who can you see in the pictures? (Asma and Mazen); Who's the man? (He's the guide.); Which animals can you see? (an eagle, a goat, a cat, a bird, two wolves); Look at picture 3. What is Mazen doing? (He's taking a photo.)*
- Say *Listen and read the story. Are any of the animals sleeping?*
- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer to your question (*No, they aren't.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils some questions: *What bird do the children see in picture 1? (They see an eagle.); Is it sitting in a tree? (No, it's flying in the sky.); What do many people come to see? (They come to see the goats.); Are the animals safe in Wadi Mujib? (Yes, they are.); What is the cat doing? (It's jumping.); Does the cat have black ears? (No, it has brown ears.); Are the wolves sleeping? (No, they are playing.); Can the children hear the wolves? (Yes, they can.)*

1 Listen and read

1 Can you see that bird? It's an eagle.
Where is it? Is it sitting in the tree?
No, it isn't. It's flying in the sky.

2 What's that animal?
It's a goat.
Is it looking at us?
Yes, it is. Many people come here to see them. They're safe here.

3 Look! It's a cat. It has small, brown ears. It's jumping.
Are you taking a photo, Mazen?
Yes, I am.

4 I can hear some animals. They're wolves.
Are they sleeping?
No, they aren't. They're playing!

Tapescript

Guide: Can you see that bird? It's an eagle.
Mazen: Where is it? Is it sitting in the tree?
Guide: No, it isn't. It's flying in the sky.

Asma: What's that animal?
Guide: It's a goat.
Asma: Is it looking at us?
Guide: Yes, it is. Many people come here to see them. They're safe here.

Guide: Look! It's a cat. It has small, brown ears. It's jumping.
Omar: Are you taking a photo, Mazen?
Mazen: Yes, I am.

Huda: I can hear some animals.
Guide: They're wolves.
Huda: Are they sleeping?
Guide: No, they aren't. They're playing!

Further practice

- On the board, write some verbs, for example, *sleep, fly, run, play, sit, jump*. Ask a pupil to come to the front, silently choose a verb and mime it to the rest of the class. The pupils ask *Are you sleeping?* The pupil answers *Yes, I am./No, I'm not.*

End the lesson

- Show the pupils the four animal flashcards and elicit the words. Do this slowly at first and then go faster and faster.
- Repeat with the words. If the pupils can do this quickly, it will give some indication that their reading is improving.

Lesson 2

Outcomes

To use prior knowledge to participate in short, simple guided exchanges
To pronounce short simple statements with correct intonation patterns
To identify the meaning of short, simple reading material
To develop strategies to identify simple spoken words and short sentences and their meaning

Structures

The present continuous:
Is it sitting in the tree? Yes, it is./No, it isn't.
It's flying in the sky.
Are you taking a photo? Yes, I am./No, I'm not.

Functions

Asking and answering questions
Identifying animals
Talking about a nature reserve
Appreciating nature
Describing actions
Identifying the correct picture while listening

Topic

Animals

Resources

- Pupil's Book, page 42
Exercise 1, Listen and read
- Activity Book, page 42
Exercise 1, Look, read and circle
- Activity Book, page 42
Exercise 2, Listen and point
- Cassette, Pupil's Book, Unit 11, Exercise 1
- Cassette, Activity Book, Unit 11, Exercise 2
- Flashcards: cat, eagle, goat, wolf
- Wall chart: Animals

Revision

- Show the pupils the words on the flashcards and ask them to read them, helping where necessary.
- Show the pictures and ask *Is the cat flying? Is the eagle running? Is the wolf jumping? Is the goat playing?*
- Pupils ask similar questions across the class. Check for accuracy.
- Show pupils the wall chart: Animals. Write anagrams of the animal names on the board, for example, *tac, galee, toga, fowl*, and ask pupils to say the correct word while pointing to the appropriate picture.

Pupil's Book, Page 42, Exercise 1

- Say *Open your Pupil's Book at page 42*. Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is.
- Give pupils some sentences to correct, for example, *The eagle is sitting in the tree. (No, it isn't. It's flying.)*; *The goat is sleeping. (No, it isn't. It's looking at the children.)*; *The cat is playing. (No, it isn't. It's jumping.)*; *The wolves are jumping. (No, they aren't. They're playing.)*
- Divide the class into groups of five (Asma, Mazen, the guide, Huda and Omar). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class.

Activity Book, Page 42, Exercise 1

- Say *Open your Activity Book at page 42. Look at Exercise 1.*
- Ask a pupil to read the first question. Choose another pupil to give the correct answer.
- Pupils work individually to complete the exercise, then check their answers with a partner.
- Check the answers as a class by asking pupils to read the answers aloud.

Answers

2. Yes, they are. 3. No, it isn't.

Activity Book, Page 42, Exercise 2

- Say *Now look at Exercise 2. What can you see?* Pupils name the animals they can see.
- Play the first sentence in the recording and pause it. Ask *Which picture? (c)*
- Play the rest of the recording all the way through. Pupils point to the correct pictures.
- Play the recording again, pausing after each sentence. Choose pupils to tell you the correct picture.

Tapescript

- 1 Look! They're wolves.
- 2 It's a goat.
- 3 I can see an eagle.
- 4 It has small white ears.
- 5 The birds are flying.
- 6 The cats are playing.

Answers

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

Further practice

- Give pupils a noun and a verb to practise making sentences with *is* or *are*. For example, you say *cat/sleep*; the pupils say *The cat is sleeping*. You say *birds/fly*; the pupils say *The birds are flying*.
- You can write the noun/verb combinations on the board and ask the pupils to practise in pairs. Monitor as they are working, checking for accuracy.

End the lesson

- Say *open your Pupil's Book at page 42*, and ask *Which picture is your favourite? Why?* Pupils reply, for example, *I like picture 1. I like eagles.*

Lesson 3

Outcomes

To orally describe pictures in short, simple sentences
To use short sentences to participate in simple exchanges based on learned models
To recognise short, simple familiar words and phrases
To develop strategies to respond to simple spoken words and short sentences
To use reading strategies to identify the meaning of short, simple texts
To use simple words in short sentences
To use pictures, flashcards and textbooks to understand new or unfamiliar words when listening

Structures

The present continuous:
Is it sleeping? No, it isn't.
Is the goat looking at us?

Functions

Asking and answering questions
Identifying animals
Talking about a nature reserve
Appreciating nature
Describing actions
Identifying the correct picture while listening
Guessing the correct animal from descriptions

Vocabulary

eat (v), frog, leopard, owl, river

Topic

Animals

Resources

- Pupil's Book, page 43
Exercise 2, Listen and point
- Pupil's Book, page 43
Exercise 3, Ask and answer
- Activity Book, page 43
Exercise 3, Look, read and say
- Cassette, Pupil's Book, Unit 11, Exercise 2
- Flashcards: frog, leopard, owl, river
- Wall chart: Animals

Revision

- Ask *Do you want to go to Wadi Mujib? What do you want to see?* Pupils tell you the animals they want to see.
- Ask *Why is Wadi Mujib good?* If pupils can't answer this question, ask them to look at picture 2 on page 42 of their Pupil's Book. They can say *The animals are safe at Wadi Mujib.*

Presentation

- Present the new words using the flashcards. Teach *frog*, *leopard* and *owl*. Then show them *river*. Teach the word. Ask *Where does a frog live?* Pupils answer *A frog lives in a river.*
- Show the class the wall chart: Animals. Ask pupils to name each animal.
- Point to the eagle and the frog. Ask *Do frogs like eagles?* *No. Why? Eagles eat frogs.* Mime *eat*. Say the sentence again. Pupils repeat.
- Point to the owl and the frog. Ask *Do owls eat frogs?* *Yes, they do.*
- Point to the leopard and the frog. Ask *Do leopards eat frogs?* *No, they don't. What do leopards eat?* Point to the goat.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
answer the question <i>What do eagles eat?</i>			

Pupil's Book, Page 43, Exercise 2

- Say *Open your Pupil's Book at page 43, please.*
- Point to each picture and ask *What's it doing?* Pupils answer the questions.
- Say *Listen*. Play the first conversation. Pupils point to the correct picture (d). Check they are correct. Ask *What is the cat doing?* Pupils answer *It's jumping.* Ask another pupil *Is the cat jumping?* *Yes, it is.*
- Play the rest of the recording all the way through. Pupils point to the correct pictures. Try to check a few pupils as they are listening. Monitor how many pupils are getting the correct answers.
- Play the recording again, pausing after each dialogue. Check the answers with the class, asking them to say the letter of the picture.

Unit 11

2

Listen and point

a


b


c


d


e


f


3


Ask and answer



Is it sleeping?

Is it looking for food?

It's an owl!



No, it isn't.

Yes, it is.

Tapescript

- 1
Boy 1: Is the cat jumping?
Boy 2: Yes it is.
- 2
Girl 1: Is the goat looking at us?
Girl 2: Yes, it is.
- 3
Boy 3: What's the leopard doing? Is it sleeping?
Boy 4: Yes, it is. It's sleeping in a tree.
- 4
Girl 3: What's the owl doing? Is it playing?
Girl 4: No, it isn't. It's hungry. It's looking for food.
- 5
Boy 5: What's the wolf doing? Is it eating?
Boy 6: No, it isn't. It's looking at its babies!
- 6
Girl 5: Is the eagle looking at the trees?
Girl 6: No, it isn't. It's looking at the frog.

Answers

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

Further practice

- Ask some questions, for example, *Is the leopard looking at us?* (*No, it isn't. It's sleeping.*); *Is the eagle eating the frog?* (*No, it isn't. It's looking at the frog.*)
- Choose some pupils to ask questions around the class in the same way.
- Pupils can practise in pairs. Monitor as they are working, helping where necessary. Encourage them to use other verbs that they know, for example, *running*, *sitting*, *playing*, etc.

Pupil's Book, Page 43, Exercise 3

- Say *I'm looking at an animal in Exercise 2. Which animal is it?* Pupils ask you questions, for example, *Is it sleeping/jumping?* You answer *Yes, it is./No, it isn't*. When pupils have realised which animal it is, they say, for example, *It's an owl*.
- Say *Now look at Exercise 3*. Choose two pupils to read the conversation.
- Pupils work in pairs. They each choose an animal without telling their partner. They ask and answer questions to find out which animal their partner chose. Monitor as they are working, helping where necessary.
- They can play more than once and they can swap partners.

Activity Book, Page 43, Exercise 3

- Say *Open your Activity Book. Turn to page 43*.
- Ask pupils to look at the pictures and tell you what the animals are doing.
- Say *Look at picture 1*. Choose two pupils to read the dialogue. Ask *What's the leopard doing? (It's sleeping.)*; *What's the cat doing? (It's jumping.)*
- Pupils work in pairs to complete the rest of the exercise.
- Check answers as a class. Choose pupils to read the dialogues aloud.

Answers

2. wolves 3. an owl

End the lesson

- Show the wall chart: Animals. Ask *Which animal do you want to see?*

Lesson 4

Outcomes

To use reading strategies to identify meaning in short, simple texts
To use knowledge of punctuation to identify the meaning of what is being read
To ask and respond to questions before, during and after reading
To participate in short, simple guided exchanges
To ask for help
To use pictures, flashcards and textbooks to identify the meaning of new words when listening

Structures

The present continuous:
Are the children having lunch? Yes, they are./No, they aren't.
Is the wolf sleeping? Yes, it is./No, it isn't.

Functions

Asking and answering questions
Identifying animals
Talking about a nature reserve
Appreciating nature
Describing actions
Responding to a paragraph

Topic

Animals

Resources

- Pupil's Book, page 44 Exercise 4, Read, ask and answer
- Activity Book, page 43 Exercise 4, Read, look and answer
- Wall chart: Animals

Revision

- Show pupils the wall chart: Animals. Ask *Do you think there are a lot of leopards?* Pupils give their opinions. Say *There are not a lot of leopards. It is very sad*. Explain that some of these animals are in danger and that Wadi Mujib is good because it protects the animals increase. For example, there are now more goats than before because of the work at Wadi Mujib.

Pupil's Book, Page 44, Exercise 4

- Say *Open your Pupil's Book. Turn to page 44*.
- Pupils work in pairs. Ask them to read the paragraph silently. Encourage them to ask you if they have a problem with any of the words (*What's this word? What does this word mean?*)
- Choose pupils to read the paragraph aloud. Ask them to read a couple of sentences, making sure they pay attention to the full stops without giving direct instruction.
- Choose a pair of pupils to ask and answer the example question and answer.
- Pupils work in pairs to ask and answer the other questions, competing to see who can make the fewest errors.
- Check answers as a class. Choose pupils to read the questions and answers in pairs. Any pair(s) that makes no errors, or the pair(s) that make the fewest errors, is the winner. If more than one pair make no mistakes, the pair that finishes first wins.

Answers

2. No, she isn't. 3. Yes, it is. 4. Yes, it is.
5. No, they aren't. 6. Yes, they are.

Unit 11
4 Read, ask and answer


The children are having their lunch in the mountains. Samira is drawing the animals in Wadi Mujib. A leopard is running. A wolf is sleeping. The goats are walking. Frogs and fish are swimming in the river.

1) Are the children having lunch?
2) Is Samira writing?
3) Is the leopard running?
4) Is the wolf sleeping?
5) Are the goats drinking?
6) Are the frogs and fish swimming?

Are the children having lunch?

Yes, they are.

5 Ask and answer



Is the cat sleeping?

No, it isn't. The cat is jumping.

Further practice

- Read the paragraph with different words. The pupils stop you and correct you. For example, you say *The children are having their breakfast in the mountains*. Pupils reply *No, the children are having their lunch in the mountains*.

Activity Book, Page 43, Exercise 4

- Draw a cat on the board. Ask *What is it?* Pupils reply *It's a cat*. Write on the board *It is a cat*. Draw two cats on the board and elicit *They're cats*. Write on the board *They are cats*.
- Point to the first picture. Ask *How many?* Pupils reply *one*. Say *It is ...*. Point to the second picture. Ask *How many?* Pupils reply *two*. Say *They are two ...*
- Say *Open your Activity Book at page 43. Look at Exercise 4*.
- Ask pupils to give you sentences about the pictures, for example, *A frog is swimming*.
- Choose two pupils to read the example question and answer. Then choose other pupils to ask and answer the questions orally.
- Pupils write the answers individually and check with a partner.
- Check the answers as a class.

Answers

2. Yes, they are. 3. No, she isn't. 4. Yes, they are.

End the lesson

- Say *I'm thinking about an animal. The first letter is w. What is it?* (wolf) Go through the animals the pupils know. You can include *lion, fox, elephant, bear, turtle, giraffe* from previous levels. If you choose *giraffe* or *lion*, say *The first letter is g or l*. and if the pupils guess *goat* or *leopard*, give them the second letter (*i*).

Lesson 5

Outcomes	To respond to, simple instructions and questions To participate in short, simple guided exchanges To use simple words in short sentences To use pictures, flashcards and textbook to identify the meaning of new words when listening To print English letters correctly, legibly and neatly
Structures	The present continuous: <i>Is the cat sleeping?</i> <i>No, it isn't. The cat is jumping.</i>
Functions	Asking and answering questions Identifying animals Talking about a nature reserve Describing actions
Topic	Animals
Resources	<ul style="list-style-type: none"> Pupil's Book, page 44 Exercise 5, Ask and answer Activity Book, page 44 Exercise 5, Look and write Flashcards: cat, eagle, frog, goat, leopard, owl, wolf Wall chart: Animals

Revision

- Put the flashcards of the animals on the board. Point to each one and ask pupils to say the word. Ask the pupils to close their eyes and remove one of the flashcards. Pupils open their eyes and tell you which animal is missing.
- Repeat, taking two or three animals away. Pupils say the names of the animals.
- Show the pupils the wall chart: Animals. Ask them to name and point to the correct animal from clues you give, for example, *This animal swims in the river. (frog)*

Pupil's Book, Page 44, Exercise 5

- Say *Open your Pupil's Book at page 44. Look at Exercise 5*.
- Choose two pupils to read the question and answer.
- Pupils ask and answer in pairs. Monitor as they are speaking, helping where necessary.
- Choose some pupils to ask and answer in front of the class.

Answers

Is the leopard running? No, it isn't. The leopard is climbing a tree.
Is the eagle sitting in a tree? No, it isn't. The eagle is flying.
Is the wolf playing? No, it isn't. The wolf is sleeping.
Is the goat jumping? No, it isn't. The goat is walking.

Further practice

- You could do this activity outside if possible. Give pupils sentences about different animals and they mime what the animal is doing, for example, *The frog is swimming. The leopard is running. The cat is jumping. The eagle is flying. The wolf is eating. The goat is sleeping.*

Activity Book, Page 44, Exercise 5

- Say *Turn to page 44 in your Activity Book. Look at Exercise 5*.
- Point to the picture and ask pupils to describe it.
- Ask a pupil to read the example sentence. Ask *How many wolves are there?* Pupils reply *one*. Say the sentence again, emphasising *is* and *it* to remind them that they refer to one item.
- Go through the rest of the exercise orally.
- Pupils write the answers. Check their neatness and accuracy as they are writing.
- Ask pupils to check their answers in pairs. Pupils take turns to read the questions and answers aloud.
- Check answers as a class. Choose pupils to read the questions and answers aloud.

Answers

2. Are the eagles flying? Yes, they are.
3. Are the cats jumping? Yes, they are.
4. Are the fish eating? No, they aren't.
5. Is the frog sleeping? No, it isn't.
6. Are the children drinking water? No, they aren't.

End the lesson

- Say *Open your Pupil's Book at page 44. Look at the picture in exercise 5. You have 30 seconds*. Then tell pupils to close their books.
- Ask questions about the animals, for example, *Is the cat sleeping?* etc. Pupils reply *No, it isn't. It's playing*.
- Say different verbs to the class. Pupils give you a sentence. For example, you say, *eat*, the pupil says *The eagle is eating a frog*.

Lesson 6

Unit 11

Outcomes	<p>To pronounce short, simple questions and statements with correct intonation patterns</p> <p>To sing simple songs with peers after listening to a tape</p> <p>To learn a new sound</p> <p>To print English letters correctly, legibly and neatly</p> <p>To recognise and pronounce the sound of diphthongs in the English alphabet</p> <p>To follow short, simple oral instructions related to work in class</p> <p>To correct spelling with the assistance of peers</p> <p>To sing simple rhymes with peers after listening to a tape</p>
Structures	<p>The present continuous:</p> <p><i>Are you listening to the guide? Yes, I am.</i></p> <p><i>Are you getting cold and tired? No, I'm not.</i></p>
Functions	<p>Asking and answering questions</p> <p>Identifying animals</p> <p>Describing actions</p> <p>Singing a song</p>
Topic	Animals
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 45 Exercise 6, Listen and say ■ Pupil's Book, page 45 Exercise 7, Say ■ Pupil's Book, page 45 Exercise 8, Sing ■ Activity Book, page 44 Exercise 6, Listen, complete and write ■ Cassette, Pupil's Book, Unit 11, Exercise 6 ■ Cassette, Pupil's Book, Unit 11, Exercise 8 ■ Cassette, Activity Book, Unit 11, Exercise 6

Pupil's Book, Page 45, Exercise 6

- Say Open your Pupil's Book at page 45. Look at Exercise 6. Look at the pictures. Listen.
- Play the recording to the class. Pupils repeat each word after the recording.
- Write the words on the board. Underline the same sounds /ɪə/. Then say the words for pupils to repeat after you.

Tapescript

/ɪə/ hear, hear
/ɪə/ ear, ear

Unit 11

6 **Listen and say**

hear

ear

7 **Say**

In the mountains,
there are goats.

In the mountains, there
are goats and wolves.

8 **Sing**

Are you listening to the guide?
Yes, I am. Yes, I am!
He's talking about animals and birds.

Is the teacher walking with you?
Yes, she is. Yes she is.
She's walking in the mountains with the class.

Are you getting cold and tired?
No, I'm not. No I'm not.
I'm happy and it's sunny and it's hot!

Pupil's Book, Page 45, Exercise 7

- Say Now look at Exercise 7.
- Choose pupils to read the sentences.
- Ask a pupil to add another animal to the list, for example, *In the mountains, there are goats, wolves and eagles.* The next pupil adds another to the list and so on.
- Pupils work in groups of seven to practise all the animals learned in this unit. They can continue practising by adding other animals they know.
- Ask some groups to give their final sentences.

Pupil's Book, Page 45, Exercise 8

- Say Look at the picture in Exercise 8 on page 45. What can you see? Pupils describe the picture using *I can see .../The children are walking.* etc.
- Ask the pupils to describe what is happening in the picture in as much detail as possible. Encourage them to provide a narrative for the scene: how the people came to be on the walk (*a school trip*), the relationship between them (*teacher and pupils*), how they are feeling, where they are going and what might happen next as they walk along.
- Say Listen and follow the words. Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the other verses.
- Divide the class into three groups. Each group practises and sings a verse. Encourage them to think of mimes for their verses.

- Pupils sing their verses to the class.
- Ask the pupils if they can identify the two lines that end with words that rhyme (*not*, *hot*). Ask them if they know any other words that have the same rhyming pattern, for example, *got*. Ask if they know any words that rhyme with the final word in the other lines. Alternatively, you could write a rhyming word on the board, for example, *words*, *new*, *too* and ask them to locate the word in the song that rhymes with it.

Tapescript

Are you listening to the guide?
Yes, I am. Yes, I am!
He's talking about animals and birds.

Is the teacher walking with you?
Yes, she is. Yes, she is.
She's walking in the mountains with the class.

Are you getting cold and tired?
No, I'm not. No, I'm not.
I'm happy and it's sunny and it's hot!

Activity Book, Page 44, Exercise 6

- Say *Open your Activity Book at page 44. Look at Exercise 6.*
- Tell pupils to listen. Play the sentence. Pupils repeat.
- Tell pupils to listen again and write the words in the sentence.
- Pupils compare their spelling with that of a partner.
- Check answers as a class.

Tapescript

I hear with my two ears.

Answers

hear with my two ears.

End the lesson

- Write some of the animal words from this unit on the board in a jumbled format, for example, *poledar*. Pupils write the letters in the correct order, for example *leopard*.

Lesson 7

Outcomes	To pronounce short learned words and sentences correctly To interact with short, simple rhymes and songs To write short simple words and short, simple sentences on familiar topics for specific purposes To apply knowledge of spelling and punctuation To write legibly and neatly
Structures	The present continuous: <i>She's walking in the mountains with the class.</i> <i>Are you listening to the guide? Yes, I am.</i>
Functions	Asking and answering questions Identifying animals Describing actions Singing a song
Topic	Animals
Resources	<ul style="list-style-type: none"> ■ Pupil's Book page 45 Exercise 8, Sing ■ Activity Book, page 45 Exercise 7, Look and write ■ Activity Book, page 45 Exercise 8, Listen, complete and check ■ Cassette, Pupil's Book, Unit 11, Exercise 8 ■ Cassette, Activity Book, Unit 7, Exercise 8 ■ Extra practice worksheet 5: Find the differences

Revision

- Play the recording of the song again and ask pupils to join in. Then ask groups to sing their verse while miming.
- Ask questions about the song, for example, *Who are you listening to?* (*I am listening to the guide.*); *What's he talking about?* (*He's talking about animals and birds.*); *What is the teacher doing?* (*She's walking.*); *Where's she walking?* (*She's walking in the mountains.*); *Are you cold and tired?* (*No, I'm not.*); *What's the weather like?* (*It's sunny and hot.*)

Activity Book, Page 45, Exercise 7

- Say *Open your Activity Book at Page 45. Look at Exercise 7.*
- Choose pupils to read the words.
- Ask a pupil to read the first sentence. Ask pupils to look at the second picture and give you a sentence using the words. Do the same with the last picture.
- Pupils write the sentences. Monitor as they are writing, checking their accuracy and neatness. Make sure they are spelling the words correctly and using punctuation.
- Check answers as a class. Choose pupils to read the sentences aloud.

Answers

2. The fish are swimming. 3. The eagle is flying.

Activity Book, Page 45, Exercise 8

- Say *Now look at Exercise 8.*
- Ask pupils working in pairs to complete the song.
- Play the song again for pupils to check their answers. They then compare their answers with the words in the Pupil's Book.
- Choose groups of pupils to sing each verse using their writing.

Tapescript

Are you listening to the guide?
Yes, I am. Yes, I am!
He's talking about animals and birds.

Is the teacher walking with you?
Yes, she is. Yes, she is.
She's walking in the mountains with the class.

Are you getting cold and tired?
No, I'm not. No, I'm not.
I'm happy and it's sunny and it's hot!

Answers

I am; I am
birds
she is; she is
mountains
I'm not; I'm not
sunny

Further practice

- Put the pupils in pairs.
- Photocopy Extra practice worksheet 5: Find the differences for each pair. Give each pupil in the pair one half of the worksheet. They do not show each other their picture.
- Tell them there are five differences between the pictures. They have to describe their picture to find the differences, for example, *The eagle is sitting in the tree.* The other pupil agrees or not and says what his/her picture shows.
- Go round and monitor as the pupils talk about their cards.
- Finally, go through the differences between the pairs of pictures with the whole class.

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
ask and answer questions about animals using <i>Is it ...? Are they ...? Yes, it is. No it isn't.</i>			
talk about Wadi Mujib			
identify animals			

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils to give you the name of an animal. Ask other pupils to make a sentence about the animal, for example, *cat – The cat is jumping.*
- Congratulate pupils on all their hard work in Unit 11.

Lesson 1

Outcomes	To respond to short, simple questions before and after listening To use prior knowledge to participate in short, simple guided exchanges To recognise familiar short, simple words and phrases To use knowledge of punctuation to identify the meaning of what is being read To pronounce basic English sounds and their combinations in simple words and phrases
Structures	The present continuous: <i>In this photo, we are having our lunch. Huda is drinking water.</i> The modal verb <i>must</i> for obligation: <i>You must drink water when you are in the mountains.</i> The present simple with <i>to be</i> : <i>There is/are:</i> <i>What animals and birds are there in Wadi Mujib?</i> <i>There are cats, leopards, goats and eagles.</i>
Functions	Asking and answering questions Identifying animals Talking about a nature reserve Appreciating nature Describing actions Expressing obligation
Vocabulary	<i>cat, drink (v), eagle, frog, goat, leopard, mountain, owl, river, sleep (v), wolf</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 46 ■ Exercise 1, Listen and read ■ Cassette, Pupil's Book, Unit 12, Exercise 1 ■ Flashcards: cat, eagle, frog, goat, leopard, owl, wolf ■ Wall chart: Animals

Revision

- Show the pupils the wall chart: Animals. Point to each picture and ask *What's this?* Pupils give you the names of the animals.
- Point, for example, to the eagle and ask *Is this a frog?* Pupils reply *No, it isn't. It's an eagle.*
- Ask seven pupils to come to the front. Give each of them one of the flashcards and a verb, for example, *sleep, eat, run, jump, drink, swim, fly*. Each pupil holds up their flashcards and says what animal he/she has.
- They then mime their actions. Ask *Is the eagle swimming?* Choose a pupil to reply *No, it isn't. It's flying.*
- Then give pupils prompts, for example, *cat – sleep*. Choose a pupil to ask the question *Is the cat sleeping?* Another pupil replies *No, it isn't. It's jumping.*

Pupil's Book, Page 46, Exercise 1

- Say *Open your Pupil's Book at page 46.*
- Ask pupils to look at the pictures and ask *Who can you see?* (*Mum, Dad, Asma, Mazen*); *Where are they?* (*They are at home.*); *What animals can you see?* (*a leopard, a cat, a goat and an eagle*); *What are they doing in picture 4?* (*They are having lunch.*)
- Say *Listen and read the story. Then tell me 'What is Huda doing?'*
- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer to your question. (*She's drinking water.*)
- Play the recording again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat. Practise with the whole class if they are not.
- Ask pupils some questions: *What does Asma have in her hand?* (*She has some photos of the class trip to Wadi Mujib.*); *What must you drink when you are in the mountains?* (*You must drink water.*); *Where are the children sitting in picture 4?* (*They're sitting near the river.*)
- Pupils work in groups of four to act out the story (Mum, Dad, Asma, Mazen). Monitor as they are reading, helping where necessary.
- Choose a couple of groups to act out the story in front of the class.

Unit 12 Review

1 Listen and read

Here are our photos of our class trip to Wadi Mujib!

What animals and birds are there in Wadi Mujib?

There are cats, leopards, goats and eagles.

Huda is drinking water. She's thirsty.

You must drink water when you are in the mountains.

In this photo, we are having our lunch.

We like going to Wadi Mujib!

2 Say

You mustn't shout.

You must listen to the teacher.

46

Tapescript

Asma: Here are our photos of our class trip to Wadi Mujib!
 Dad: What animals and birds are there in Wadi Mujib?
 Mazen: There are cats, leopards, goats and eagles.
 Asma: Huda is drinking water. She's thirsty.
 Mum: You must drink water when you are in the mountains.
 Mazen: In this photo, we are having our lunch.
 Asma: We like going to Wadi Mujib!

Further practice

- Say *Asma's hungry. What's she doing? (She's eating.); Mazen's tired. What's he doing? (He's sleeping.); Omar's thirsty. What's he doing? (He's drinking.); You're in the classroom. What are you doing? (I'm listening.)*

End the lesson

- Ask *Would you like to go to Wadi Mujib? What animals do you want to see? Do the animals like Wadi Mujib? (Yes.) Why? (They are safe there.)*

Lesson 2

Outcomes	To follow short, simple oral instructions related to work in class To participate in short, simple guided exchanges To use reading strategies to identify meaning in short, simple reading texts To pronounce short, simple questions and statements with correct intonation patterns To copy short, simple sentences correctly, legibly and neatly To write simple words and sentences on familiar topics for specific purposes
Structures	The present continuous: <i>In this photo, we are having our lunch. Huda is drinking water.</i> The modal verb <i>must</i> for obligation: <i>You must drink water when you are in the mountains. You mustn't shout.</i> The present simple with <i>to be</i> : <i>There is/are: What animals and birds are there in Wadi Mujib? There are cats, leopards, goats and eagles.</i>
Functions	Asking and answering questions Identifying animals Appreciating nature Describing actions Expressing obligation Matching descriptions with pictures
Topic	Revision
Resources	<ul style="list-style-type: none"> Pupil's Book, page 46 Exercise 1, Listen and read Pupil's Book, page 46 Exercise 2, Say Activity Book, Page 46 Exercise 1, Read, match and write Cassette, Pupil's Book, Unit 12, Exercise 1 Wall chart: Animals

Revision

- Write the following on the board, and ask pupils to work in groups to complete the words. Tell them that the words are all animals they have learned previously: _ a _; _ eo _ a _; _ oa _; o _; ea _ e; _ o _; _ _ o _ (*cat, leopard, goat, owl, eagle, wolf, frog*)
- Choose pupils to spell and read the words aloud.
- Show pupils the wall chart: Animals. Point to the fully spelled-out words on the board and ask pupils to pronounce each one and point to the appropriate picture on the wall chart.

Pupil's Book, Page 46, Exercise 1

- Say *Open your Pupil's Book at page 46.* Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is.
- Give pupils some sentences to correct, for example, *Asma has some photos of Amman. (No, Asma has some photos of Wadi Mujib.); There are lions in Wadi Mujib. (No, there aren't. There are cats, leopards, goats and eagles.); Huda is drinking milk. (No, she isn't. She's drinking water.); You must eat a lot when you are in the mountains. (No, you must drink water.); The children have breakfast in Wadi Mujib. (No, they have lunch.)*
- Choose other groups to act out the story.

Pupil's Book, Page 46, Exercise 2

- Say *Look at Exercise 2 in your Pupil's Book.* Ask two pupils to read the two sentences.
- Ask pupils to give you further rules for the classroom.

Further practice

- Ask pupils to make sentences about rules at home with *must* and *mustn't*. They do this in pairs.
- Then ask pupils to share a sentence with the class, for example, *I must help my mother.*

Activity Book, Page 46, Exercise 1

- Say *Open your Activity Book at page 46. Look at Exercise 1.*
- Say *Look at picture 1. What can you see?* Go through all the pictures in this way.
- Choose a pupil to read the example sentence. Go over the exercise orally with the class.
- Pupils write the sentences. Monitor as they are writing, checking for accuracy and neatness. Check the answers as a class by asking pupils to read the sentences aloud.

Answers

2. You must wear a hat. 3. You mustn't run.
 4. Mazen is thirsty. 5. There are cats and leopards.
 6. We are walking in the mountains.

Further practice

- Give sentences about the pictures for pupils to correct, for example, *Mazen is hungry. The children are playing in the park. There are lions. Asma is drawing a picture. The children mustn't wear hats. The children mustn't walk.*

End the lesson

- Ask *Do you like walking in the mountains? What can you see in the mountains?* Pupils can talk about what they can see and show an appreciation of nature.

Lesson 3

Outcomes	To respond to simple guided exchanges To recognise familiar short, simple words and phrases To demonstrate recognition of short, simple words To orally describe pictures, places and people in short, simple sentences To use reading strategies to identify meaning in short, simple texts
Structures	The present continuous: <i>She's reading about the museum.</i> <i>He's looking at a page of old writing.</i> The modal verb <i>must</i> for obligation: <i>He mustn't touch it.</i>
Functions	Asking and answering questions Describing actions Expressing obligation Matching pictures
Vocabulary	<i>hill, museum</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 47 Exercise 3, Listen and point ■ Activity Book, page 47 Exercise 2, Read, match and say ■ Cassette, Pupil's Book, Unit 12, Exercise 3 ■ Flashcards: hill, museum ■ Wall chart: In towns and cities

Revision

- Show pupils the wall chart: In towns and cities. Then write on the board *semumu*. Ask the pupils to rearrange the letters to make a word (*museum*) and to point to the correct picture on the wall chart.
- Show pupils the flashcards and ask *What's this?* Ask further questions: *Is there a hill near here? Is there a building on the hill? What is it? Do you like going to museums? What do you like seeing? Do you go to museums with your family? Which museums do you go to?*
- Write out six activities on separate pieces of paper, for example, *writing, drawing, taking a photo, reading, touching, sleeping*. Fold them and put them in a hat or in your hands. Ask different pupils to choose a piece of paper, mime the action and ask *What am I doing?* The other pupils give sentences, for example, *You are drawing*.
- You can then ask further questions, for example, *What is Jaber drawing?* etc.

Pupil's Book, Page 47, Exercise 3

- Say *Open your Pupil's Book at page 47, please.*
- Hold up your book and point to the children. Ask *Are they at school?* (*No, they are at a museum.*)
- Give pupils some information about the pictures: They are all about the Archaeological Museum in Amman. Pictures a and c are exhibits from the museum, picture c is a collection of old Jordanian coins and picture d is a sample of an old scroll with a feather.
- Say *Listen. Which picture?* Play the first dialogue of the recording and pause it. Ask pupils which picture it is about (c).

- Play the rest of the recording. Pupils silently match the dialogues and the pictures.
- Play the recording again, pausing after each dialogue and eliciting the answers.

Tapescript

- 1
Girl 1: These are photos of our school trip to the museum. The museum is on the hill in Amman.
Girl 2: What's Laila doing? Is she drawing?
Girl 1: Yes, she is. She likes drawing very much.
- 2
Girl 2: What's Aishah reading? Is she reading her schoolbook?
Girl 1: No, she isn't. She's reading about the museum.
- 3
Boy 1: What's Ibrahim doing? What is he looking at?
Boy 2: He's looking at a page of old writing. But he mustn't touch it. It's very old.
- 4
Boy 1: What's Jaber doing? Is he taking a photo?
Boy 2: Yes, he is. He's taking a photo of the museum.

Answers

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

Unit 12

3

Listen and point

a


b


c


d


4

Look and say

1


2




In 1, there is an eagle. It is flying.

Further practice

- Ask pupils a question about the pictures, for example, *Is Laila taking a photo?* (*No, she isn't. She's drawing a picture.*)
- Pupils work in pairs to ask and answer similar questions. Monitor as they are speaking, helping where necessary.
- Choose some pupils to ask and answer their questions in front of the class.

Activity Book, Page 47, Exercise 2

- Say *Open your Activity Book at page 47. Look at Exercise 2.*
- Ask pupils to tell you what is happening in each picture, for example, *In picture a, there is an owl. It is sitting in a tree.* Encourage pupils to give as many sentences as they can about each picture.
- Choose a pupil to read the first sentence (1). Hold your book up and point to the line. Say *picture b (You musn't touch).*
- Pupils complete the rest of the exercise in the same way. They can check their answers in pairs before you check the answers as a class. Choose pupils to read the sentence and give the picture letter.

Answers

2. d 3. a 4. c

End the lesson

- Begin sentences for the class to finish, for example, *I am drawing ...* Pupils can say *a picture*. Ask the pupil to say the whole sentence. Other sentences could be *I am talking, I am reading ..., I am touching ..., I am writing ..., etc.*

Lesson 4

Outcomes	To use prior knowledge to participate in short, simple guided exchanges To follow short, simple oral instructions related to work in class To orally describe pictures, places and people in short, simple sentences
Structures	The present continuous: <i>It is flying.</i> The present simple with <i>to be</i> : <i>There is/are:</i> <i>There is an eagle.</i>
Functions	Asking and answering questions Identifying animals Talking about a nature reserve Appreciating nature Describing actions Identifying the differences between pictures
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 47 Exercise 4, Look and say ■ Wall chart: Animals

Revision

- Show pupils the wall chart: Animals. Point to an animal, for example, *cat* and say *Spell 'cat'*. Ask different pupils to say each letter. Write it on the board as they say it.
- Ask pupils to choose an animal. They say what it is and think of an activity, but don't say what it is. The rest of the class try to guess what the animal is doing, for example, *Is the frog jumping?* The pupil replies, *No, it isn't./Yes, it is.*
- Pupils can practise in pairs.

Pupil's Book, Page 47, Exercise 4

- Say *Open your Pupil's Book. Turn to page 47.*
- Choose a pupil to read the example sentences. Ask another pupil to give you a sentence about picture 2, for example *In 2, there is a cat. It is jumping.*
- Pupils work in pairs talk about each picture. Monitor as they are working and take a note of any mistakes.
- Ask pupils to give the class sentences. The class say which picture they are describing.

Further practice

- Ask the class to name the different animals they know. Write them on the board.
- Choose pupils to say the alphabet.
- Explain in Arabic that in a dictionary the words are in the same order as the alphabet. Show them one if possible.
- Ask them to put the first three words in alphabetical order, for example, *cat, eagle, goat*. Help them. Ask them to continue in pairs or small groups.
- Go over the list as a class.

End the lesson

- Say *In Wadi Mujib, I can see ...* Ask a pupil to complete the sentence. Ask another pupil to repeat the sentence and add another animal. Continue until pupils can no longer repeat the sentence correctly. Then begin again with another set of pupils. See who can make the longest sentence.

LESSON 5

Outcomes	<p>To recognise familiar short, simple words and phrases</p> <p>To use reading strategies to identify meaning in short, simple reading texts</p> <p>To use knowledge of punctuation to identify the meaning of what is being read</p> <p>To orally describe pictures and places</p> <p>To ask for help</p> <p>To develop strategies to identify simple spoken words and short sentences and their meaning</p>
Structures	<p>The modal verb <i>must</i> for obligation: <i>You mustn't climb them.</i></p> <p>The present simple with <i>to be</i>: <i>There is/are:</i> <i>In my city, there is a museum.</i> <i>There are lots of trees.</i></p> <p>Prepositions of place: <i>It's on a hill, near my house.</i></p>
Functions	<p>Asking and answering questions</p> <p>Expressing obligation</p> <p>Talking about towns and cities</p> <p>Expressing location</p> <p>Talking about history</p> <p>Matching descriptions with pictures</p>
Vocabulary	<i>building, city, eat, guide (n), hotel, market, near, Roman, theatre, shout (v), train station</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 48 ■ Exercise 5, Read and match ■ Activity Book, page 47 ■ Exercise 3, Listen and say yes or no ■ Cassette, Activity Book, Unit 12, Exercise 3 ■ Flashcards: hill, hotel, market, museum, Roman Theatre, train station

Revision

- Show the pupils the flashcards. Pupils tell you what each one is.
- Ask about the pupils' town, for example, *Is there a museum in our town? Is it near our school? Are the buildings in our town old or new? Which is your favourite building?*
- Ask *What buildings are near here?* Pupils reply, for example, *There is a hotel near here.*
- Say *You are in the museum. What are the rules?* Pupils tell you the rules with *must* and *mustn't*, for example, *You mustn't run. You mustn't shout. You mustn't touch things. You mustn't eat. You mustn't drink. You must listen to the guide.*

Pupil's Book, Page 48, Exercise 5

- Say *Open your Pupil's Book at page 48. Look at Exercise 5.*
- Ask pupils what they can see in the pictures.
- Pupils read the paragraphs silently and try to match them with the pictures.
- Ask them to check their answers in pairs and to read the paragraphs aloud. They should ask for help if they have difficulty with any pronunciation.
- Choose pupils to read the paragraphs. Check the answers.

Answers

1. b 2. a 3. c




Unit 12

5 Read and match

1 In my city, there is a museum. It's on a hill, near my house.

2 My favourite place is the old Roman Theatre. It's in the old city.

3 There is a park in my city. There are lots of trees. You mustn't climb them.


6 Sing

Are there any markets near your school?
Yes, there are! There are clothes and sweets and food.

Are there any big shops near your house?
No, there aren't! There's a big shop near the park.

Is there a restaurant in your street?
Yes, there is! There are lots of things to eat.

Is there a building on the hill?
Yes, there is! It's Roman and very old.



Further practice

- Ask a question about the paragraphs, for example, *Is there a theatre in the city?*
- Ask pupils to work in pairs and think about three more questions. Monitor as they are working, checking that the questions are accurate.
- Each pair sits with another pair and asks and answers the questions.
- Choose some pupils to ask and answer their questions in front of the class.

Activity Book, Page 47, Exercise 3

- Say *Open your Activity Book at page 47. Look at Exercise 3.*
- Ask pupils to describe each picture in as much detail as possible.
- Play the first sentence. Pause the recording. Pupils say *Yes*.
- Play the rest of the recording all the way through. Pupils listen and decide if the answer is *Yes* or *No*.
- Play the recording again, pausing after each sentence and checking the answer.
- Ask pupils to say each sentence.

Tapescript

- 1 You mustn't shout.
- 2 There are a lot of trees in the park.
- 3 There's a school near the museum.
- 4 The buildings are very old.

Answers

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

End the lesson

- Ask *Do you like looking at old buildings? Do you want to go to the Roman theatre? Why do we put things in museums?* Pupils can reply *They are safe in a museum.*
- Encourage pupils to talk about why history is important.

Lesson 6

Outcomes	To follow short, simple oral instructions related to work in class To show enjoyment to simple rhymes and songs in English To orally describe pictures and places To pronounce short, simple statements with correct intonation patterns To alphabetise a simple list
Structures	The present simple with <i>to be</i> : <i>There is/are:</i> <i>Is there a restaurant in your street?</i> <i>There are clothes and sweets and food.</i>
Functions	Asking and answering questions Talking about towns and cities Expressing location Singing a song
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 48 Exercise 6, Sing ■ Cassette, Unit 12, Exercise 6, Sing ■ Flashcards: hotel, market, museum, Roman Theatre, train station ■ Wall chart: In towns and cities

Revision

- Show the pupils the wall chart: In towns and cities. Ask them to name the places as you point to their pictures *hill, hotel, market, museum, train station*.
- Ask five pupils to come to the front. Give each pupil a flashcard. Ask them to show the class and give a sentence, for example, *There is a hotel in our town*.
- Ask pupils to stand in a row as they do this. Then ask them to change places and turn around.
- Pupils make sentences, for example, *The theatre is next to the market*. If the pupil with the *theatre* flashcard is standing next to the pupil with the *market* flashcard, they turn around. If not, they stay with their backs facing the class.
- Continue until the pupils have found the correct order. You can play again with other pupils if you wish.

Pupil's Book, Page 48, Exercise 6

- Say *Open your Pupil's Book at page 48. Look at Exercise 6. Look at the picture. What can you see?* Pupils give as many sentences as possible about the pictures.
- Ask the pupils to describe what is happening in each scene. For example, suggest they give the people in the market scene names and perhaps describe what each person is doing there, for example, *selling fruit, buying bananas*, etc. or they describe who is eating in the restaurant and what each person has ordered.
- Say *Listen. Follow the words*. Play the song all the way through to the pupils.
- Play the first verse again, and ask pupils to join in. Repeat with the other verses.
- Divide the class into two groups. Give each group either verse 1 and 3 or 2 and 4 to read through and practise singing. Play the recording again and ask each group to sing their verses.

- Ask the pupils if they can identify the two lines that end with words that rhyme (*street, eat*). Ask them if they know any other words that have the same rhyming pattern, for example, *meat, sweet*. Ask if they know any words that rhyme with the final word in the other lines, for example, *old, cold; hill, will*.

Tapescript

Are there any markets near your school?
Yes, there are! There are clothes and sweets and food.
Are there any big shops near your house?
No, there aren't! There's a big shop near the park.
Is there a restaurant in your street?
Yes, there is! There are lots of things to eat.
Is there a building on the hill?
Yes, there is! It's Roman and very old.

Further practice

- Pupils ask and answer the questions of the song in pairs. Monitor as they are working. Ask some pupils to tell you about their partner's answers.
- Ask *What can you buy in a market?* Pupils give you a list. Write it on the board. Ask the pupils to write the words in alphabetical order, for example, *aubergine, lamb, lentils, rice*. Check by asking different pupils to read each word aloud.

End the lesson

- Ask *What do you like to eat and drink in a restaurant?* Elicit as many different foods as possible.

Lesson 7

Outcomes	To show enjoyment of simple rhymes and songs in English To pronounce diphthongs, words and sentences correctly To use simple words in short sentences To take part in short, guided exchanges To use reading strategies to identify meaning in short, simple reading texts To recognise short, simple familiar words and phrases To write simple words and short, simple sentences on familiar topics for specific purposes
Structures	The present continuous: <i>She's reading about the museum.</i> The modal verb <i>must</i> for obligation: <i>You mustn't climb them.</i> The present simple with <i>to be</i> : <i>There is/are:</i> <i>Is there a restaurant in your street?</i> <i>Are there any big shops near your house?</i>
Functions	Asking and answering questions Identifying animals Describing actions Matching descriptions with pictures Singing a song
Topic	Revision
Resources	<ul style="list-style-type: none"> Pupil's Book, page 48 Exercise 6, Sing Activity Book, page 48 Exercise 4, Listen and tick Activity Book, page 48 Exercise 5, Read, complete and say Cassette, Pupil's Book, Unit 12, Exercise 6 Cassette, Activity Book, Unit 12, Exercise 4

Revision

- Play the recording of the song in the Pupil's Book to the class again. Pupils sing along. Groups then sing their verses.
- Revise the sounds practised in Units 9–11. Write the following words on the board in any order: *train station, plane, shout, mountain, hear, ear*.
- Point to the words and ask the class to say them. Practise the sound if they need further help.
- Choose pupils to come to the board and draw lines joining the same sounds. The rest of the class say if they are correct. The pupil then says the two words.
- Say the sounds, for example, /ɪə/ and ask pupils to say the words.

Activity Book, Page 48, Exercise 4

- Say *Open your Activity Book at Page 48. Look at Exercise 4.*
- Ask pupils to describe each picture. Ask them questions to help them if necessary.
- Play the first dialogue and pause the recording. Pupils give you the correct answer (*b*).
- Play the recording all the way through. Pupils decide on their answers. They compare with a partner.
- Play the recording again, pausing after each dialogue. Check the answers with the class.

Tapescript

Boy 1: Look at my photos of animals and birds.

1

Boy 2: Are there any leopards?

Boy 1: Yes, look. There are leopards in this photo. And there's an eagle. Look, it's flying!

2

Boy 2: Is the owl eating?

Boy 1: No, it isn't. It's looking for food.

3

Boy 2: What are the frogs doing? Are they jumping?

Boy 1: No, they aren't. They're swimming.

4

Boy 2: Oh, look at the cats!

Boy 1: Yes, two cats are playing, and one cat is sleeping.

Answers

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

Further practice

- Play the recording again, choosing pupils to repeat the dialogues after the recording. Check their pronunciation and intonation.

Activity Book, Page 48, Exercise 5

- Say *Now look at Exercise 5.*
- Read the first question to the class. Point to the words in the box and choose a pupil to read the answer.
- Go through the exercise orally.
- Pupils write their answers individually and then compare with a partner.
- Check answers as a class.

Answers

1. mustn't climb
2. Is there a; there is
3. Are you having; I'm not
4. What's; She's writing

Classroom Assessment

In reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
describe actions using <i>is drinking / are having</i>			
express obligation using <i>must/mustn't</i>			
identify animals			
describe actions			

End the lesson

- Ask pupils *Which is your favourite unit – 9, 10 or 11? Which is your favourite story?* Ask pupils to say what happened in their favourite story.
- Congratulate pupils on all their hard work in Units 9–12.

Lesson 1

Outcomes

To acquire new words through direct instruction and assigned independent language exercises
 To use picture clues to make predictions about the content of reading material
 To demonstrate recognition of short, simple words
 To infer the meaning of new words through familiar contexts
 To respond to simple questions before and after listening

Structures

The verb *want* plus infinitive:
We want to buy a present for Mum.
What do you want to buy?
I want to buy some flowers.
Do you want to buy some cakes for Mum?
Yes, I do/No, I don't.

Functions

Talking about special days
 Expressing wishes
 Asking and answering questions
 Expressing thanks

Vocabulary

buy (v), card, flower (n), scarf

Topic

Celebrations

Resources

- Pupil's Book, page 49
Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 13, Exercise 1
- Flashcards: card, flower, scarf

- Write the new words on the board. Read them with the pupils. Point to each word and ask different pupils to read them.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
form sentences with <i>What do you want to buy ...?</i>			
reply to questions by forming sentences with <i>want to do</i>			

Pupil's Book, Page 49, Exercise 1

- Say *Open your Pupil's Book at page 49.*
- Ask pupils to look at the pictures and ask questions, for example, *Who can you see in the pictures?* (*Dad, Asma, Mazen and Mum*)
- Ask pupils to listen to the recording and point to the words as they listen.
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class.
- Ask pupils some questions: *What is on the 21st of March?* (*It's Mother's Day.*); *Do they want to buy a scarf?* (*No, they don't.*); *Do they want to buy some cakes?* (*Yes, they do.*); *What do they want to make?* (*They want to make a card.*)

Revision

- Say *Tell me four animals that live in Wadi Mujib. Name four buildings in our town.*
- Then ask quick questions, for example, *Is there a museum in our town? Is there a train station in our town? Is it near our school?* etc.
- Finally ask, *What must you do in our English lessons?* Elicit sentences such as *We must talk English. We mustn't shout.*

Presentation

- Show the pupils the flashcards: *card, flower, scarf*. Teach the words; pupils repeat after you. Hold up each one and ask *What's this?* Pupils reply *It's a flower.* etc.
- Say *It's Mother's Day soon. What do you want to buy for your mother?* Say *I want to buy my mother a new scarf. Where can I buy a scarf?* (Pupils tell you 'the market' or 'a shop' to show they understand 'buy'.) *What about you?* Pupils give you answers with full sentences. Help them form the sentences.
- Then hold up the flashcards again one by one. Ask *What do you want to buy?* Pupils give you a full sentence with the item on the card.
- Ask pupils *Do you want to buy your mother some flowers?* Pupils reply *Yes, I do./No, I don't.* Ask a few more sentences using the structure and different words they know, for example, *a cake, a computer game, a dress, some fruit, a book, some sunglasses*, etc. Then write the question on the board. Choose pupils to read it.
- In pairs, pupils ask and answer. At the end, say to a pupil *What do you want to buy?* Pupils reply with all the things they said 'yes' to, for example, *I want to buy my mother a scarf, a book and some sunglasses.*

Unit 13 Happy Mother's Day

1 Listen and read

1 Don't forget! Next Wednesday is the 21st of March. It's Mother's Day!

2 What do you want to buy? Do you want to buy a scarf?

No, I don't.

We want to buy a present for Mum.

Let's go to the market on Saturday.

3 Oh, look at those delicious cakes!

Do you want to buy some cakes for Mum?

Yes, I do!

And let's make a card.

4 Happy Mother's Day, Mum!

Thank you!

49

Tapescript

Dad: Don't forget! Next Wednesday is the 21st of March. It's Mother's Day!

Mazen: We want to buy a present for Mum.

Dad: Let's go to the market on Saturday.

Dad: What do you want to buy? Do you want to buy a scarf?

Mazen: No, I don't.

Asma: I want to buy some flowers.

Asma: Oh, look at those delicious cakes!

Dad: Do you want to buy some cakes for Mum?

Asma: Yes, I do!

Mazen: And let's make a card.

Asma and Mazen: Happy Mother's Day, Mum!

Mum: Thank you!

Further practice

- Ask pupils *Where do you want to go on Saturday?* Pupils can ask and answer in pairs.

End the lesson

- Say *It's Mother's Day. What do you want to do – buy a card or make a card?* Pupils give their thoughts saying, for example, *I want to buy a card.*

Lesson 2

Outcomes

To develop strategies to identify simple spoken words and short sentences and their meaning

To recognise short, simple familiar words and phrases

To use reading strategies to identify the meaning in short, simple texts

To use short sentences to participate in simple exchanges based on learned models

To use knowledge of punctuation to identify the meaning of what is being read

Structures

The verb *want* plus infinitive:
We want to buy a present for Mum.
What do you want to buy?
I want to buy some flowers.
Do you want to buy some cakes for Mum?
Yes, I do./No, I don't.

Functions

Talking about special days

Expressing wishes

Asking and answering questions

Expressing thanks

Matching information

Topic

Celebrations

Resources

- Pupil's Book, page 49 Exercise 1, Listen and read
- Activity Book, page 49 Exercise 1, Listen and tick ✓ or cross ✗
- Activity Book, page 49 Exercise 2, Read, match and say
- Cassette, Pupil's Book, Unit 13, Exercise 1
- Cassette, Activity Book, Unit 13, Exercise 1
- Flashcards: card, flower, scarf

Revision

- Ask various questions with *What do you want to ...?* For example, *What do you want to eat for lunch today? What do you want to do after school? What do you want to watch on TV today?*

Pupil's Book, Page 49, Exercise 1

- Say *Open your Pupil's Book at page 49.* Play the recording again, stopping every now and then for pupils to finish the sentence.
- Choose groups of pupils to act out the scene.
- Give pupils wrong sentences for them to correct, for example, *Tuesday 20th March is Mother's Day.* (No, *Wednesday the 21st of March is Mother's Day.*); *They want to go to the museum on Saturday.* (No, *they want to go to the market.*); *They want to buy a present for Dad.* (No, *they want to buy a present for Mum.*) etc.

Activity Book, Page 49, Exercise 1

- Say *Open your Activity Book at page 49. Look at Exercise 1.*
- Ask pupils to look at the pictures and say what they are.
- Play the first dialogue on the recording. Pupils point to the correct picture. You say *Tick or cross?* Pupils reply and put a cross in the small box.
- Play the rest of the recording all the way through. Pupils answer. They check their answers with a partner.
- Play the recording again, pausing after each dialogue. Pupils tell you the answers.

Tapescript

Girl: Do you want to buy some vegetables?

Mum: No, I don't.

Girl: Do you want to buy some bread?

Mum: No, I don't.

Girl: What do you want to buy?

Mum: I want to buy some apples.

Boy: I want to buy a present for Mum.

Dad: Do you want to buy a scarf?

Boy: No, I don't. I want to buy some flowers.

Dad: OK. Do you want to buy a book?

Boy: Yes, I do.

Answers

a. ✗ b. ✗ c. ✓ d. ✗ e. ✓ f. ✓

Further practice

- Pupils ask and answer questions using the pictures in the exercise, for example, *Do you want to buy some vegetables?*

Activity Book, Page 49, Exercise 2

- Choose two pupils to read the first question and answer.
- Pupils work in pairs to complete the exercise.
- Check the answers by asking different pupils to read the questions and answers aloud.

Answers

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

End the lesson

- Put the flashcards on the board. Write the words in a different order. Ask pupils to come to the board and draw a line from the word to the flashcard. Ask others to read the words.

Lesson 3

Outcomes	To use simple patterns to organise information To sequence a simple series of actions To respond to simple questions before and after listening To participate in short, simple guided exchanges To demonstrate recognition of basic English sounds and their combination in simple words and phrases To pronounce words and sentences correctly
Structures	The verb <i>do</i> plus infinitive to ask questions: <i>When do we plant lots of trees?</i> <i>When do the summer holidays start?</i>
Functions	Talking about special days Asking and answering questions Ordering events
Vocabulary	<i>flag, important, months of the year, plant (v)</i>
Topic	Celebrations
Resources	<ul style="list-style-type: none"> Pupil's Book, page 50 Exercise 2, Listen and order Pupil's Book, page 50 Exercise 3, Ask and answer Activity Book, page 50 Exercise 3, Listen, number and say Cassette, Pupil's Book, Unit 13, Exercise 2 Cassette, Activity Book, Unit 13, Exercise 3 Flashcard: flag Twelve pieces of paper with the months of the year written on them

Revision

- Give different pupils things saying *Here you are*. Pupils should say *Thank you*. Then go round the class asking for the things back. They say *Here you are*. You say *Thank you*.

Presentation

- Show pupils the flashcard *flag*. Teach the new word. Ask *Can you see a flag at our school? Where can you see a flag? What colour is our flag?*
- Teach the pupils the months of the year. Say them all, then say them one by one. Pupils repeat after you.
- Show the pieces of paper with the months of the year. Hold them up and ask pupils to read them. Ask twelve pupils to come to the front. Give them each a month. Put the pupil with January at the left-hand side of the row of pupils. Ask the class to put the months in the correct order. Pupils read the months aloud in the correct order.
- Ask the pupil with January to hold his/her piece of paper up. Ask *What month is it? What do we do in January? We plant trees*. Pupils repeat after you. Ask *Do you plant a tree in January?* Pupils reply.

- Ask the pupil with *May* to hold his/her piece of paper up. Ask *What month is it? Ask What do we do in May?* Hold up the flashcard of the *flag*. Help pupils to say *We fly flags*. Say *Yes, on the 25th of May, we fly flags. It is a very important day*. Pupils repeat *The 25th of May is a very important day*.
- Write the new words on the board for pupils to practise reading.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
say the months of the year			

Pupil's Book, Page 50, Exercise 2

- Say *Open your Pupil's Book at page 50, please*.
- Point to the pictures and ask them to read the months. They don't need to read the full date.
- Ask pupils to listen to the first dialogue. Tell them to point to the correct picture. Say *1*. Pupils write *1* next to the March picture.
- Play the rest of the recording all the way through. Pupils try to write the correct number.
- Play the recording again. Let pupils write the number or check their work. Check the answers as a class.

Unit 13

2 Listen and order

a 1st January

b 21st March

c 25th May

d 5th June

e 21st June

f 5th October

3 Ask and answer

When do we plant trees?

We plant trees in January.

Tapescript

- 1
Girl 1: When is Mother's Day?
Girl 2: It's in March. We give presents and cards to our mothers.
- 2
Boy 1: When is Father's Day?
Boy 2: Father's Day is in June. We give cards to our fathers.
- 3
Girl 3: Is there an important day in May?
Girl 4: Yes, there is. We fly flags on that day.
- 4
Boy 3: When is Teacher's day?
Boy 4: It's in October. We fly balloons for our teachers.
- 5
Girl 5: When do we plant lots of trees?
Girl 6: We plant lots of trees in January.
- 6
Boy 5: When do the summer holidays start?
Boy 6: They start in June. It's my favourite month!

Answers

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

Further practice

- Say the numbers one to twelve in random order. Each time you say a number, for example, *five*, the pupils say the corresponding month (*May*).
- Ask the pupils to put the key events shown on page 50 of the Pupil's Book in date order as you write them on the board out of sequence, for example, *Father's Day, Mother's Day, Teacher's Day, Start of the summer holidays, Independence Day, Time to plant trees*.

End the lesson

- Say *January* and point to a pupil to say *February*. Then point to another for the next month and so on. Practise so that all the pupils have said at least one month.

Pupil's Book, Page 50, Exercise 3

- Say *Now look at Exercise 3*.
- Choose two pupils to read the question and answer.
- Go through the rest of the exercise orally, using the pictures in Exercise 2. They will have to think carefully to make the questions. Ask two or three pupils to repeat the questions.
- Then pupils ask and answer in pairs. Monitor as they are working, helping where necessary.
- Ask pairs to ask and answer the questions in front of the class.

Activity Book, Page 50, Exercise 3

- Say *Open your Activity Book. Turn to page 50. Look at Exercise 3*.
- Ask pupils to read the months in the exercise. Hold up your book and point to January. Say *1, January*. Point to number 1.
- Play the recording and pause after February. Pupils write 2 next to February. Check they have all done it.
- Play the recording all the way through twice.
- Check answers as a class, choosing pupils to read the number and months aloud in the correct order.

Tapescript and answers

- 1 January
2 February
3 March
4 April
5 May
6 June
7 July
8 August
9 September
10 October
11 November
12 December

Lesson 4

Unit 13

Outcomes

To take part in short, simple, guided and familiar exchanges
To use reading strategies to identify the meaning of short, simple texts
To identify the meaning of short, simple reading materials
To write simple words and short, simple sentences on familiar topics for specific purposes
To revise written work with the assistance of peers
To ask for help
To use knowledge of punctuation to identify the meaning of what is being read

Structures

The verb *want* plus infinitive:
I want to make presents for my family.
I want to draw some flowers on her card.
I want to make a notebook.

Functions

Talking about special days
Expressing wishes
Asking and answering questions
Matching information

Topic

Celebrations

Resources

- Pupil's Book, page 51
Exercise 4, Read, point and match
- Activity Book, page 50
Exercise 4, Complete and say

Revision

- Say the months of the year with the class.
- Point to individuals to give you one month, starting with January.
- Choose pupils to say the twelve months in sequence. Encourage others to help if necessary.

Pupil's Book, Page 51, Exercise 4

- Say *Open your Pupil's Book. Turn to page 51. Look at Exercise 4. What can you see?* Pupils describe the pictures.
- Ask pupils to read the paragraph silently. They should ask you if they are not sure of any words (*What does this word mean? How can I say this word?*) Give pupils time to read it through.
- Choose pupils to read the paragraph aloud. Help with pronunciation and intonation. Do not give direct instruction.
- Pupils work in pairs to match the words and pictures.
- Combine pairs to make groups and ask them to say what they want to make/draw for the other members of their group.
- Choose some groups to give sentences, for example, *Taleb wants a ball.*

4 Read, point and match

Grandma and Grandpa

I want to make presents for my family! For my mum, I want to make a card. She likes flowers. I want to draw some flowers on her card. For my dad, I want to make a notebook. He likes writing in a notebook. For my brother, I want to make a ball. It's a balloon, with sand in it! And for my grandma and grandpa, I want to draw a picture of our family.

My brother

Mum

Dad



5 Ask and answer

It's Mother's Day. Do you want to buy some perfume for your mother?

No, I don't. She doesn't want perfume.

Do you want to buy a cake?

Yes, I do. She likes cakes!

Answers

- a. Mum b. Dad c. My brother
d. Grandma and Grandpa

Further practice

- Ask *What do you want to make for your brother?* Pupils reply, for example, *I want to make a ball.* Ask *Why?* (*He likes playing football.*)
- Pupils ask and answer in pairs. Monitor and help while they are working.

Activity Book, Page 50, Exercise 4

- Say *Open your Activity Book at page 50. Look at Exercise 4.*
- Ask pupils to say what the three pictures are.
- Choose a pupil to read the example question. Choose another to answer it using the words in the box. Go through the rest of the exercise orally.
- Pupils complete the exercise individually. They then work in pairs to revise their work where necessary.
- Check answers as a class, choosing pupils to read the questions and answers aloud.

Answers

1. No, I don't. I want to buy some flowers.
2. Do you want to buy a balloon?
Yes, I do. I like balloons.
3. Do you want to buy a present for your brother?
Yes, I do. I want to buy some bananas.
He likes bananas.

Further practice

- Pupils ask and answer the questions. They can give different answers to the ones in the book.

End the lesson

- Ask *When do you give your family presents?* As homework, ask them to think of presents they can make for their family. Tell them you will ask them for their ideas in the next lesson.

Lesson 5

Outcomes	To participate in short, simple guided exchanges To pronounce short, simple questions and statements with correct intonation patterns To demonstrate recognition of basic English sounds and their combinations in simple words and phrases To say two-syllable words with correct stress
Structures	The verb <i>want</i> plus infinitive: <i>Do you want to buy some perfume for your mother?</i> <i>No, I don't. She doesn't want perfume.</i> <i>Do you want to buy a cake? Yes, I do.</i>
Functions	Talking about special days Expressing wishes Asking and answering questions Matching information
Vocabulary	<i>perfume</i> (n)
Topic	Celebrations
Resources	<ul style="list-style-type: none"> Pupil's Book, page 51 Exercise 5, Ask and answer Activity Book, page 51 Exercise 5, Read and match Flashcard: perfume

Revision

- Ask a few pupils to give their ideas of presents to make for their families. Encourage them to give a reason as well.
- Pupils work in pairs and tell their partner about the present they want to make. Monitor as they are working, helping where necessary.

Presentation

- Show pupils the flashcard of *perfume*. Teach the word. Pretend to smell the perfume and say *Mmm, lovely*. Ask *Do you like perfume? Does your mother like perfume?*
- Write the word on the board and practise reading it with the class. The stress is on the first syllable. Do not give direct instruction.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
identify the meaning of the new word			
pronounce the new word correctly			

Pupil's Book, Page 51, Exercise 5

- Say *Open your Pupil's Book at page 51. Look at Exercise 5.*
- Choose two pupils to read the dialogue.
- Ask another pair to read the dialogue, changing the items they want to buy.
- Pupils work in pairs and practise the dialogue. Monitor as they are working, taking notes of any problems. Go over these with the whole class.
- Choose some more pupils to act out their dialogues in front of the class.

Activity Book, Page 51, Exercise 5

- Say *Turn to page 51 in your Activity Book. Look at Exercise 5.*
- Ask pupils to describe what is in the pictures.
- Choose a pupil to read the first sentence. Pupils point to picture c.
- Choose a pupil to read the next sentence. Check which picture the pupils are pointing to.
- Pupils work in pairs, reading the rest of the sentences to each other and choosing the correct pictures.
- Check answers as a class. Choose pupils to read a sentence each.

Answers

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

Further practice

- Pupils ask each other three questions about different members of their family, for example, *What do you want to make for your brother? What do you want to give your father?* etc.
- Pupils report back on what their partners say, for example, *Huda wants to make a ball for her brother.*

End the lesson

- Ask *What do you want for a present?*

Lesson 6

Outcomes

To pronounce a combination of sounds correctly
To write simple words and short, simple sentences on familiar topics for specific purposes
To give short, simple presentation to the class on a familiar topic
To learn a new sound
To print short, simple sentences correctly, legibly and neatly

Structures

Present simple for regular events:
In July, I go on holiday with my family.
We plant trees in January.

Functions

Talking about special days
Asking and answering questions
Completing a project

Topic

Celebrations

Resources

- Pupil's Book, page 52
Exercise 6, Listen and say
- Pupil's Book, page 52
Exercise 7, Look and say
- Pupil's Book, page 52
Exercise 8, Project. Make a Mother's Day card
- Activity Book, page 51
Exercise 6, Listen, say and write
- Cassette, Pupil's Book, Unit 13, Exercise 6
- Cassette, Activity Book, Unit 13, Exercise 6
- Extra material for the project: thin card, crayons, glitter, glue, scissors, coloured paper
- Extra practice worksheet 6: An activity calendar

Revision

- Ask pupils questions about their families, for example, *Does your mother like perfume? Does your grandfather like cakes?* etc.

Pupil's Book, Page 52, Exercise 6

- Say *Open your Pupil's Book at page 52. Look at Exercise 6. Point to the first picture. Listen.* Play the recording. Pupils repeat the words as a class. Invite individuals to say the word. Repeat with the second picture.
- Say *Spell 'March'.* Pupils spell it by reading the letters in their books and you write it on the board. Repeat with *card*. Underline the letters for the /ɑ:/ sound. Say the sound and read the words again.
- Point to each word and ask pupils to read them.

Tapescript

/ɑ:/ March, March
/ɑ:/ card, card

Unit 13

6 **Listen and say**



March **card**

7 **Look and say**



In July, I go on holiday with my family.

8 **Project. Make a Mother's Day card**



Pupil's Book, Page 52, Exercise 7

- Make a copy of Extra practice worksheet 6: An activity calendar for each pupil.
- Hand out a worksheet to each pupil. They write the months in the appropriate places.
- Ask a pupil to read the example in the Pupil's Book. Make sure they pay attention to the comma after *July*.
- Pupils write sentences on their calendar, using the correct punctuation.
- In pairs, they tell each other about their year.
- Choose some pupils to tell the class something about their partner, for example, *Ali plants a tree in January.*

Pupil's Book, Page 52, Exercise 8

- Refer to the Introduction on page 8 of the Teacher's Book, and read the instructions under Project.
- Explain to the pupils that they are going to create a card for Mother's Day. Ask them to look at the picture on page 52 and give suggestions of what they can draw.
- Pupils sit in small groups. Give each group crayons, sheets of card, scissors, coloured paper and glitter, if available.
- Pupils plan their greeting cards, deciding what to draw and where to put the writing.
- Monitor as they are working, helping or advising where necessary. Pupils display their cards in their groups when they have finished. The rest of the class look at them.

Activity Book, Page 51, Exercise 6

- Say *Open your Activity Book at page 51. Look at Exercise 6.*
- Play the recording to the pupils. They follow in their books. Pupils repeat after the recording as a class. Choose pupils to read the sentence aloud.
- Pupils write the sentence. Check as they are writing for accuracy and neatness.

Tapescript

We give cards to our mothers in March.

End the lesson

- Ask pupils, for example, *What do you do in July?* etc.

Lesson 7

Outcomes

To use reading strategies to identify meaning in short simple texts
To write simple words and short, simple sentences on familiar topics for specific purposes
To write a list of actions
To use and spell correctly-learned short, simple vocabulary

Structures

Present simple for regular events:
We give cards to our fathers in June.
We fly balloons for our teachers in October.

Functions

Talking about special days
Asking and answering questions

Topic

Celebrations

Resources

- Activity Book, page 52
Exercise 7, Read and write in order
- Activity Book, page 52
Exercise 8, Read and circle
- Activity Book, page 52
Exercise 9, Look and write
- Flashcards: card, flower, scarf, flag, perfume

Revision

- Ask pupils *What is your favourite month? Why?*

Activity Book, Page 52, Exercise 7

- Say *Open your Activity Book at page 52. Look at Exercise 7.*
- Read out the first two words and ask pupils to say the next two. Ask the pupils to spell *August*. Write it on the board.
- Pupils complete the rest of the activity. They can refer to their calendar if they have a problem with spelling.
- Check answers as a class. Choose pupils to read each set of months out loud. Choose other pupils to spell each month out loud.

Answers

1. August 2. February; April 3. July; September
4. November; December

Activity Book, Page 52, Exercise 8

- Say *Now look at Exercise 8.*
- Ask a pupil to read the first sentence with the correct answer. Ask *Do we fly flags in April?* (*No, we don't.*); *Do we fly flags in May?* (*Yes, we do.*)
- Go over the activity orally. Pupils then read the sentences silently and circle the correct answers.
- Choose pupils to read the correct sentences aloud to check the answers.

Answers

2. March 3. January 4. June 5. October

Further practice

- Ask pupils questions, for example, *Do the summer holidays start in July?* (*No, they don't. They start in June.*)

Activity Book, Page 52, Exercise 9

- Say *Now look at Exercise 9.*
- Say *Look at the first picture. What day is it?* (*It's Father's Day.*)
- Choose a pupil to read the example sentence.
- Do the rest of the activity orally, asking a few pupils to repeat the sentences.
- Pupils write the sentences. Monitor as they are writing, checking their accuracy and neatness.
- Choose pupils to read their sentences aloud to check their answers.

Answers

2. We fly balloons for our teachers in October.
3. We plant trees in January.

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
talk about special days			
express wishes with <i>want</i>			
express thanks			
ask and answer questions with <i>Do you want ...?</i> <i>Yes, I do/No, I don't.</i>			

End the lesson

- Remind the pupils of the different things they have learned in this unit. Show them the flashcards and ask *What's this?*
- Say *Tell me the months of the year.* Choose different pupils to say them.
- Congratulate pupils on all their hard work in Unit 13, especially the project.

Lesson 1

Outcomes

To respond to simple questions before and after listening
 To use flashcards to understand new or unfamiliar words when listening
 To give short, simple commands and instructions
 To demonstrate recognition of short, simple words
 To acquire new words through direct instruction
 To recognise the components of compound words to understand their meaning
 To use picture clues to make predictions about the content of reading material

Structures

Adverbs to express order *First/Then/Next*:
First, we want to go to the bookshop.
Then, we want to go to the chemist's.
Next, we want to go to the post office.
 Imperatives for giving directions:
Turn left here.
Go straight on.
 Asking for direction:
Where's the butcher's?
 Prepositions of place:
It's next to the baker's.
It's opposite the post office.

Functions

Expressing the order of events
 Talking about shops and shopping
 Asking for and giving directions
 Asking and answering questions
 Expressing thanks

Vocabulary

baker's, bookshop, butcher's, chemist's, excuse me, opposite, post office, stamp (n), toy (n), toy shop

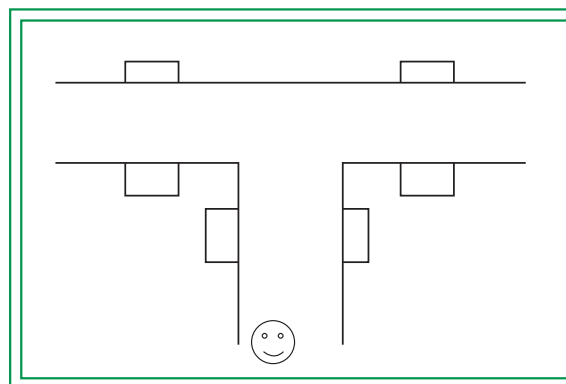
Topic

Shopping and giving directions

Resources

- Pupil's Book, page 53 Exercise 1, Listen and read
- Cassette, Pupil's Book, Unit 14, Exercise 1
- Flashcards: baker's, bookshop, butcher's, chemist's, medicine, post office, stamp, toy, toy shop
- Wall chart: In towns and cities

- Ask the pupils with the flashcards to stand in two rows of three (for example, post office, bookshop, toy shop; butcher's, baker's, chemist's), facing each other. Ask another pupil to come to the front. Say *Excuse me. Where's the post office?* (*It's next to the bookshop.*) Ask another *Excuse me. Where's the toy shop?* Teach *It's opposite the chemist's.*
- Ask some pupils to ask and answer the question as if they were in the town.
- Ask all the pupils to sit down. On the board, draw a small plan, for example:



- Name each rectangle a different shop. Point to the smiley face and say *You are here.* Say *You want to go to the toyshop.* Ask me *Where ...?* Help a pupil to say *Excuse me. Where's the toyshop?* You reply, for example, *Go straight on. Turn left. It's opposite the post office.* Encourage the pupil to reply *Thank you.*
- Repeat the instructions. Pupils repeat after you. Practise with other shops. Remember to practise with *right*, too. Ask pupils the question, and let them practise giving the instructions.
- Point to the plan again and say *Listen. Which shops do I go to?* Say *First, I go to the butcher's. Next, I go to the baker's. Then, I go to the chemist's. Finally, I go to the bookshop.* Pupils answer your question. Ask *Which shops didn't I go to?*
- Then say *Can you remember? First; (you go to the butcher's.); Next (you go to the baker's.) Then; (you go to the chemist's.) Finally; (you go to the bookshop.)*
- If pupils question the apostrophe in *baker's, butcher's*, etc. point out that these apostrophes are also used to denote possession, which they have already learned about, being contractions for *baker's shop, butcher's shop*, etc.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
recognise new words			
form sentences with <i>next to/opposite</i>			
give and respond to directions with imperatives			

Revision

- Ask groups of pupils to say the months of the year together.

Presentation

- Say *I want to buy something. Where do I go? (a shop)* Show the flashcard of a *toy*. Teach the word. Say *I want to buy a toy. Where do I go?* (Hold up the *toy shop* flashcard) *I go to a toyshop. Where do I go?* Pupils say *I go to a toy shop.* Say *I want to buy a book. Where do I go?* Show them the flashcard of the *bookshop*. Pupils copy the idea of toy shop and say *I go to a bookshop*. Congratulate the pupils who get this correct.
- Use the flashcards to teach the other shops (*baker's, butcher's, chemist's, post office*).
- Ask six pupils to come to the front. Give each a flashcard of a shop. Point to each one and ask *What can I buy here?* When you get to *chemist's* and *post office*, teach *medicine* and *stamp*.

Pupil's Book, Page 53, Exercise 1

- Say *Open your Pupil's Book at page 53.*
- Ask pupils to look at the pictures and ask questions, for example, *Who can you see in the story? What are they doing? Where are they going? What shops can you see? Where do they go in the last picture? etc.*
- Ask pupils to listen to the recording, and point to the words as they listen. Ask *How many shops do they go to?* Pupils answer the question after listening (*They go to two shops and to the post office to buy stamps.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.

14 Where is the bookshop?

1 Listen and read

1 First, we want to go to the bookshop. Then, we want to go to the chemist's.

Next, we want to go to the post office. We want to buy some stamps.

3 Is there a toy shop in this street?

Yes, there is. Go straight on. It's opposite the post office.

Thank you.

2 Excuse me. Where's the butcher's?

Turn left here. It's next to the baker's.

Thank you.

4 Do you want to have lunch in this restaurant?

Yes, please!

Tapescript

Asma: First, we want to go to the bookshop. Then, we want to go to the chemist's.

Mazen: Next, we want to go to the post office. We want to buy some stamps.

Woman: Excuse me. Where's the butcher's?

Mum: Turn left here. It's next to the baker's.

Woman: Thank you.

Woman 2: Is there a toy shop in this street?

Mum: Yes, there is. Go straight on. It's opposite the post office.

Woman 2: Thank you.

Dad: Do you want to have lunch in this restaurant?

Asma and Mazen: Yes, please!

Further practice

- Show pupils the wall chart: In towns and cities. Ask them to name the various shops as you point to them on the chart.

End the lesson

- Ask *Which shops do you like going to?*

Lesson 2

Outcomes

To give short, simple commands and instructions
 To demonstrate recognition of simple words
 To participate in short, simple guided exchanges
 To identify meaning in short, simple reading materials
 To use simple patterns to organise information
 To sequence a simple series of actions
 To use reading strategies to understand short, simple reading texts
 To use knowledge of punctuation to identify the meaning of what is being read
 To pronounce short, simple questions and statements with correct intonation patterns

Structures

Adverbs to express order – *First/Next/Then*:
First, we want to go to the bookshop.
Then, we want to go to the chemist's.
Next, we want to go to the post office.
 Imperatives for giving directions:
Turn left here.
Go straight on.
 Asking for direction:
Where's the butcher's?
 Prepositions of place:
It's next to the baker's.
It's opposite the post office.

Functions

Expressing the order of events
 Talking about shops and shopping
 Asking for and giving directions
 Asking and answering questions
 Expressing thanks

Topic

Shopping and giving directions

Resources

- Pupil's Book, page 53
Exercise 1, Listen and read
- Activity Book, page 53
Exercise 1, Look, read and write
- Cassette, Pupil's Book, Unit 14, Exercise 1
- Flashcards: baker's, bookshop, butcher's, chemist's, post office, toy shop
- Wall chart: In towns and cities

Revision

- Ask *Where can I buy a toy/a book/some meat/some bread/a stamp?* Pupils reply, for example, *You can buy bread from a baker's.*
- Show pupils the wall chart: In towns and cities. Ask them to name and to point to the appropriate picture when you say, for example, *Show me a shop where I can buy bread/stamps.* etc.

Pupil's Book, Page 53, Exercise 1

- Say *Open your Pupil's Book at page 53*. Play the recording to the class again while they read silently.
- Put the flashcards of the shops on the board. Ask pupils to order them according to which shops the family went to.
- Play the recording again. Stop it every now and then for pupils to read the next words. Concentrate on the new words.
- Ask pupils some questions: *Where are they going first? (They're going to the bookshop first.); How are they going to town? (They're going by car.); What do they want to buy at the post office? (They want to buy some stamps.); What is the butcher's next to? (It's next to the baker's.); Where is the toy shop? (It's opposite the post office.); Where do they have lunch? (They have lunch in a restaurant.)*
- Divide the class into groups of six (Asma, Mazen, Dad, Mum, woman, woman 2). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class. Check their intonation and practise as a class if necessary.

Activity Book, Page 53, Exercise 1

- Say *Open your Activity Book at page 53. Look at Exercise 1*.
- Ask pupils to look at the pictures and describe them. Help them by asking questions, for example, *In picture a, what does Mum want? (She wants some cakes.); Where can they buy cakes? (They can buy cakes from the baker's.)* etc.
- Choose a pupil to read the first sentences.
- Pupils complete the rest of the exercise. Then they check their answers in pairs. They should check their partner's spelling and accuracy.
- Check answers as a class. Choose pupils to read out the correct sentences.
- Choose pupils to play Mum and Asma and read the complete dialogue.
- Pupils can practise in pairs. Listen as they are reading, checking their pronunciation.

Answers

2. Then, I want to buy a doll.
3. Excuse me. Is there a restaurant in this street?
4. Yes, there is. Go straight on. Then, turn right.

End the lesson

- Ask a pupil at the back of the classroom to stand up. Tell pupils to give him/her instructions to get to the board, for example, *Turn left. Turn right. Go straight on.*

Lesson 3

Outcomes	To orally describe pictures in short, simple sentences To follow short, simple oral instructions related to work in class To respond to short, simple questions before and after listening To demonstrate recognition of short, simple words To pronounce short learned English words and sentences correctly To use reading strategies to identify meaning in short, simple reading texts To recognise the components of compound words to identify their meaning To describe main characters, settings and events
Structures	Imperatives for giving directions: <i>Go straight on, and then turn right.</i> Asking for direction: <i>Where's the toy shop?</i> Prepositions of place: <i>It's next to the bookshop.</i> <i>It's opposite the shoe shop.</i>
Functions	Expressing the order of events Talking about shops and shopping Asking for and giving directions Asking and answering questions Following a map
Vocabulary	<i>shoe shop</i>
Topic	Shopping and giving directions
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 54 Exercise 2, Listen and find ■ Pupil's Book, page 54 Exercise 3, Ask and answer ■ Activity Book, page 54 Exercise 2, Read and match ■ Cassette, Pupil's Book, Unit 14, Exercise 2 ■ Flashcard: shoe shop ■ Wall chart: In towns and cities

Revision

- Ask the pupils *Which shops do Asma and Mazen go to?* Pupils try to list the shops without looking at page 53. Check their pronunciation of the different shops.
- Show pupils the wall chart: In towns and cities, and write anagrams of the shop names they know, for example, *stop coffie, yot posh, shoockbop, schubert, basker, messtich* on the board. Ask them to point to the picture of each shop when they have solved the anagrams (*post office, toy shop, bookshop, butcher's, baker's, chemist's*).

Presentation

- Show the pupils the flashcard of the *shoe shop* and ask *What's this?* Let pupils work out that it is a shoe shop.
- Ask *Is there a shoe shop in our town? What is next to it? What is it near? Is there a bookshop near the shoe shop?* etc.
- Write the word on the board. Pupils practise reading it.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
read the new word			

Pupil's Book, Page 54, Exercise 2

- Say *Open your Pupil's Book at page 54, please.*
- Point to the picture, and ask pupils to tell you which shops they can see.
- Ask the pupils to describe what is happening in the picture in as much detail as possible. Encourage them to provide a narrative for the scene, for example, a name for the person who is walking past each shop and a reason for being there (for example, simply passing or intending to buy something, such as a stamp to post a Mother's Day card), and how they might be feeling (for example, happy to be going to school to learn English, looking forward to a birthday when he/she might get a present from the toy shop).
- Play number 1 of the recording and pause it. Play it again if necessary. Ask *Where are you?* Pupils answer *I'm at the butcher's.*
- Play the rest of the recording all the way through and ask pupils to think about the answers.
- Play the recording again, pausing after each one. Elicit the answers from the pupils.

Unit 14

2 Listen and find

3 Ask and answer

Where's the toy shop?

It's next to the post office.

Tapescript

- You are at the school. Turn right. It's next to the bookshop.
- You are at the school. Go straight on. Turn left. It's opposite the shoe shop.
- You are at the school. Go straight on, and then turn right. It's next to the post office.
- You are at the school. Go straight on. Turn right. It's opposite the baker's.

Answer

- butcher's
- chemist's
- toy shop
- post office

Further practice

- Refer pupils to the picture on page 54, and tell them that you are starting from the school. Say *I want to go to the bookshop, the post office and the toy shop. Where do I want to go first?* Pupils answer. Ask *Where do I want to go next? Where do I want to go finally?*
- Pupils work in pairs. They make their own sentences in the same way and test their partner. Monitor as they are speaking, checking their accuracy.

Pupil's Book, Page 54, Exercise 3

- Say *Now look at Exercise 3.*
- Ask two pupils to read the question and answer.
- Pupils practise in pairs. Monitor as they are speaking.
- Choose pupils to say the question and answer in front of the class.
- Choose pupils to say similar questions and answers with the other shops.

Further practice

- Ask pupils to close their books and ask questions, for example, *Is the post office next to the bookshop? What is next to the toy shop?* etc. If you wish, you can make this into a game and divide the class into two teams.

Activity Book, Page 54, Exercise 2

- Say *Open your Activity Book. Turn to page 54.*
- Ask *What can you see?* Pupils name the shops.
- Choose a pupil to read the directions. The other pupils listen and follow on the map. Pupils answer.
- Pupils work in pairs. They read each direction aloud and choose the answer.
- Check the answers as a class.

Answers

- d
- a
- c

End the lesson

- Say *I want to buy some bread.* Pupils say *Go to the baker's.* Continue practising in the same way.

Lesson 4

Outcomes	To identify the meaning of short, simple reading materials To use knowledge of punctuation to identify the meaning of what is being read To ask for help To alphabetise a list of simple words To demonstrate recognition of short simple words and sentences To write and revise simple words and short simple sentences on familiar topics for specific purposes To sequence a simple series of actions To correctly use and spell short, simple learned vocabulary
Structures	Adverbs to express order <i>First/Next/Then/Finally</i> : <i>First, we go to the baker's.</i> <i>Then, we go to the market.</i> <i>Next, we go to the butcher's.</i> <i>Finally, we go to an ice cream shop.</i>
Functions	Expressing the order of events Talking about shops and shopping Asking and answering questions Reading and ordering events in a text
Vocabulary	<i>fruit</i>
Topic	Shopping and giving directions
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 55 Exercise 4, Read, order and say ■ Activity Book, page 54 Exercise 3, Listen, number and complete ■ Cassette, Activity Book, Unit 14, Exercise 3 ■ Flashcard: fruit ■ Wall chart: In towns and cities ■ Wall chart: Food and restaurants

Revision

- Ask pupils questions to practise *first, then*, etc. For example, *What do you do first in the morning? (I get up.); Then what do you do? (I have breakfast.); What do you do next? (I clean my teeth.); What do you do finally? (I say goodbye to my mother and go to school.)*
- Show pupils the wall chart: In towns and cities. Point to the shops they know and ask them to say their names in alphabetical order (*baker's, bookshop, butcher's, chemist's, market, post office, shoe shop, toy shop*). You could put pupils in groups of eight, with each pupil assigned a shop, for them to sort into the correct order as a group before answering. Alternatively, start with just four shops to arrange, then six and finally, eight.

Presentation

- Show the flashcard to the pupils. Say *What is it? It's fruit*. Pupils repeat. Point to the individual fruit and ask *What's this?* Pupils reply and then point to all the fruit and say *It's fruit*.
- Write the word on the board. Pupils practise reading.
- Ask *Where can I buy fruit?* (*You can buy fruit at the market.*)
- Show pupils the wall chart: Food and restaurants, and ask them to point to the picture of fruit.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
read the new word correctly			

Pupil's Book, Page 55, Exercise 4

- Say *Open your Pupil's Book. Turn to page 55.*
- Point to the picture. Ask *What can you see?* Pupils name the shops.
- Choose a pupil to read the example sentence.
- Ask pupils to read the paragraph silently. They should ask you if they have any problems with any of the words.
- Choose pupils to read the paragraph aloud. Check their pronunciation.
- In pairs, pupils make sentences with the four words. Monitor as they are speaking, noting any problem areas to revise with the class.
- Choose a few pupils to say the sentences. The others should also repeat the sentences.

Answers

First, they go to the baker's (c).
 Then, they go to the market (b).
 Next, they go to the butcher's (a).
 Finally, they go to an ice cream shop (d).

4 Read, order and say

We go shopping on Saturday.
We go by car.
First, we go to the baker's.
We buy bread and cakes.
Then, we go to the market.
Mum buys fruit and vegetables.
Next, we go to the butcher's.
We buy lamb.
Finally, we go to an ice cream shop.
Dad buys ice cream for my brother and me!

First

Then

Next

Finally



First, they go to the baker's.

5 Ask and answer



I want to buy some medicine.

Go to the chemist's.

Further practice

- Write *Fruit* and *Vegetables* on the board. Divide the class into two. Name one group *Fruit* and the other group *Vegetables*. Give each group two or three minutes to think of as many words as they can for their group. If any pupil asks why one group isn't named *Fruits*, point out that *fruit* is also the plural noun.
- Elicit words from the pupils and write them in a list. Give groups a point for each word.
- Ask groups to write the words in alphabetical order. Give each group five extra points if they get it right. Add the points up and congratulate the winners.

Activity Book, Page 54, Exercise 3

- Say *Open your Activity Book at page 54. Look at Exercise 3.*
- Ask pupils to say which places they can see. Choose another to read the words in the box.
- Play the recording and pause after *First, we go to the baker's*. Choose a pupil to read the example sentence.
- Play the rest of the recording. Pupils choose the answers. Give them time to write. Play it again, so they can check their answers.
- Choose pupils to read the sentences aloud.
- Ask them to swap books and check each other's spelling.

Tapescript

I go shopping with my mother on Saturday. First, we go to the baker's. We buy bread. Then, we go to the post office. We buy some stamps. Next, we go to the market. We buy fruit and vegetables. Finally, we go to the restaurant. We have lunch.

Answers

2. post office, b 3. market, a 4. restaurant, c

Further practice

- Ask pupils questions about the listening, for example, *What day do they go shopping?* (*They go shopping on Saturday.*); *Where do they buy bread?* (*They buy bread at the baker's.*); *What do they buy at the post office?* (*They buy stamps at the post office.*); *Do they buy meat at the market?* (*No, they buy fruit and vegetables.*); *Where do they go finally?* (*They go to the restaurant.*)

End the lesson

- Ask *Do you go shopping on Saturdays? Which shops do you go to? What do you buy?*

Lesson 5

Outcomes

To respond to simple instructions, questions and guided exchanges
To pronounce words and short, simple questions and statements with correct intonation patterns
To use simple words in short sentences
To take part in short, simple, guided and familiar exchanges
To give short, simple commands and instructions
To write a list of actions
To print short, simple sentences correctly, legibly and neatly
To use correct spelling and capital and small letters

Structures

Imperatives for giving directions:
Go to the chemist's.

Functions

Talking about shops and shopping
Asking and answering questions

Vocabulary

medicine

Topic

Shopping and giving directions

Resources

- Pupil's Book, page 55
Exercise 5, Ask and answer
- Activity Book, page 55
Exercise 4, Read and write
- Flashcard: medicine
- Wall chart: In towns and cities

Revision

- Tell pupils about your shopping day. Say *First, I want to buy some fruit. I'm going to the ...* Pupils complete the sentence with *market*. Continue in this way, practising the shops they know. (Miss out chemist's for now.)

Presentation

- Show the flashcard to the pupils. Say *medicine*. Pronounce it as two syllables /medsən/, with the stress on the first syllable.
- Ask *Where can I buy some medicine?* (*You can buy medicine at a chemist's.*)
- Write the word on the board. Pupils practise reading.
- Show pupils the wall chart: In towns and cities, and ask them to point to the shop where people can buy medicine.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
read the new word correctly			

Pupil's Book, Page 55, Exercise 5

- Say *Open your Pupil's Book at page 55. Look at Exercise 5.*
- Choose two pupils to read the two sentences.
- Check what the other pictures are (stamps, toy, shoes).
- Pupils work in pairs and do the activity. Monitor as they are speaking, helping where necessary.
- Choose pupils to read the sentences aloud.

Answers

- I want to buy some stamps.
Go to the post office.
- I want to buy a toy car.
Go to the toy shop.
- I want to buy some shoes.
Go to the shoe shop.

Further practice

- Pupils work in pairs, asking and answering questions, for example, *Where can I buy some lamb? Go to the butcher's.*
- Choose some pupils to ask and answer in front of the class.

Activity Book, Page 55, Exercise 4

- Say *Turn to page 55 in your Activity Book. Look at Exercise 4.*
- Pupils complete the sentences in pairs. First, they take turns to say the sentences, and then write the answers. They check each other's work. Monitor as they are writing, checking for accuracy and neatness.
- Choose pupils to read the dialogues aloud.

Answers

2. Go to the post office. 3. Go to the butcher's.
4. Go to the baker's. 5. Go to the chemist's.
6. Go to the market.

Further practice

- Write some shopping items on the board, for example, *vegetables, a book, some cakes, a toy*. Ask the pupils to give instructions for where to go and in what order, for example, *First, go to the market. Then, go to the bookshop. Next, go to the baker's. Finally, go to the toy shop.*
- Repeat with different items, for example, *medicine, shoes, stamps and lunch.*

End the lesson

- Say *I go to the market and I buy some apples*. Ask a pupil to repeat and say another word, for example, *I go to the market and I buy some apples and some grapes*. Ask another to add something else, but they must say the first two things first. For example, *I go to the market and I buy some apples, some grapes and some dates*. See how long they can make the sentence.

Lesson 6

Outcomes

To pronounce diphthongs correctly
To pronounce short, simple statements with correct intonation patterns
To use short sentences to participate in simple exchanges based on learned models
To show enjoyment of simple rhymes and songs in English
To describe scenes related to short simple songs
To learn a new sound
To print short, simple sentences correctly, legibly and neatly
To correctly spell simple vocabulary
To revise written work with the assistance of peers

Structures

Imperatives for giving directions:
Go straight on and then turn right.
Turn left and go straight on
Asking for direction:
Where's the bookshop?
Prepositions of place:
It's next to the shoe shop.
It's behind the toy shop.
It's opposite the park.

Functions

Talking about shops and shopping
Asking for and giving directions
Asking and answering questions
Singing a song

Topic

Shopping and giving directions

Resources

- Pupil's Book, page 56
Exercise 6, Listen and say
- Pupil's Book, page 56
Exercise 7, Ask and answer
- Pupil's Book, page 56
Exercise 8, Sing
- Activity Book, page 55
Exercise 5, Listen, say and copy
- Cassette, Pupil's Book, Unit 14, Exercise 6
- Cassette, Pupil's Book, Unit 14, Exercise 8
- Cassette, Activity Book, Unit 14, Exercise 5
- Wall chart: In towns and cities

Revision

- Show pupils the wall chart: In towns and cities. Ask them to name the places they can see saying, for example, *There is a market in the town.*
- Revise the vocabulary from this unit as well as Unit 9.
- Ask questions about your own town, for example, *Is there a hospital in our town?* Pupils ask and answer the questions across the class.

Pupil's Book, Page 56, Exercise 6

- Say *Open your Pupil's Book at page 56. Look at Exercise 6. Look at the first picture.*
- Play the recording to the class. Pupils repeat. Say *Look at the second picture.* Play the recording. Pupils repeat. Write the words on the board. Underline the same sounds. Say /ɔɪ/. Then say the words for pupils to repeat after you.

Tapescript

/ɔɪ/ boy, boy
/ɔɪ/ toy, toy

Unit 14

6  **Listen and say**



boy



toy

7  **Ask and answer**



Where's the bookshop?



It's next to the toy shop.

8  **Sing**

Excuse me, where's the butcher's?
I want to buy some meat.
Go straight on and then turn left.
It's next to the shoe shop.

Excuse me, where's the bookshop?
I want to buy a book.
Go straight on and then turn right.
It's behind the toy shop.

Excuse me, where's the market?
I want to buy some fruit.
Turn left and go straight on.
It's opposite the park.



56

Pupil's Book, Page 56, Exercise 7

- Say *Look at Exercise 7.*
- Choose two pupils to read the question and answer.
- Pupils can refer to the wall chart: In towns and cities to ask and answer questions about where shops are.
- Monitor as they are working. Take a note of any problems to revise with the class when they have finished.

Pupil's Book, Page 56, Exercise 8

- Say *Look at the picture in Exercise 8 on page 56. What can you see? Pupils describe the picture using I can see ... / There is/are ...*
- Say *Listen and follow the words.* Play the recording of the song to the class. Check the pupils are following the words correctly.
- Play the first verse again and ask the pupils to sing along. Do the same with the other verses.
- Divide the class into three groups. Each group practises and sings a verse.
- Each group sings their verse to the class.

Tapescript

Excuse me, where's the butcher's?
I want to buy some meat.
Go straight on and then turn left.
It's next to the shoe shop.

Excuse me, where's the bookshop?
I want to buy a book.
Go straight on and then turn right.
It's behind the toy shop.

Excuse me, where's the market?
I want to buy some fruit.
Turn left and go straight on.
It's opposite the park.

Activity Book, Page 55, Exercise 5

- Say *Open your Activity Book at page 55. Look at Exercise 5.*
- Say *Look at the first picture. Are the boys at home? (No, they are in a toy shop.); What do they want? (They want a toy.); Look at the second picture. Where are the boys now? (They are at home.); What are they doing? (They are playing.); What are they playing with? (They are playing with cars.)*
- Tell pupils to listen to the recording and repeat the sentences. Choose individuals to repeat them as well.
- Pupils write the sentences. Check their handwriting. They swap books and check each other's work.
- Choose pupils to read the sentences aloud. Check their pronunciation.

Tapescript

1 There are two boys in the toy shop.
2 The boys are playing with their toys.

End the lesson

- Ask *What do you want to buy from the toy shop?*

Lesson 7

Outcomes

To say two-syllable words with the correct stress
 To write short, simple sentences correctly, legibly and neatly
 To write simple words and short, simple sentences on familiar topics for specific purposes
 To correctly use learned short, simple vocabulary
 To use capital letters when starting a sentence
 To use an apostrophe *s* to show simple possession
 To revise written work with the assistance of peers

Structures

Prepositions of place:
It's next to the shoe shop.
It's behind the toy shop
It's opposite the park.

Functions

Talking about shops and shopping
 Asking and answering questions
 Singing a song

Topic

Shopping and giving directions

Resources

- Activity Book, page 56 Exercise 6, Listen, underline and say
- Activity Book, page 56 Exercise 7, Look and write
- Cassette, Pupil's Book, Unit 14, Exercise 8
- Cassette, Activity Book, Unit 14, Exercise 6
- Wall chart: In towns and cities

Revision

- Play the recording of the song to the pupils. Pupils sing along. Ask pupils to sing their verse. They then sing their verses without the recording.
- Show pupils the wall chart: In towns and cities. Say, for example, *My favourite place is the b* (say just the first letter of the word). Pupils try to find the word you are thinking of by saying, for example, *Is it the bookshop?* You reply, *Yes, it is./ No, it isn't.* until they get the correct word.
- The pupil who gets it right can have a turn.

Activity Book, Page 56, Exercise 6

- Write the word *market* on the board. Ask pupils to say it. Show them that one syllable is stressed more than the other. Repeat the word *market*. Underline the letters *mar* on the board.
- Say *Open your Activity Book at Page 56. Look at Exercise 6.*
- Tell pupils to listen and underline the stressed syllable.
- Play the recording through twice.
- Choose pupils to read the words aloud, using the correct stress.

Tapescript

chemist's, baker's, market, butcher's, shoe shop

Answers

baker's, market, butcher's, shoe shop

Activity Book, Page 56, Exercise 7

- Say *Now look at Exercise 7.*
- Choose a pupil to read the example sentence.
- In pairs, pupils look at the pictures and make sentences.
- While they are working, write the words *next to*, *opposite*, *behind* on the board. Choose pupils to read them aloud.
- Ask pupils to give you the sentences orally. Choose a few pupils to repeat them.
- Pupils write the sentences. Monitor as they are working, checking their work for accuracy and neatness.
- Ask pupils to swap books and correct each other's work. They need to check the spelling against the words in the Activity Book and on the board. Choose pupils to read the sentences aloud.

Answers

- The post office is next to the market.
- The baker's is opposite the butcher's.
- The bookshop is behind the toy shop.

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
express order of events using <i>first</i> , <i>second</i> ...			
ask for directions			
give directions using <i>go</i> , <i>turn</i> ...			
use polite expressions <i>Excuse me</i> , <i>Thank you</i> , <i>Please</i> , etc.			
use prepositions of place <i>next to</i> , <i>opposite</i>			

End the lesson

- Write the following on the board *Excuse me, where's the butcher's? I want to buy some meat.* Ask a pupil to read it.
- Point to different shops on the wall chart: In towns and cities. Ask pupils to make similar sentences.
- Congratulate pupils on all their hard work in Unit 14.

Lesson 1

Outcomes	To respond to questions before and after listening To learn new words through direct instruction and assigned independent language exercises To use flashcards to identify unfamiliar words when listening To pronounce short, simple statements with correct intonation patterns To recognise the components of compound words to understand their meaning
Structures	Imperatives: <i>Have breakfast every day.</i> <i>Don't eat a lot of sweets or ice cream.</i>
Functions	Giving instructions Talking about a healthy diet Asking and answering questions
Vocabulary	<i>before, brush (v), do exercise (v), good (adj), healthy, teeth, toothbrush</i>
Topic	Being healthy
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 57 ■ Exercise 1, Listen and read ■ Cassette, Pupil's Book, Unit 15, Exercise 1 ■ Flashcard: toothbrush ■ Wall chart: At home

Revision

- Say *I want some medicine*. Pupils say *Go to the chemist's*.

Presentation

- Teach the word *do exercise* using mime or a simple drawing on the board. Pupils repeat after you.
- Ask *Do you do exercise? What exercise do you do? Do you do a lot of exercise?*
- Write on the board: *fruit, vegetables, sweets, ice cream*. Point to each word and ask, for example, *Is fruit healthy?* Pupils answer *Yes, it is*.
- Point to *fruit* again. Say *Eat fruit. It's healthy*. Then point to *sweets*. Say *Don't eat a lot of sweets. They're not healthy*. Point to *fruit* and *sweets* again, and elicit sentences from the pupils. Do the same with *vegetables* and *ice cream*.
- Write the imperatives on the board. Pupils practise reading them.
- Show pupils the flashcard of the toothbrush. Teach the word. Pupils repeat after you.

- Tell the pupils that, like *fruit*, which they have already encountered, *tooth* has an irregular plural, *teeth*. Although the pupils do not need to know this, it is common for such compound nouns to be formed using the singular rather than the plural form (so, *toothbrush* rather than *teethbrush*; similarly, *footstool* rather than *feetstool*, and *eyeglasses*, *handcream*, etc.)
- Ask *What do you do with a toothbrush?* Pupils reply *I brush my teeth*. *When do you brush your teeth?* Say *I brush my teeth before I go to school. I brush my teeth before I go to bed*. Ask pupils *Do I brush my teeth at school?* Pupils reply *No, you brush your teeth before you go to school*. Ask *Do I brush my teeth in bed?* Pupils reply *No, you brush your teeth before you go to bed*.
- Ask pupils *When do you brush your teeth?*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			
use the imperative to make positive and negative sentences			

Pupil's Book, Page 57, Exercise 1

- Say *Open your Pupil's Book at page 57*.
- Ask *Who can you see in the pictures? (the teacher, Asma, Huda, Mazen and Omar); Where are they? (They're at school.); What do you think they are speaking about? (They are speaking about being healthy.)*
- Say *Listen and read the story. Are the children healthy?*
- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer to your question (*Yes, they are.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat.
- Ask pupils: *Is exercise good for you? (Yes, it is.); Is breakfast good for you? (Yes, it is.); Are sweets good for you? (No, they aren't.)*

1

Listen and read

1

Look at the board. Our project today is about being healthy.



2

Have breakfast every day. It's good for you.



Brush your teeth in the morning and before you go to bed.

3

Eat a lot of fruit and vegetables.



Don't eat a lot of sweets or ice cream. They aren't healthy.

4

Do a lot of exercise. It's good for you.



Well done, children. You are all very healthy!

Tapescript

- Miss: Look at the board. Our project today is about being healthy.
- Asma: Have breakfast every day. It's good for you.
- Huda: Brush your teeth in the morning and before you go to bed.
- Omar: Eat a lot of fruit and vegetables.
- Mazen: Don't eat a lot of sweets or ice cream. They aren't healthy.
- Girl: Do a lot of exercise. It's good for you.
- Miss: Well done, children. You are all very healthy!

Further practice

- Ask pupils *Do you do a lot of exercise? Do you eat a lot of sweets/ fruit/vegetables/ice cream? Are you healthy?*
- Show the pupils the wall chart: At home. Ask them to name and point to the picture of what they need to use to brush their teeth.

End the lesson

- Ask *What food is healthy? What food is not healthy?* Elicit suggestions.

Lesson 2

Outcomes

To demonstrate recognition of short, simple words
To use prior knowledge to participate in short, simple guided exchanges
To pronounce short, simple statements with correct intonation patterns
To identify the meaning of short, simple reading materials
To respond to short, simple instructions and questions
To use simple words in short sentences
To use reading strategies to identify meaning in short, simple texts

Structures

Imperatives:
Have breakfast every day.
Don't eat a lot of sweets or ice cream.

Functions

Giving instructions
Talking about a healthy diet
Asking and answering questions

Topic

Being healthy

Resources

- Pupil's Book, page 57
Exercise 1, Listen and read
- Activity Book, page 57
Exercise 1, Listen, point and say
- Activity Book, page 57
Exercise 2, Read and tick ✓ or cross X
- Cassette, Pupil's Book, Unit 15, Exercise 1
- Cassette, Activity Book, Unit 15, Exercise 1

Revision

- Ask pupils *Do you have breakfast every day? What do you eat for breakfast?* Ask other pupils *Is that healthy?* Pupils give their opinion.

Pupil's Book, Page 57, Exercise 1

- Say *Open your Pupil's Book at page 57.* Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is.
- Divide the class into groups of five (Asma, Mazen, the teacher, Huda and Omar). Pupils practise reading the story. Monitor as they are reading, checking their pronunciation.
- Choose groups to read the story in front of the class.

Activity Book, Page 57, Exercise 1

- Say *Open your Activity Book at page 57. Look at Exercise 1.*
- Play the first sentence and pause the recording. Ask pupils to say which picture the sentence relates to. Ask another pupil to repeat the sentence.
- Play the rest of the recording all the way through. Play it again, pausing after each sentence.
- Check the answers as a class by asking pupils to read the sentences aloud.

Tapescript

- 1 Brush your teeth every day.
- 2 Eat a lot of fruit.
- 3 Do a lot of exercise.
- 4 Don't forget your breakfast!
- 5 Don't eat a lot of sweets.
- 6 Don't eat a lot of ice cream.

Answers

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

Activity Book, Page 57, Exercise 2

- Say *Now look at Exercise 2.*
- Choose a pupil to read the example sentence aloud. Pupils can say *Yes* or *No*.
- Pupils read the rest of the sentences aloud in pairs and tick or cross.
- Check answers as a class.

Answers

2. ✓ 3. ✓ 4. ✓ 5. ✗

End the lesson

- Mention different foods to the pupils, for example, *fruit*. Pupils say *It's healthy*. You say *sweets*; they say *They're not healthy*.

Lesson 3

Outcomes

To recognise the components of compound words to understand their meaning
To respond to short, simple questions before and after listening
To recognise short, simple words familiar and phrases
To develop strategies to identify simple spoken words and short sentences and their meaning
To give short, simple commands and instructions
To alphabetise a list of simple words

Structures

Imperatives:
Sit down.
Help your teacher.
Don't shout in the classroom.

Functions

Giving instructions
Matching parts of compound nouns
Talking about rules
Asking and answering questions

Topic

Being healthy

Resources

- Pupil's Book, page 58 Exercise 2, Match, listen and order
- Pupil's Book, page 58 Exercise 3, Look and say
- Activity Book, page 58 Exercise 3, Match and order from a to z
- Cassette, Pupil's Book, Unit 15, Exercise 2
- Wall chart: In towns and cities

Revision

- Ask *What exercise do you do? What day do you do it? Say I want to be healthy. What do I do?* Pupils answer with imperatives, for example, *Do exercise. Eat fruit. Have breakfast.*
- Show the class the wall chart: In towns and cities. Ask *Where can you do exercise? Point.* Pupils point to the sports centre. Revise the word. Pupils repeat after you. Ask *Do we have a sports centre in our town? Do you go to it? Does your father go to it?* etc.
- Write *sports centre* on the board. Practise reading it with the class.

Pupil's Book, Page 58, Exercise 2

- Say *Open your Pupil's Book at page 58, please.* Point to each picture and ask *What's this?* Pupils find the words and reply.
- Direct the pupils to the 12 word halves and ask them to correctly match the two halves to form six compound nouns, for example, *fruit juice*.
- Say *Listen.* Play the recording for number 1. Pupils point to the correct picture and word. They write 1 beside the picture. Play the rest of the recording all the way through. Pupils write the numbers next to the pictures. Pupils check their answers with a partner.
- Play the recording again, pausing after each number. Check the answers with the class, asking them to say the word.

Tapescript

- 1 Don't eat a lot of ice cream. It isn't healthy.
- 2 Do a lot of exercise. I like playing basketball.
- 3 Don't sit down and play a lot of computer games. It isn't good for you.
- 4 Use a toothbrush to brush your teeth in the morning and before you go to bed.
- 5 Eat a lot of fruit and drink fruit juice. Fruit is healthy and delicious.
- 6 Go to the sports centre every week. You can play many sports there.

Unit 15

2 Match, listen and order

fruit

cream

ice

game

basket

juice

sports

brush

computer

centre

tooth

ball

a

b

c

d

e

f

3 Look and say

shout

help

write

listen

look at

sit

stand

run

eat

drink

play

At School

Don't shout in the classroom

Help your teacher

Sit down

Don't run

Don't shout in the classroom.

Answers

fruit juice, ice cream, basketball, sports centre, computer game, toothbrush

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

Further practice

- Say the words from the exercise. Pupils try to make a sentence with it as they heard on the recording. You can play the recording to them again if you wish after they have given each sentence.

Pupil's Book, Page 58, Exercise 3

- Say *Now look at Exercise 3*. Choose pupils to read the words.
- Read the first sentence to the class and say *shh* to help pupils understand *shout*. Choose a pupil to read the next sentence.
- Pupils work in pairs and make sentences with the other words. Remind them that they are sentences about school.
- Monitor as they are working, helping where necessary.
- Ask pairs to give you sentences. Check as a class.

Suggested answers

Write in English.
Listen to the teacher.
Look at the board.
Stand up.
Don't run at school.
Don't eat in the classroom.
Don't drink in the classroom.
Don't play in the classroom.

Activity Book, Page 58, Exercise 3

- Say *Open your Activity Book. Turn to page 58*.
- Hold your book up and point to the line from *basket* to *ball*. Say *basketball*.
- Pupils match the other words in pairs and practise reading the words.
- Check the answers as a class.
- Then ask a pupil to say the alphabet. Ask the rest of the class to listen and correct if necessary.
- Pupils work in pairs to put the words in alphabetical order.
- Check answers as a class. Choose pupils to read the words aloud in the correct order.

Answers

2. computer game 3. fruit juice 4. ice cream
5. sports centre 6. toothbrush

End the lesson

- Ask pupils questions about the alphabet, for example, *Which letter comes before C? (B)*

Lesson 4

Outcomes

To use reading strategies to identify meaning in short, simple texts
To use knowledge of punctuation to identify the meaning of what is being read
To follow short, simple oral instructions related to work in class
To write simple words and short sentences on familiar topics for specific purposes
To recognise the components of compound words to understand their meaning
To revise written work with the assistance of peers

Structures

Imperatives:
Eat healthy food.
Don't eat a lot of sweets, cakes or ice cream.

Functions

Giving instructions
Talking about a healthy diet
Matching parts of compound nouns
Matching sentences with pictures
Asking and answering questions

Vocabulary

meat, wash (v)

Topic

Being healthy

Resources

- Pupil's Book, page 59
Exercise 4, Read and match
- Activity Book, page 58
Exercise 4, Look, write and say
- Wall chart: At home

Revision

- Say the first part of the compound nouns the pupils know and pupils say the second part, for example, you say *sports*, they say *centre*. Other compound nouns to practise include *fruit juice, basketball, toothbrush, computer game, ice cream, bookshop, pencil case, post office, shoe shop, tennis racquet, living room*, etc. Ask the pupil to say the whole word each time too.

Presentation

- Say *I'm going to the butcher's. I'm buying some meat. What can I buy at the butcher's? I can buy meat*. Pupils repeat after you. Ask *Do you like meat? Do you eat meat for breakfast? Do you eat meat for lunch?*
- Ask *What do you do before you eat lunch?* Pupils can mime the action of washing their hands. Say *I wash my hands*. Pupils repeat after you.
- Write the words on the board. Practise reading them with the class.
- Show pupils the wall chart: At home. Ask pupils to point out the picture illustrating wash.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce new words correctly			

Pupil's Book, Page 59, Exercise 4

- Say *Open your Pupil's Book. Turn to page 59.* Ask pupils to describe the pictures, using *There is/are ... / I can see ...*
- Ask the pupils to read the paragraph silently. They should ask you if they have a problem with any of the words (*What's this word? What does this word mean?*).
- Pupils read the text in pairs, taking turns to read each part. They match the numbers with the pictures.
- Choose pupils to read the paragraphs aloud, making sure they pay attention to the full stops and commas. Ask pupils to tell you which picture (or pictures) each paragraph matches.

Answers

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

Unit 15

4

Read and match

Being healthy

1 Eat healthy food. Fruit and vegetables are good for you. Meat and milk are healthy, too.

2 Don't forget – wash your hands and brush your teeth.

3 Don't eat a lot of sweets, cakes or ice cream. They aren't healthy.

4 Do a lot of exercise, too. Run, play tennis or ride your bike!

5 What time do you go to bed? Go to bed early at eight o'clock. Sleeping is healthy, too!

5

Ask and answer

1. What do you have for breakfast?

2. Do you eat a lot of sweets, cakes and ice cream?

3. Do you like fruit and vegetables?

4. Do you do a lot of exercise?

5. Do you brush your teeth before you go to bed?

6. What time do you go to bed?

Are you healthy?

Further practice

- Play a game of 'Ali says'. You give instructions which the children follow. If you say, for example, *Ali says 'Stand up'*, the children stand up. If you say just *Stand up.*, the children do not do the action. They only do the actions preceded by *Ali says*. If they get it wrong, they are out of the game. The last pupil left is the winner. Instructions can include phrases such as, *sit down, stand on one leg, put your hand on your head, touch your desk*, etc.

Activity Book, Page 58, Exercise 4

- Say *Open your Activity Book at page 58. Look at Exercise 4.*
- Ask pupils to give you sentences about the pictures, for example, *I can see a teacher. She is in the classroom. She is standing next to the board.*

- Choose a pupil to read the example sentence. Show the pupils that the words come from the different columns.
- Pupils write the answers individually and check with a partner. The partner should check that the words have been spelt correctly. Monitor and praise the children for neat writing.
- Check the answers as a class.

Answers

2. Don't run in school. 3. Don't forget your books.
4. Go to bed.

End the lesson

- Give the pupils sentences from Exercise 4 in the Pupil's book. They say if they are healthy or not, for example, *Eat vegetables. (healthy); Go to bed at one o'clock in the morning. (not healthy).*

Lesson 5

Outcomes

To respond to simple instructions, questions and guided exchanges
To participate in short, simple guided exchanges
To use simple words in short sentences
To use short sentences to participate in simple exchanges based on learned models
To develop strategies to identify the meaning of simple spoken words and short sentences

Structures

Imperatives:
Brush your teeth in the morning.
Do a lot of exercise.
Eat a lot of fruit.

Functions

Giving instructions
Talking about a healthy diet
Describing a picture
Asking and answering questions
Completing a class survey

Topic

Being healthy

Resources

- Pupil's Book, page 59
Exercise 5, Ask and answer
- Activity Book, page 59
Exercise 5, Listen and number
- Cassette, Activity Book, Unit 15, Exercise 5

Revision

- Play *Ali says* again. This time, choose a pupil to come to the front of the class to give the instructions. Write some instructions on pieces of paper to help them. They can add *Ali says* when they wish.

Pupil's Book, Page 59, Exercise 5

- Say *Open your Pupil's Book at page 59. Look at Exercise 5.*
- Choose pupils to ask the questions of other pupils around the class. Encourage other pupils to help with any corrections where necessary.

- Pupils ask and answer in pairs. Monitor as they are speaking, helping where necessary.
- Choose some pupils to ask and answer in front of the class.

Further practice

- Pupils ask the questions again to different partners. This time they give opinions on the answers. Practise with the class first, for example:

Pupil A: *What do you have for breakfast?*

Pupil B: *I have fruit juice, bread, cheese and fruit.*

Pupil A: *That's healthy. What time do you go to bed?*

Pupil B: *I go to bed at ten o'clock.*

Pupil A: *That's not healthy. Go to bed at eight o'clock.*

Activity Book, Page 59, Exercise 5

- Say Turn to page 59 in your Activity Book. Look at Exercise 5.
- Ask pupils to describe each picture.
- Play number 1 and pause the recording. Pupils tell you which picture (b).
- Play the rest of the recording all the way through. Pupils try to write the numbers. Play it again for pupils to check their answers.
- Go through the exercise with the class. Play the recording again, pausing after each sentence for pupils to tell you the answers.

Tapescript

- 1 Brush your teeth in the morning and before you go to bed.
- 2 Have a healthy breakfast.
- 3 Do a lot of exercise.
- 4 Don't eat a lot of cakes.
- 5 Eat a lot of fruit.
- 6 Don't forget. Help your mother and father.

Answers

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

Further practice

- Say a letter from the exercise, for example, d. Pupils give you the sentence (*Eat a lot of fruit.*) Ask the rest of the class to listen carefully and correct if necessary.

End the lesson

- Ask the pupils the questions in Exercise 5 of the Pupil's Book about their father, for example, *What does your father have for breakfast?*
- Ask pupils to ask their mothers and fathers the questions when they get home. They can report back the next day.
- You might want to ask pupils to bring in magazine pictures of food and people playing sport as they are going to do a project in the next lesson.

Lesson 6

Outcomes

To pronounce sounds and words correctly
To pronounce short, simple questions and statements with correct intonation patterns
To give short, simple mini-class presentations to the class on a familiar topic
To correctly use and spell learned, short simple vocabulary

Structures

Imperatives:
Drink milk and juice.
Do a lot of exercise.
Don't eat a lot of sweets and cakes.

Functions

Talking about a healthy diet
Talking about rules
Asking and answering questions
Completing a project

Topic

Being healthy

Resources

- Pupil's Book, page 60 Exercise 6, Listen and say
- Pupil's Book, page 60 Exercise 7, Ask and answer
- Pupil's Book, page 60 Exercise 8, Project. Make a poster about being healthy
- Activity Book, page 59 Exercise 6, Listen, spell and say
- Cassette, Pupil's Book, Unit 15, Exercise 6
- Cassette, Activity Book, Unit 15, Exercise 6

Revision

- Ask pupils to work in pairs and ask the questions on page 59 of the Pupil's Book about their partner's mother and father.
- Monitor as they are working, checking that they are asking and answering the questions accurately (*What does your father have for breakfast? He has ...*)
- Choose a few pupils to ask and answer a question in front of the class.

Pupil's Book, Page 60, Exercise 6

- Say Open your Pupil's Books at page 60. Look at Exercise 6. Look at the pictures. Listen.
- Play the recording to the class. Pupils repeat each word after the recording.
- Write the words on the board. Underline the same sounds /u:/. Then say the words for pupils to repeat after you.

Tapescript

/u:/ fruit, fruit
/u:/ juice, juice

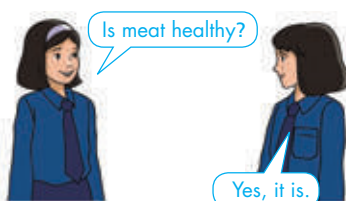
6

Listen and say



7

Ask and answer



8



Project. Make a poster about being healthy



50

- Pupils work in pairs or small groups. Give each group a large piece of paper and some smaller pieces for drawing their pictures and writing the sentences. They need to work together to plan their poster and decide who is doing what job. They can draw the pictures or choose them out of magazines.
- When they have finished, choose groups to present their posters to the rest of the class. Some groups can present their posters in the next lesson. Make a display of them in the classroom.

Activity Book, Page 59, Exercise 6

- Say *Open your Activity Book at page 59. Look at Exercise 6.*
- Tell pupils to listen. Play the sentence. Pupils repeat.
- Tell pupils to listen again and complete the words in the sentence.
- Pupils compare their spelling with a partner.
- Check answers as a class, asking the pupils to spell the words aloud.

Tapescript

- 1 I like fruit.
- 2 Juice is good for me.

Answers

1. fruit
2. Juice

Pupil's Book, Page 60, Exercise 7

- Ask pupils to tell you all the different foods they know. Write the words on the board – ten words will be enough.
- Say *Now look at Exercise 7.*
- Choose pupils to read the question and answer.
- Pupils work in pairs, asking and answering about the list on the board. If they finish quickly, they can practise with other words they know.

Further practice

- Ask pupils to write the list on the board in their notebooks in alphabetical order. They should then tick the word if it is healthy and cross it if not.
- Choose a pupil to read the list out in order.

Pupil's Book, Page 60, Exercise 8

- Refer to the Introduction on page 8 of the Teacher's Book, and read the instructions under Project.
- Explain that the pupils are going to create a poster about healthy food.
- Ask pupils to look at Exercise 8 in their Pupil's Book. Choose pupils to read the different sentences.

End the lesson

- Ask the pupils *Are you doing some exercise today? What are you doing?* Praise the children who are doing some exercise.

Lesson 7

Outcomes

To pronounce learned short English words and sentences correctly
To write simple words and short sentences on familiar topics for specific purposes
To apply knowledge of simple spelling and punctuation
To demonstrate recognition of basic English sounds and their combinations in simple words and phrases
To revise written work with the assistance of peers
To print letters correctly and neatly

Structures

Imperatives:
Eat a lot of fruit and vegetables.
Don't eat a lot of sweets or ice cream.

Functions

Talking about a healthy diet
Asking and answering questions
Writing words in groups

Topic

Being healthy

Resources

- Activity Book, page 60 Exercise 7, Listen and write
- Activity Book page 60 Exercise 8, Look and write
- Activity Book, page 60 Exercise 9, Read and answer
- Cassette, Activity Book, Unit 15, Exercise 7

Activity Book, Page 60, Exercise 8

- Say *Now look at Exercise 8.*
- Choose pupils to read the words in the box. Revise any pronunciation problems.
- Say *fruit*. Pupils say *apples, grapes*. Repeat with the other headings.
- Pupils write the words neatly and accurately. Check as they are writing.
- Their partners can check their accuracy.
- Go over the answers as a class.

Answers

Fruit: apples, grapes
Vegetables: aubergines, peppers
Meat: chicken, lamb
Drinks: juice, milk
Food that is not healthy: ice cream, sweets

Activity Book, Page 60, Exercise 9

- Say *Now look at Exercise 9.*
- Tell pupils to read the questions and to answer them individually. Monitor as they are writing, checking their handwriting.
- Choose pupils to read their answers aloud.

Classroom Assessment

With reference to the unit, pupils can:

Scoring criteria	Excellent	Good	Fair
give instructions about food <i>Have breakfast ..., Don't eat ...</i>			
talk about rules using <i>Help ..., Don't shout ...</i>			
talk about a healthy diet			

Revision

- Ask pupils who haven't presented their projects to show them to the class. Praise the pupils for all their hard work.

Activity Book, Page 60, Exercise 7

- Say *Open your Activity Book at Page 60. Look at Exercise 7.*
- Choose a pupil to read the first sentence. Play the recording and pause. Ask another pupil to say the sentence. Ask the whole class to say it.
- Play the next sentence. Ask a few pupils to repeat it. Pupils write the sentence. They check their sentence with a partner. Play the recording again for pupils to check.
- Repeat with the third sentence.
- Ask pupils to swap books. Choose pupils to come to the board and write a sentence. The rest of the class say if it is correct or not.
- Pupils check their partner's work and correct it if necessary.

Tapescript

- 1 We play basketball at the sports centre.
- 2 I drink juice in the morning.
- 3 We eat ice cream in summer.

Answers

2. I drink juice in the morning.
3. We eat ice cream in summer.

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils to tell you things that are good for you and those that are not.
- Congratulate pupils on all their hard work in Unit 15.

Lesson 1

Outcomes	To respond to short, simple questions before and after listening To use prior knowledge to participate in short, simple guided exchanges To recognise short, simple, familiar words and phrases To use knowledge of punctuation to identify the meaning of what is being read
Structures	Imperatives: <i>Have a good holiday.</i> <i>Don't eat a lot of sweets and ice cream!</i> The verb <i>want</i> plus infinitive: <i>I want to go to the market.</i> Imperatives for giving directions: <i>Go straight on. Turn left.</i> Prepositions of place: <i>It's opposite the butcher's.</i>
Functions	Giving instructions Talking about a healthy diet Talking about shops and shopping Asking for and giving directions Asking and answering questions Expressing thanks
Vocabulary	<i>butcher's, buy (v), excuse me, fruit, healthy, months of the year, opposite, post office</i>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 61 Exercise 1, Listen and read ■ Cassette, Pupil's Book, Unit 16, Exercise 1 ■ Wall chart: In towns and cities

Revision

- Ask pupils to say the months of the year. You start by saying *January* and then point to different pupils to continue.
- Show pupils the wall chart: In towns and cities. Say the names of the various shops in the town, and ask pupils to come to the front and point to each one in turn.
- Ask questions about the shops, for example, *Where can I buy bread? What can I buy in a butcher's?* Practise all the shop names. Point to them and ask pupils to ask the questions for others to answer.
- Ask *Is ice cream healthy? (No, it isn't.)*; *Are apples healthy? (Yes, they are.)* Choose pupils to ask and answer the questions across the class.

Pupil's Book, Page 61, Exercise 1

- Say *Open your Pupil's Book at page 61.*
- Ask pupils to look at the pictures and ask *Who can you see? Where are they? What fruit and vegetables can you see?*
- Say *Listen and read the story. Then tell me where the woman in picture 3 wants to go.*

- Ask pupils to listen to the recording and point to the words as they listen. Elicit the answer about pictures. (*She wants to go to the post office.*)
- Play the recording for the pupils again. Pause after each sentence for the pupils to repeat as a class. Play again and ask individuals to repeat. Make sure they are paying attention to the punctuation as they read the sentences. Practise with the whole class.
- Ask pupils some questions: *Where does Mum want to go? (She wants to go to the market.); What does she want to buy? (She wants to buy some fruit and vegetables.); Why do you think the woman wants to go to the post office? (She wants to buy some stamps.); Where is the post office? (It's opposite the butcher's.); What does Mazen want? (He wants some fruit juice.); What is Asma's favourite month? (Her favourite month is June.); Why? (They start their summer holiday.)*
- Pupils work in groups of six to act out the story (the teacher, Mum, Asma, Omar, Mazen, woman). Monitor as they are reading, helping where necessary.
- Choose a couple of groups to act out the story in front of the class.

Unit 16 Review

1 Listen and read

1 Goodbye children! Have a good holiday. Don't eat a lot of sweets and ice cream!

2 I want to go to the market, children. I want to buy some fruit and vegetables.

Oh, good! They are very healthy.

June is my favourite month. We start our summer holiday!

Goodbye, Miss!

3 Excuse me, where's the post office?

4 Would you like some fruit juice?

Yes, please, Mum!

Go straight on. Turn left. It's opposite the butcher's.

Thank you.

2 Ask and answer

How can we be healthy?

Eat a lot of fruit. Don't eat a lot of sweets.

Tapescript

Miss: Goodbye, children! Have a good holiday.
Don't eat a lot of sweets and ice cream!

Asma: June is my favourite month. We start our summer holiday!

Omar/Mazen: Goodbye Miss!

Mum: I want to go to the market, children. I want to buy some fruit and vegetables.

Asma: Oh, good! They are very healthy.

Woman: Excuse me, where's the post office?

Mum: Go straight on. Turn left. It's opposite the butcher's.

Woman: Thank you.

Mum: Would you like some fruit juice?

Mazen: Yes, please, Mum!

Further practice

- Say some sentences from the story and ask *Who says that?*, for example, *They are very healthy.* (Asma); *Go straight on.* (Mum)

End the lesson

- Ask *Is June your favourite month? Do you like the summer holiday? Why?*

Lesson 2

Outcomes

To participate in short, simple guided exchanges
To use reading strategies to identify meaning in short, simple texts
To pronounce short, simple questions and statements with correct intonation patterns
To write simple words and short, simple sentences on familiar topics for specific purposes
To use knowledge of punctuation to identify the meaning of what is being read
To apply knowledge of simple spelling and punctuation
To revise written work with the assistance of peers

Structures

Imperatives:
Have a good holiday.
Don't eat a lot of sweets and ice cream!
The verb *want* plus infinitive:
I want to go to the market.
Imperatives for giving directions:
Go straight on. Turn left.
Prepositions of place:
It's opposite the butcher's.

Functions

Giving instructions
Talking about a healthy diet
Talking about shops and shopping
Asking for and giving directions
Asking and answering questions
Expressing thanks

Vocabulary

baker's, bookshop, do exercise

Topic

Revision

Resources

- Pupil's Book, page 61
Exercise 1, Listen and read
- Pupil's Book, page 61
Exercise 2, Ask and answer
- Activity Book, page 61
Exercise 1, Listen, point and say
- Activity Book, page 61
Exercise 2, Write and say
- Cassette, Pupil's Book, Unit 16, Exercise 1
- Cassette, Activity Book, Unit 16, Exercise 1

Revision

- Revise the vocabulary. Divide the class into two teams. Say *Tell me some shops.* Ask each group to tell you a shop. Continue until they can't think of any more. Give them a point for each correct word. Take off a point if they repeat a word. Give the group that gives the last word two extra points.
- Play with other groups of words, too, for example, fruit, vegetables, food that is healthy, food that is not healthy.

Pupil's Book, Page 61, Exercise 1

- Say *Open your Pupil's Book at page 61*. Play the recording to the class again while they read. Stop the recording every now and then to ask pupils what the next word is.
- Give pupils some sentences to correct, for example, *The teacher says 'Eat a lot of ice cream.' Mum wants to go to the post office. She wants to buy some meat. The post office is opposite the baker's. Mazen wants some fruit. July is Asma's favourite month.*
- Choose a couple more groups to act out the story in front of the class.

Pupil's Book, Page 61, Exercise 2

- Say *Look at Exercise 2 in your Pupil's Book*.
- Ask two pupils to read the question and answer.
- Ask pupils to work in pairs, giving further advice. Monitor as they are speaking, helping where necessary.
- Choose some pupils to give further answers to the question.

Activity Book, Page 61, Exercise 1

- Say *Open your Activity Book at page 61. Look at Exercise 1*.
- Choose a pupil to read the example question and answer.
- Pupils work in pairs to complete the exercise. They practise asking and answering the questions.
- Check the answers as a class by asking pupils to read the sentences aloud.

Tapescript

- 1
Mum: Would you like some salad?
Dad: Yes, please! It's very healthy.
- 2
Woman: Excuse me, where's the baker's?
Woman: Go straight on, then turn right. It's opposite the bookshop.
- 3
Girl: How can we be healthy?
Teacher: Don't eat a lot of sweets. Do a lot of exercise.
- 4
Dad: Let's go to the market.
Mum: Yes. I want to buy some flowers.
- 5
Children: Goodbye, Miss.
Teacher: Goodbye, children. Have a good holiday.

Answers

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

Further practice

- Practise numbers 1, 3 and 4 with the class, asking them to give their own answers.

Activity Book, Page 61, Exercise 2

- Say *Now look at Exercise 2*.
- Choose a pupil to read the example sentence. Go over the exercise orally with the class.
- Pupils write the sentences. Monitor as they are writing, checking for accuracy and neatness.
- Ask pupils to swap books. Check the answers as a class by asking pupils to read the sentences aloud. Pupils check their partners have written capital letters and full stops. They show their partner any mistakes and the pupils correct them.

Answers

2. Do a lot of exercise.
3. Don't eat a lot of sweets and ice cream.

End the lesson

- Ask *Would you like some fruit juice?* Pupils reply *Yes, please. It's healthy./No, thank you.* Practise with other food.
- Ask pupils to ask the question of other pupils.

Lesson 3

Outcomes

To respond to simple guided exchanges
To respond to short, simple questions before and after listening
To recognise simple familiar words and phrases
To write simple words and short sentences on familiar topics for specific purposes
To write a list of actions

Structures

The verb *want* plus infinitive:
I want to buy some perfume for my mum.

Functions

Giving instructions
Talking about shops and shopping
Asking and answering questions
Matching information with pictures while listening
Ordering actions

Vocabulary

flower (n), perfume (n), scarf

Topic

Revision

Resources

- Pupil's Book, page 62
Exercise 3, Listen, match and say
- Pupil's Book, page 62
Exercise 4, Listen and order
- Activity Book, page 62
Exercise 3, Look and write
- Cassette, Pupil's Book, Unit 16, Exercise 3
- Cassette, Pupil's Book, Unit 16, Exercise 4

Revision

- Say *In the morning, first, I get up. Then, I wash. Next, I have my breakfast and brush my teeth. Finally, I go to school. Tell me about your morning.* Choose a few pupils to tell you about their morning.
- Pupils tell partners about what they do. Monitor as they are working.

Pupil's Book, Page 62, Exercise 3

- Say *Open your Pupil's Book at page 62, please.*
- Hold up your book and point to the children. Ask pupils to say their names.
- Say *Listen.* Point to the example sentence. Pupils read it as you play the recording. Choose pupils to read it aloud.
- Play the rest of the recording; pupils match the people and things.
- Check the answers as a class. Ask pupils to tell you about each picture. Play the recording again to help them. Point out the irregular plural scarves if necessary.

Unit 16

3 Listen, match and say

4 Listen and order

Tapescript

- 1
Eman: It's Mother's Day on the 21st of March. I want to buy some perfume for my mum.
- 2
Jamal: I want to buy a scarf for my mum. She likes scarves.
- 3
Maha: I want to buy a cake for my mum. We buy cakes from the baker's.
- 4
Jaber: I want to buy some flowers for my mum. She likes flowers very much.

Answers

2. b 3. c 4. a

Further practice

- Ask pupils questions, for example, *What does Maha want to buy? (She wants to buy a cake for her mum.)*

Pupil's Book, Page 62, Exercise 4

- Say *Now look at Exercise 4.*
- Play the introduction and number 1. Ask pupils to tell you which picture it matches (a).
- Play the rest of the recording. Pupils order the pictures.
- Check the answers with the class. Play the recording again and pause after each one.
- Pupils retell the instructions using *first, then, next, finally*.

Tapescript

- Miss: Good morning, children! Today, Let's do some exercise.
- 1
Miss: First, sit down and put your hands on your head.
- 2
Miss: Now, stand up.
- 3
Miss: Next, put your hands behind you.
- 4
Miss: Finally, stand on one leg. Don't stand on two legs! Good!

Answers

2. d 3. b 4. c

Activity Book, Page 62, Exercise 3

- Say *Open your Activity Book at page 62. Look at Exercise 3.*
- Point to each picture and ask *What is it?/What are they?*
- Choose a pupil to read the first sentence.
- Pupils complete the rest of the exercise. They can work in pairs. They should check each other's writing when they have finished and practise reading the sentences aloud.
- Check the answers as a class.

Answers

2. Tareq wants to buy a book for his sister.
3. Mum wants to buy some perfume for her sister.
4. Raed wants to buy some cakes for his grandma.
5. Eman wants to buy a present for her brother.
6. Issa wants to buy a scarf for his aunt.

Further practice

- Give the pupils a name, for example, Tareq. They ask *What does Tareq want to buy?* Another pupil answers the question.

End the lesson

- Say *It's your grandma's birthday. What do you want to buy her?* Pupils can practise with other members of the family.

Lesson 4

Outcomes	To use prior knowledge to participate in short, simple guided exchanges To use simple words in short sentences To follow short, simple oral instructions related to work in class To use reading strategies to identify meaning in short, simple reading texts
Structures	Imperatives: <i>Start.</i> Asking for directions: <i>Where is the post office?</i>
Functions	Asking and answering questions
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 63 ■ Exercise 5, Ask and answer ■ Activity Book, page 62 ■ Exercise 4, Read and match ■ Dice and counters

Revision

- Pupils work in small groups. Ask them to look back at Units 13–15 and to write five questions to ask other pupils. Monitor as they are writing, checking their accuracy.
- Pupils sit with another group and ask their questions. Monitor as they are working, noting any errors. Go over any problems with the whole class.

Pupil's Book, Page 63, Exercise 5

- Say *Open your Pupil's Book. Turn to page 63.*
- Explain that the pupils are going to play a game. They can play in pairs or groups of four. If you have dice, give them out. If not, pupils write 1–6 on small pieces of paper and fold them up. One pupil holds them in his/her hands each time and lets another pupil choose one. Whichever number that pupil gets, he/she moves that number of places, following the arrows.
- Pupils answer the questions. The rest of the group decide if it is correct or not. If they are unsure, they should ask you.
- Monitor as they are working, helping where necessary.
- The pupil to get to the end of the board first is the winner.

Activity Book, Page 62, Exercise 4

- Say *Open your Activity Book at page 62. Look at Exercise 4.*
- Ask two pupils to read the example question and answer.
- In pairs, pupils complete the rest of the exercise. They take turns to ask and answer the questions.
- Check the answers as a class.

Answers

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



End the lesson

- Give pupils groups of words and ask them to put them into alphabetical order, for example, *chemist's, butcher's, toy shop, shoe shop.*
- You could do the same with other words, for example, *lentils, meat, meal, juice, lamb, aubergine, rice, etc.*

Lesson 5

Outcomes

To recognise short, simple familiar words and phrases
 To use reading strategies to identify meaning in short, simple texts
 To use knowledge of punctuation to identify the meaning of what is being read
 To orally describe pictures and places
 To write simple words and short sentences on familiar topics for specific purposes
 To apply knowledge of simple spelling and punctuation
 To use an apostrophe *s* to show simple possession
 To give short, simple commands and instructions

Structures

Adverbs to express order *First/Then/Next/Finally*:
First, go straight on.
Then, turn right.
Next, turn left.
Finally, turn left.
 Imperatives:
Don't turn right!
 Imperatives for giving directions:
Go straight on. Turn left.

Functions

Giving instructions
 Asking for and giving directions
 Asking and answering questions
 Following a map

Vocabulary

chemist's, shoe shop, toy shop

Topic

Revision

Resources

- Pupil's Book, page 64
Exercise 6, Read and match
- Activity Book, page 63
Exercise 5, Listen, point and write
- Cassette, Activity Book, Unit 16, Exercise 5
- Flashcards: baker's, bookshop, butcher's, chemist's, post office, shoe shop, toy shop

- Pupils read the paragraphs silently. They must match each paragraph to the correct map and route. Then, they answer the question in the final sentence of each paragraph.
- Ask them to check their answers in pairs and to read the paragraphs aloud. They should ask for help if they have difficulty with any pronunciation.
- Choose pupils to read the paragraphs. Check the answers.

Answers


1. the bookshop, b
2. the baker's, a

Unit 16

6 Read and match

1 You are at the school. First, go straight on. Turn left. Don't turn right! You can see the market and the post office. Then, turn right. You can see the chemist's and the butcher's. Finally, turn right. What can you see?


2 You are at the school. First, turn right. Don't turn left! You can see the shoe shop and the bookshop. Next, turn left. You can see the toy shop. Finally, turn left. What can you see?




7 Sing

Turn left, turn right!
 And play this game.
 Don't look up.
 Don't look down.
 Now say your name!

Sit down, stand up!
 And touch your head.
 Brush your teeth.
 Wash your hands
 and go to bed!



Revision

- Show the pupils the flashcards. Pupils tell you what each one is.
- Put the flashcards on the board. Pupils ask other pupils, for example, *Excuse me. Where's the bookshop?*
- Pupils answer according to your plan on the board, using imperatives. Encourage them to use *first, then*, etc.
- Ask pupils, for example, *Why are you going to the chemist's? (I want to buy some medicine/a toothbrush.)* Try to revise as much of the vocabulary as you can.

Pupil's Book, Page 64, Exercise 6

- Say *Open your Pupil's Book at page 64. Look at Exercise 6.*
- Ask pupils what they can see in the pictures.

Further practice

- Pupils use the maps to give each other instructions. They state where they are starting from. The pupil who is listening must listen and say where they are at the end of the instructions.

Activity Book, Page 63, Exercise 5

- Say *Open your Activity Book at page 63. Look at Exercise 5.*
- Play the first sentence. Pause the recording. Pupils point to the correct picture and repeat the sentence.
- Play the rest of the recording, pausing after each one for the pupils to point at the correct picture. Check each time.
- Play the recording again, pausing after each sentence for pupils to write the sentences. Play again so that pupils can finish the sentences.
- Pupils swap books and check the answers.
- Ask pupils to say each sentence. You can write them on the board, so pupils can check each other's answers.

Tapescript

- 1 The museum is on the hill.
- 2 Huda's house is next to her school.
- 3 We have Maths on Monday.
- 4 Ali is playing tennis.

Answers

1. The museum is on the hill. (c)
2. Huda's house is next to her school. (d)
3. We have Maths on Monday. (a)
4. Ali is playing tennis. (b)

End the lesson

- Ask about a place near the school that the pupils can give directions to. Alternatively, ask about places in the school.

Lesson 6

Outcomes	To show enjoyment of simple rhymes and songs in English To identify the meaning of short, simple rhymes To use capital letters for names and when starting a sentence Give short, simple commands and instructions
Structures	Imperatives: <i>Sit down, stand up!</i> Imperatives for giving directions: <i>Turn left, turn right!</i>
Functions	Giving instructions Singing a song
Vocabulary	<i>before, wash (v), teeth</i>
Topic	Revision
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 64 Exercise 7, Sing■ Activity Book, page 63 Exercise 6, Write with capital letters■ Cassette, Pupil's book, Unit 16, Exercise 7■ Extra practice worksheet 7: Asking questions

Revision

- Play *Ali says* with the class (see Unit 15, Lesson 4 in this Teacher's Book).

Pupil's Book, Page 64, Exercise 7

- Say *Open your Pupil's Book at page 64. Look at Exercise 7.*
- Say *Listen. Follow the words.* Play the song all the way through to the pupils.
- Play the first verse again and ask pupils to join in. Repeat with the other verse.
- Divide the class into two groups. Ask each group to practise singing one of the verses.
- Play the recording again, and ask each group to sing their verses. As they sing, the other group listens and does the actions.

Tapescript

Turn left, turn right!
And play this game.
Don't look up.
Don't look down.
Now say your name!
Sit down, stand up!
And touch your head.
Brush your teeth.
Wash your hands
and go to bed!

Further practice

- Ask pupils to find the words that rhyme and read the song aloud (game – name; head – bed).

Activity Book, Page 63, Exercise 6

- Say *Open your Activity Book at page 63. Look at Exercise 6.* Ask a pupil to read the first sentence. Write it on the board without the capital letters.
- Ask a pupil to come to the board and write capital letters in the correct places. Remind them when we use capital letters.
- Pupils rewrite the sentences in the rest of the exercise.
- Pupils check each other's work. Choose pupils to read the sentences aloud and say where the capital letters are.

Answers

2. Wolves and eagles live in the mountains.
3. Aisha brushes her teeth in the morning and before she goes to bed.
4. Kareem wants to buy a present for Omar.
5. The cat is looking at Ziad.

Further practice

- Give a copy of Extra practice worksheet 7: Asking questions for each pupil. The pupils write the answers to the questions in the second column.
- Each pupil then asks two other pupils the questions and writes their answers in the third and fourth columns of the worksheet.
- Pupils report back on the answers given by their friends to the rest of the class. Ask them if they want to do the same things, and elicit sentences such as, *Omar and I want to see leopards at Wadi Mujib.*

End the lesson

- Ask pupils questions with *before*, for example, *What do you do before you go to bed?/before you come to school?/ before you eat lunch?/before you go home?*

Lesson 7

Outcomes	<p>To respond to simple words in short, simple instructions, questions and guided exchanges</p> <p>To orally describe pictures, places and people in short, simple sentences</p> <p>To give short, simple commands and instructions</p> <p>To use simple words in short sentences</p> <p>To identify the meaning of short, simple rhymes and songs</p> <p>To use short sentences to participate in simple exchanges based on learned models</p> <p>To use knowledge of punctuation to identify the meaning of what is being read</p> <p>To print short, simple sentences correctly and legibly</p>
Structures	<p>Imperatives: <i>Brush your teeth.</i> <i>Don't look down.</i></p> <p>Imperatives for giving directions: <i>Turn left, turn right!</i></p>
Functions	<p>Giving and following instructions</p> <p>Matching information with pictures while listening</p> <p>Singing a song</p>
Topic	Revision
Resources	<ul style="list-style-type: none"> ■ Activity Book, page 64 Exercise 7, Listen, write and say ■ Activity Book, page 64 Exercise 8, Listen, complete and do ■ Cassette, Pupil's Book, Unit 16, Exercise 7 ■ Cassette, Activity Book, Unit 16, Exercise 7 ■ Cassette, Activity Book, Unit 16, Exercise 8

Revision

- Write the sentences of the song on ten separate pieces of paper. Ask ten pupils to come to the front, and give them each a piece of paper. Without looking at the book, the rest of the class put the song in the correct order. Pupils sing the song.
- Revise the sounds practised in Units 13–15. Write the following words on the board in any order: *March, card, boy, toy, fruit, juice*. Ask the class to say them.
- Choose pupils to come to the board and draw lines joining the same sounds. The rest of the class say if they are correct. The pupil then says the two words.
- Say the sounds, for example, /ɑ:/ and ask pupils to say the words.

Activity Book, Page 64, Exercise 7

- Say *Open your Activity Book at Page 64. Look at Exercise 7.*
- Ask pupils to say what they can see in each picture.
- Play the recording for number 1 and pause. Pupils give you the correct answer (*bookshop*).
- Play the recording all the way through. Pupils decide on their answers. They compare them with that of a partner.
- Play the recording again, pausing after each dialogue. Check the answers with the class.

Tapescript

- 1 The shoe shop is next to the bookshop.
- 2 The chemist's is next to the butcher's.
- 3 The bookshop is behind the toy shop.
- 4 The market is next to the post office.

Answers

1. bookshop 2. butcher's 3. toy shop 4. post office

Further practice

- Ask pupils questions about the pictures, for example, *Where is the bookshop? What is near the post office?*, etc.

Activity Book, Page 64, Exercise 8

- Say *Now look at Exercise 8.*
- Play the recording to the class. Pupils write the missing sentences. Pause the recording, giving them time to write the sentence.

Tapescript

Turn left, turn right!
And play this game.
Don't look up.
Don't look down.
Now say your name!

Sit down, stand up!
And touch your head.
Brush your teeth.
Wash your hands
and go to bed!

Answers

Now say your name!
and go to bed!

End the lesson

- Ask pupils *Which is your favourite unit – 13, 14 or 15? Which is your favourite story?*
- Ask pupils *Which is your favourite song in the book?* Put pupils with the same answers in a group together. They sing their favourite song to the rest of the class.
- Congratulate pupils on all their hard work in the book.

Wordlist

a lot of (U:10, U:15 & U:16)	fruit (U:14, U:15 & U:16)	put (v) (U:10 & U:16)
airport (U:3 & U:9)	garden (U:7 & U:8)	rainy (U:5 & U:8)
April (U:13)	goat (U:11 & U:12)	ready (U:1, U:2 & U:8)
Arabic (U:2)	good (U:15 & U:16)	restaurant (U:3, U:4, U:6, U:9, U:12 & U:14)
aubergine (U:6, U:8 & U:15)	good night (U:1)	rice (U:6, U:7, U:8 & U:16)
August (U:13)	guide (U:10, U:11 & U:12)	ring (v) (U:7 & U:8)
autumn (U:5 & U:8)	healthy (U:6, U:15 & U:16)	river (U:11 & U:12)
baker's (U:14 & U:16)	hear (v) (U:11)	Roman (U:9 & U:12)
balloon (U:1, U:4 & U:13)	hill (U:9 & U:12)	rubbish (U:10)
basketball (U:7, U:8 & U:15)	holiday (U:8, U:13 & U:16)	safe (U:11)
before (U:15 & U:16)	hospital (U:3, U:4 & U:9)	scarf (U:13 & U:16)
bin (U:1, U:4 & U:10)	hotel (U:9 & U:12)	Science (U:2 & U:4)
book (U:1, U:4, U:7, U:8, U:10, U:14, U:15 & U:16)	ice-skating (U:5 & U:8)	season (U:5, U:8 & U:16)
bookshop (U:14 & U:16)	important (U:13)	September (U:13)
brush (v) (U:15 & U:16)	Islamic Education (U:2 & U:4)	set the table (v) (U:7 & U:8)
building (U:9 & U:12)	January (U:13 & U:16)	shoe shop (U:14 & U:16)
butcher's (U:14 & U:16)	July (U:13 & U:16)	shout (v) (U:10, U:12 & U:15)
buy (U:13, U:14 & U:16)	June (U:13 & U:16)	sky (U:11)
Canada (U:5, U:8 & U:16)	lamb (U:6, U:7, U:8, U:14, U:15 & U:16)	sleep (v) (U:10, U:11, U:12 & U:15)
card (U:13)	leave (U:2)	snowman (U:5 & U:8)
cat (U:11, U:12 & U:16)	lentil(s) (U:6 & U:8)	snowy (U:5 & U:8)
chef (U:3 & U:4)	leopard (U:11 & U:12)	speak (v) (U:10)
chemist's (U:14 & U:16)	lesson (U:2, U:4 & U:10)	sports centre (U:9 & U:15)
city (U:9 & U:12)	March (U:13 & U:16)	spring (U:5 & U:8)
coffee (U:6 & U:8)	market (U:9, U:12, U:13, U:14 & U:16)	stamp (U:14)
cold (U:5, U:8 & U:11)	Maths (U:2, U:3 & U:4)	start (U:2, U:13 & U:16)
cook (v) (U:7 & U:8)	May (U:13)	summer (U:5 & U:8)
cooker (U:1 & U:4)	meal (U:6, U:7, U:8 & U:16)	take (v) (U:7, U:8, U:10, U:11, U:12 & U:13)
country (U:3, U:4 & U:5)	meat (U:14, U:15 & U:16)	teacher (U:3, U:4, U:10, U:11, U:12, U:13 & U:16)
December (U:13)	medicine (U:14)	teeth (U:15, U:16)
delicious (U:6, U:8 & U:13)	menu (U:6 & U:8)	theatre (U:9 & U:12)
do exercise (v) (U:15 & U:16)	mountain (U:10, U:11 & U:12)	timetable (U:2 & U:4)
do homework (v) (U:10)	museum (U:9, U:12 & U:16)	tomorrow (U:1, U:4 & U:7)
doctor (U:3 & U:4)	near (U:9 & U:12)	toothbrush (U:15)
drink (v) (U:10, U:11, U:12 & U:15)	new (U:2, U:4, U:9 & U:10)	town (U:9 & U:16)
drive (v) (U:3)	newspaper (U:7)	toy (U:14 & U:16)
eagle (U:11, U:12 & U:16)	next to (U:1, U:4, U:9, U:14 & U:16)	toy shop (U:14 & U:16)
eat (v) (U:11, U:12, U:15 & U:16)	November (U:13)	train station (U:9 & U:12)
English (U:2, U:4, U:10 & U:16)	nurse (U:3 & U:4)	travel (v) (U:3, U:4, U:5 & U:10)
excuse me (U:14 & U:16)	October (U:13 & U:16)	vegetable(s) (U:6, U:8, U:14, U:15 & U:16)
favourite (U:2, U:4, U:5, U:7, U:8, U:12 & U:16)	opposite (U:14 & U:16)	wardrobe (U:1 & U:4)
February (U:2, U:4, U:5, U:6, U:7, U:8, U:12 & U:16)	owl (U:11 & U:12)	wash (v) (U:15 & U:16)
finish (U:2)	perfume (U:13 & U:16)	weather (U:5, U:8 & U:16)
flag (U:13)	phone (U:7 & U:8)	windy (U:5 & U:8)
flower (U:13 & U:16)	photo (U:1, U:2, U:4, U:7, U:8, U:10, U:11 & U:12)	winter (U:5 & U:8)
fly (v) (U:3, U:4, U:7, U:11 & U:12)	pilot (U:3 & U:4)	wolf (U:11 & U:12)
forget (v) (U:10, U:13 & U:15)	plane (U:3, U:4, U:7 & U:9)	work (v) (U:3, U:4 & U:16)
fridge (U:1)	plant (v) (U:13)	write an email (v) (U:7 & U:8)
frog (U:11 & U:12)	post office (U:14 & U:16)	

Teaching strategies

There are a variety of teaching strategies that instructors can use to improve pupils' learning. The list below shows you some ways to make your classes more engaging.

Activity-Based Learning

Activity-based learning offers activities that guide pupils to understand new concepts through engaging them in real to-do tasks. This leads to better retention of the acquired knowledge and at the same time it leaves a positive impact on the pupil's attitude towards learning. For example, in the Pupil's Book in Unit 2, page 10, Exercise 4, Ask and answer, the teacher gets pupils involved in asking and answering questions about their timetables for the weekend.

Pre

- Ask pupils to look at Exercise 4 on page 10 and to read the example dialogue.

During

- Ask pupils to consider what other activities could be in the dialogue.
- Ask pupils to ask and answer the question in pairs.
- Then ask pupils to ask the same question about other days.

Post

- Ask pupils to say their dialogues to the class.

Experiential Learning/Games/Experiments/Simulations

Experiential learning aims at involving pupils in classroom tasks. Thus, the learning process is that of self-construction and not passive-reception of input. Your role as an EFL teacher is that of a facilitator in the learning process and a provider of related tasks. An example in the Pupil's Book is Exercise 8 on page 26 of Unit 6, Project. A menu.

Pre

- Ask pupils to look at Exercise 8 on page 26. What is on the menu? Elicit the items on the menu.
- Explain to pupils that they will be writing and designing their own menu and then working in pairs to ask for items on the menu as in the example on page 26.

During

- Pupils work in pairs or small groups. Give each group a large piece of paper. They have to decorate it to make it an attractive menu. They have to bring in pictures of food or draw pictures. They have to write the names of the food items as well. If they wish, they can also write some prices on their menu.
- They practise asking and answering questions as in the Pupil's Book in their pairs or groups. Monitor the pupils as they are working and speaking.

Post

- Pupils present their menus to the rest of the class.

Games, experiments and simulations are specific tasks to implement Activity-based learning. They provide hands-on experiences that engage pupils. Pupils enjoy doing the tasks and realise that learning can be fun. The role of the EFL teacher is to ensure that pupils have the appropriate material to complete the task. An example is in the Pupil's Book in Unit 3, page 14, Exercise 5, Ask and answer where pupils try to guess the job that their partner's mother or father does.

Pre

- Ask pupils to look at page 14 and Exercise 5. Pupils read the example dialogue.
- After each frame, ask pupils to guess what job Huda's mother might have.

During

- Ask pupils to consider the jobs that their parents do. You can write some example questions on the board from the unit.
- Pupils ask and answer the questions in order to find out what job their partner's mother or father has.

Post

- Ask several pupils to perform their dialogues to the class.

Group work

Group work offers pupils the chance to work according to their own uniqueness, individual characteristics, styles and likings. Moreover, they'll get immediate feedback on their performances from other members of the group. There are various ways to implement group work. Your role as an EFL teacher is to manage this type of activity. You could allocate pupils in equal-sized groups or you could ask them to volunteer to be members of a group. Suggest a name to each group using concepts which pupils easily associate with their experiences such as a colour, a number or a toy. Pupils will enjoy having a name which gives them a sense of belonging. Group work can take different forms such as pair work, cooperative and collaborative learning. For example, in the Pupil's Book on page 37 in Unit 9, Exercise 8, Project. Make a poster about your town or city, pupils work in small groups to complete the task.

Pre

- Explain that the pupils are going to create a poster about their own town or city. Alternatively, they can choose a town they would like to live in.
- Pupils work in pairs or small groups. Give each group a large piece of paper. They have to make a map of their town/city and place different buildings on it. They write the names of the buildings on the poster, too.

During

- As they are sticking the pictures of the buildings on the poster, they can be making sentences about it, for example, *In our town, there is a hospital.*
- Ask pupils to also think about what isn't in their town, for example, an airport or train station.

Post

- Pupils present their work to the class.

Pair work is a type of group work where two pupils are put together to work on a task. This encourages pupils to participate more enthusiastically in discussions. Pupils feel less threatened to get engaged than if they have to face a larger group, or the teacher and other classmates in a teacher-fronted class. An example of pair work is a page 20: Exercise 3, Ask and answer in Unit 5.

Pre

- Say *Now look at Exercise 3. What is it a map of? (Jordan)*
- Choose pupils to read the conversation.
- Ask pupils to point to Amman. Say the names of other place, and ask pupils to point to them. Ask *Where do we live?* Pupils reply.

Teaching strategies

- Give pupils sentences. They say *yes* or *no*. *It's snowy/cold in Irbid. (No) It's windy/rainy (Yes)*
- Choose two other pupils to read the conversation, replacing Amman with another town.

During

- Pupils work in pairs to talk about each town. Monitor as they are talking.

Post

- Choose pupils to have their conversations in front of the class.

Cooperative and Collaborative Learning

Cooperative and collaborative learning takes place in a group or during pair work. Every pupil has a role that he/she can play according to their ability and preference: a guide or spokesman. You can change the grouping system in every task or every now and then so that pupils have different roles with different members of a group.

Critical Thinking

Critical thinking is a very complex concept to define; it involves construction of meaning through the application of various levels of thinking such as connecting, inferring, analysing, judging, etc. Your role as an EFL teacher is to guide the pupils to ask questions and find answers to solve problems. An example is in the Pupil's Book in Unit 8, page 32, Exercise 3, Look and say.

Pre

- Say *Open your Pupil's Book at page 32, please.*
- Hold up your book and point to the children. Say *This is Alia and Rakan. Are they at school? (No, they aren't. They are at home.) Are the children in the kitchen? (No, they aren't. They are in their bedroom.) Are their mother and father in their bedroom? (No, they aren't. They are in the kitchen.)*
- Choose a pupil to read the two sentences about the picture. Make sure the reader pays attention to the commas, for example, after *In 1* and pauses slightly.

During

- Pupils work in pairs to say sentences about the pictures. One pupil talks about picture 1 and the other about picture 2. Monitor as they are speaking, helping where necessary.

Post

- Check answers as a class.

Planning routines

One kind of Graphic Organiser strategy is **planning routines**. Pupils are encouraged to plan their own routines by using a monthly planner.

Pre

- Prepare a monthly planner for each pupil. The A4 paper should have the following table plus a list of the words in boxes that the pupils can copy.

Name: _____	MONTHLY PLANNER
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

- List of words: *plant a tree, buy a present, buy a card, start school, finish school, fly a flag, fly a balloon*

During

- Give out one monthly planner for every pupil.
- Read the words aloud and ask the pupils to repeat after each word.
- Explain to pupils that they copy the correct phrases under the column for the corresponding month.

Post

- Pupils share with the class what they plan to do.
- Pupils affix their monthly planner on the wall.

Assessment strategies

This section describes and analyses *assessment strategies* and presents samples that show how they might be used in the classroom. There are various ways to group such strategies; different techniques serve different purposes.

Performance Based

Performance-based assessment is the process of using pupils' activities, rather than tests or surveys, to assess skills and knowledge. Use portfolios as a method of reporting such assessment. A portfolio can be a folder that allows the teacher to store pupil's performance work, such as oral recounts and selected work of the pupil (Projects, etc).

The following is a table that can be used to keep a record of a pupil's activity:

Pupil's Name: _____

Date: _____

Activity & outline of the topic	Purpose & objectives of the activity	Expected outcomes to be achieved	Achieved outcomes	Is working towards outcomes	Is yet to master the skills you are developing

When you ask pupils to act or roleplay for the class, the performances could be videotaped. Review a sample of the performances against a set of criteria.

The following could be used to assess pupils' singing and presentation skills, for example:

Singing Skills

Song: _____

Pupil being evaluated: _____

Skills checklist (20 points possible)

- _____ energy and projection (3)
- _____ singing in unison (4)
- _____ expression (4)
- _____ tonal quality (3)
- _____ correct rhythm (3)
- _____ posture (3)
- _____ total points for singer(s) (20)

Comments:

Anecdotal record

Anecdotal records are accurate descriptions of tasks performed by individuals or groups of pupils in the classroom. They are written in narrative form and cover a limited time span.

Good classroom management is a prerequisite for anecdotal record. All the pupils need to be engaged in a task so that you can focus your attention on the individual pupil or group of pupils you intend to observe. You should set a goal and guidelines for your observation and then write down what happens objectively. Anecdotal observations can reveal both the process and the progress of pupils' learning.

The following are two checklists. The first records anecdotal notes for listening and speaking, while the second records pupils' attitudes and social behavior. The checklists can be adapted for the observation of groups of students and for whatever frequency you feel necessary.

Assessment strategies

Listening and speaking Code: M = Most of the time S = Sometimes N = Not yet		1 st	2 nd	3 rd	4 th
Name	Dates				
Understands what the teacher says and what they hear in the audio material					
Asks the teacher to repeat utterances they cannot understand					
Speaks appropriately to the addressee					
Speaks confidently before the class					
Communicates clearly					

Attitudes and social behaviour Code: M = Most of the time S = Sometimes N = Not yet		1 st	2 nd	3 rd	4 th
Name	Dates				

Is willing to be challenged					
Is involved during class sessions					
Expresses enjoyment as a result of hard work and achievement					
Cooperates with others, i.e. provides help to others when needed					
Contributes to group work, i.e. is productive					
Displays sensitivity towards others					
Respects others					
Learns from watching others					

Communication

Pupils may have difficulty getting their point across clearly. You can use various ways to assess your pupils, such as interviews and evaluating classroom discussions. Interviews involve observing and questioning pupils to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections or ability to communicate or apply concepts.

The following is an example of a performance task interview which could be used in Unit 13, for example.

Performance Task Interview

Materials: Twelve pieces of paper with the months of the year written a them

Instructions: Display the months in a random order on your desk or the board in front of the whole class. Ask for a pair of pupils to volunteer to come to the front. Guide the pupils to answer the questions in the box below.

Interview Questions	Comments
1. Order the months	
2. Say what we do in several of these months	
3. Fill in the Data Sheet with a correct sentence for three months	

Collecting Data

Data sheet:

Month 1	Month 2	Month 3

Now, you can assess the pupils using the following:
Problem Solving Checklist:

Criteria	Pupil 1	Pupil 2
1. Order the months		
2. Say what we do in several of these months		
3. Fill in the Data Sheet		
4. Collaborate with others		

Assessment strategies

Reflection

Reflecting on experiences and practices is not just about learning from mistakes, but also about being self-aware. The Reflective Feedback task which concludes the Performance Task above provides a good example of this. It helps pupils to make reasoned judgements about their performance and development. *Reflection* and self-assessment skills are demonstrated by the active and creative seeking of knowledge for problem solving.

Graphic organisers are an important tool to help pupils reflect. They are maps that involve pupils in thinking skills such as sequencing or comparing and classifying, to create representations of concepts and processes. These mental maps depict complex relationships and can make abstract ideas more visible and concrete. Examples of graphic organisers are: Webbing, What We Know/Want to Know/Learned (K-W-L) Chart, and Self- and Peer-Assessment.

Reflective Feedback

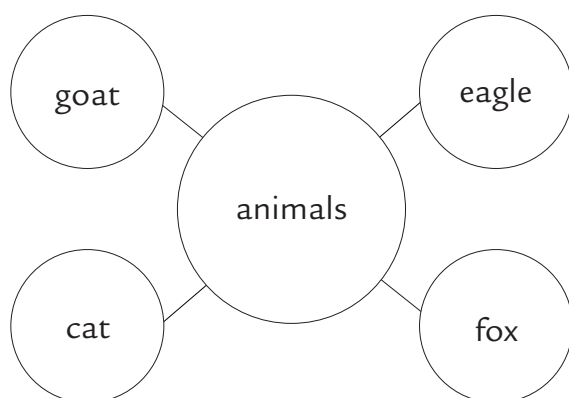
Ask each pupil to circle one of the faces for each question to find out how they felt about the activity. You may use Arabic to give instructions.

How did you feel about this activity?

1. I understand what I have to do. 😊 😐 😞
2. I find it easy. 😊 😐 😞
3. I don't need help to do it. 😊 😐 😞
4. I want to do it again. 😊 😐 😞
5. I have enough time to do it. 😊 😐 😞

Webbing

Webbing is one way of making a visual representation of a lexical set. The pupils can create these in their exercise books or you can ask them to make some to put on the classroom walls. You can then revise lexical sets whenever you have a few spare minutes.



Assessment Comments:

Understanding of the main lexical set:

Good ___ Fair ___ Poor ___

Ability to provide examples:

Good ___ Fair ___ Poor ___

Accuracy in writing examples:

Good ___ Fair ___ Poor ___

K-W-L Charts (what we Know, what we Want to know, what we Learned)

Before the unit, K-W-L charts enable you to gain an awareness of pupils' backgrounds, prior knowledge and interests. Afterwards, they help you to keep of a record of what has now been learned.

Sample K-W-L Chart

K	W	L
Times on the hour and half past the hour	Times quarter to and quarter past each hour	

Before a unit of study, ask pupils to fill in the K and W columns by asking them what they know about the topic and what they would like to know by the end of the unit. For example, in the K-W-L chart above, pupils already know times on the hour (K) having met them in *Action Pack 2 (New Edition)*; they will learn times quarter to and quarter past each hour (W) in Unit 2 of this level. This helps to keep pupils focused during the unit and gives them a sense of accomplishment when they fill in the L column following the unit.

Self- and Peer-Assessment

Ask pupils to reflect on, make a judgement about and then report on their own or a peer's behaviour and performance. Use the responses to evaluate both performance and attitude. Typical assessment tools could include sentence completion, Likert scales or checklists.

Likert Scaling is a method in which a concept is measured according to a set of items that can be rated on a 1 to 3 response scale. The following is an example of a peer-evaluation sheet for use in a situation in which pupils introduce themselves to the class.

Peer-Evaluation of an Oral Presentation

	3=Excellent	2=Good	1=Fair
Spoke appropriately			
Used complete sentences			
Spoke clearly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Used gestures correctly			
Answered questions from other pupils			

Total (of 21)

Assessment strategies

You can also guide your pupils to assess their own performance:

Teamwork Score Sheet

NAME:

Circle Yes or No

I helped my partner.	YES	NO
I watched my partner closely.	YES	NO
I did my best to gesture clearly.	YES	NO

Cause-Effect relationship

One of the objectives at this level is that children learn relationships between concepts. *Cause-Effect* is a form of assessment that reveals the learner's understanding that there are consequences for feelings and/or actions. In the following task, pupils demonstrate their knowledge of the effect of their diet and whether this makes them healthy or unhealthy.



Pupils connect the pictures of the healthy foods with the happy face and the pictures of the unhealthy foods with the sad face.

Now you can assess the pupils' performance using the following scoring criteria:

Six correct items: Excellent (4)
Four to five correct items: Good (3)
Two to three correct items: Fair (2)
None to one correct item: Poor (1)

Concepts in Systems

Assessment is organised around the major themes that the pupils have learned. *Concepts in Systems* is a form of assessment that shows pupils' ability to make connections between concepts and how these fit into larger systems. This reflects whether pupils have acquired a certain level of higher order thinking skills. The following task shows the pupil's mastery level of rules and behaviour.

Tick what you must do at school. Mark a cross next to what you mustn't do.

- ☐ listen to the teacher
- ☐ shout
- ☐ run
- ☐ speak in English in English classes
- ☐ sit down in class
- ☐ put rubbish in the bin
- ☐ have your exercise book
- ☐ do your homework
- ☐ forget your homework

You can use the following grid to assess pupils' performance:

listen to the teacher	✓
shout	X
run	X
speak in English in English classes	✓
sit down in class	✓
put rubbish in the bin	✓
have your exercise book	✓
do your homework	✓
forget your homework	X

8-9 correct answers: Excellent (4)

5-7 correct answers: Good (3)

3-4 correct answers: Fair (2)

1-2 correct answers: Poor (1)

Clock Graphic Organiser

Clock Graphic Organisers are used as one form of assessment that involves a clock-like cycle. Clock diagrams are used to show how events are related to one another in a time-oriented cycle. The following task asks pupils to match the clocks with the times that they have certain school subjects on a particular day.

English Science Social Education Maths

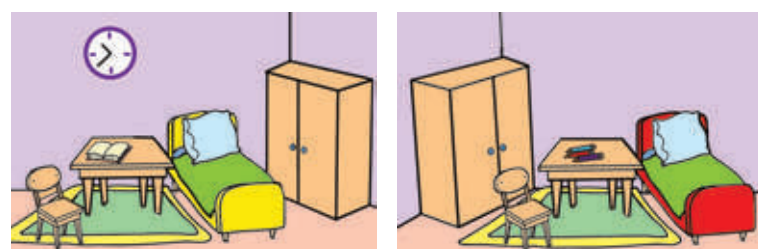


Use the following criteria to assess the pupils' achievement:

4: Excellent
3: Good
2: Fair
1: Poor

Compare-Contrast

Compare-Contrast is a form of assessment that is used to show whether pupils have mastered the skill of depicting similarities and differences. Comparing two things means telling how they are alike. Contrasting things means telling how they are different. The key frame questions are: *What are being compared? How are they similar? How are they different?* In the following task, pupils compare two pictures of a child's bedroom:

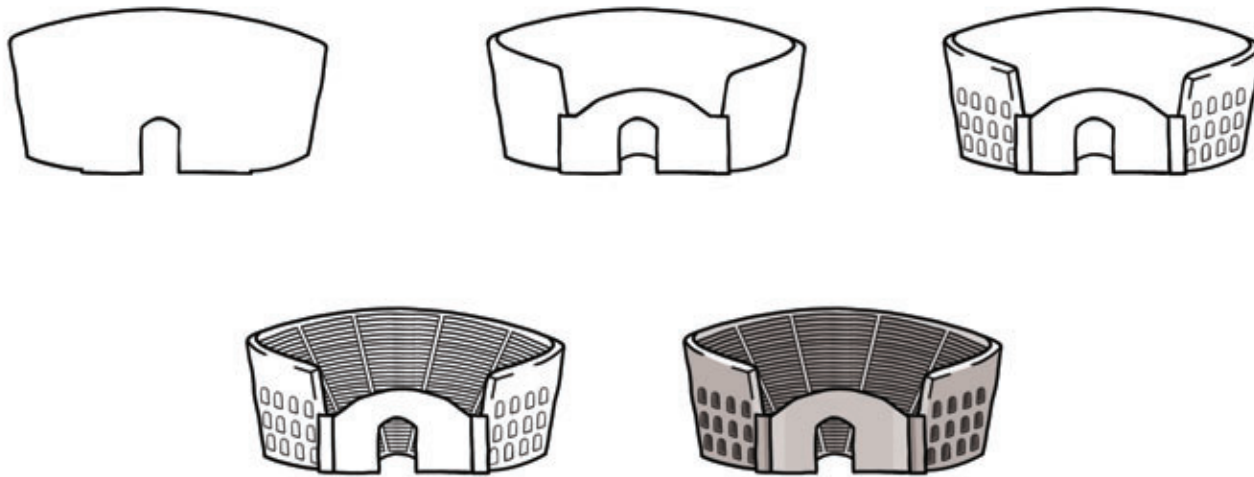


Use the following criteria to assess the pupils' achievement:

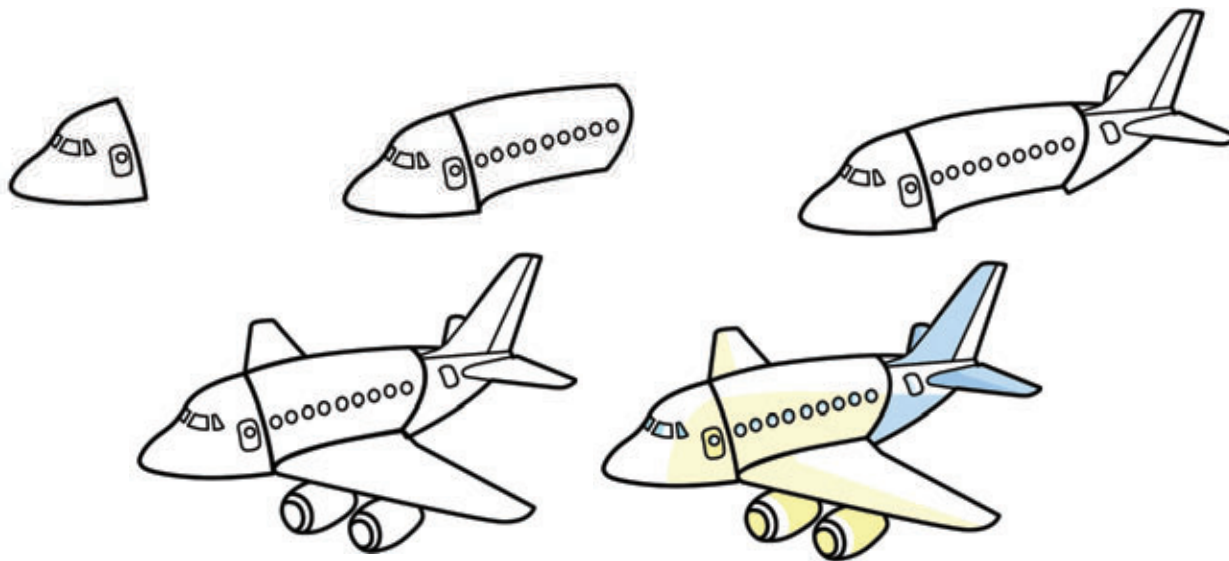
4: Excellent
3: Good
2: Fair
1: Poor

Example sketches

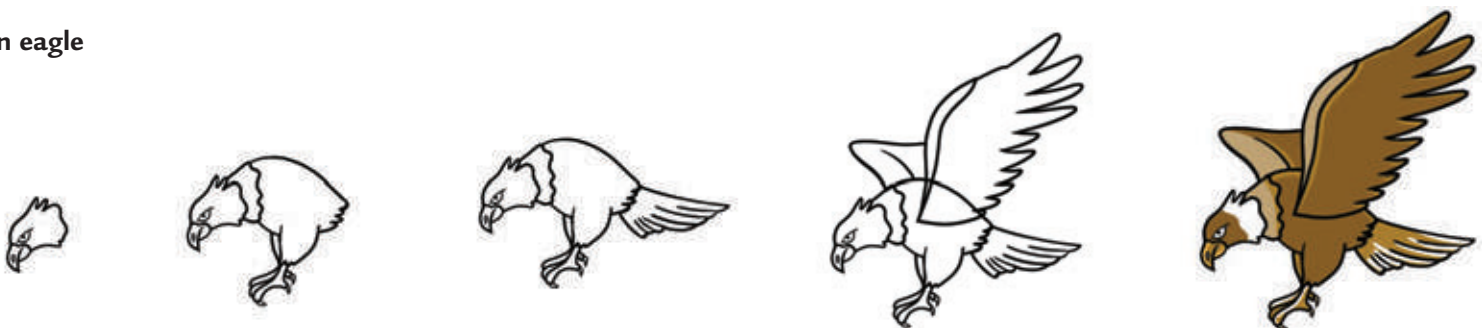
Roman Theatre



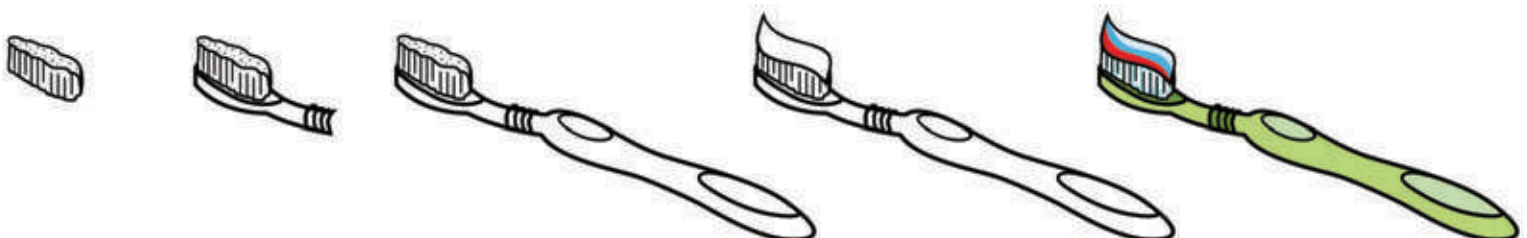
A plane



An eagle



A toothbrush

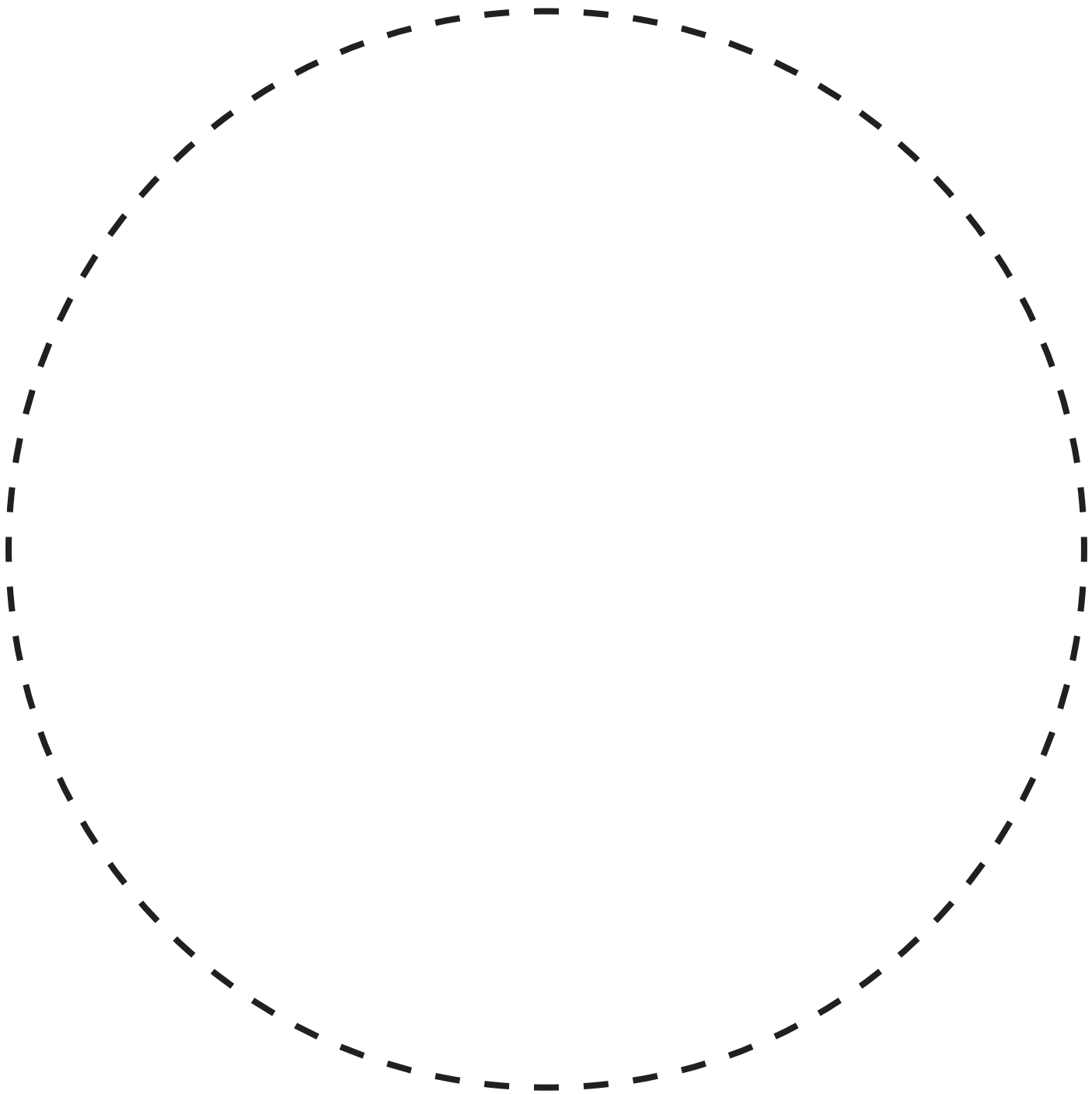


Photocopiable project worksheets

Project worksheet 1: *My activities timetable*

Photocopiable project worksheets

Project worksheet 2: *A balloon for Teacher's Day*



Photocopiable extra practice worksheets

Extra practice worksheet 1: *It is Asma's*

Asma



Mazen



Omar

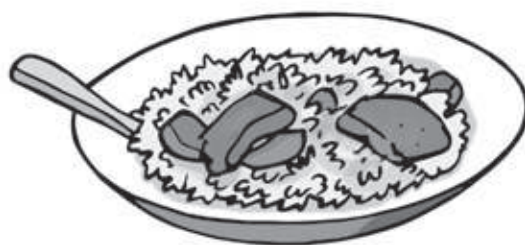
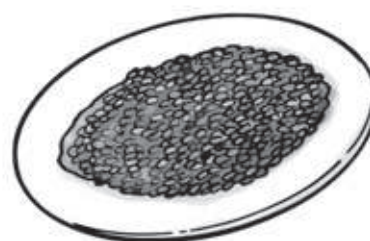
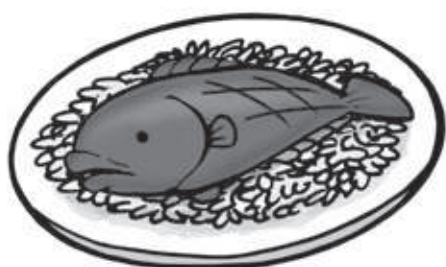
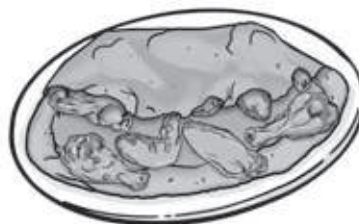


Huda



Photocopiable extra practice worksheets

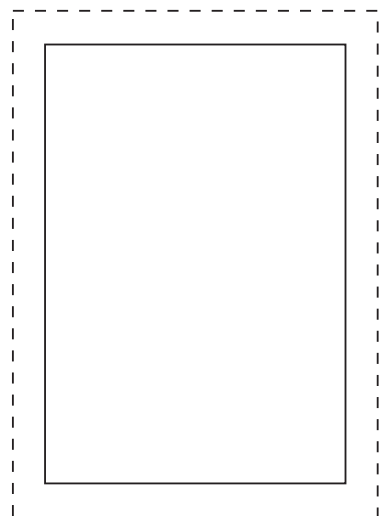
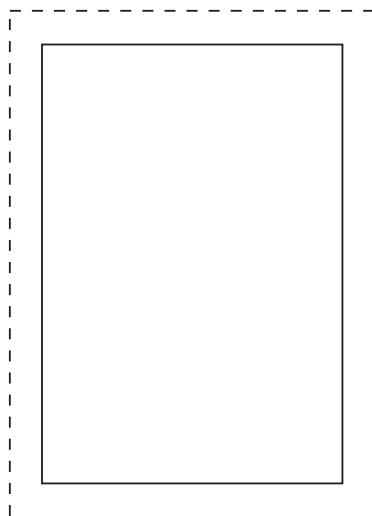
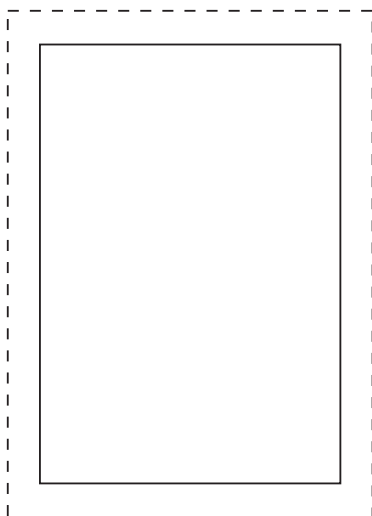
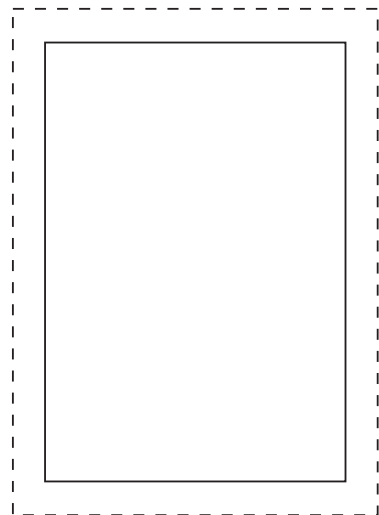
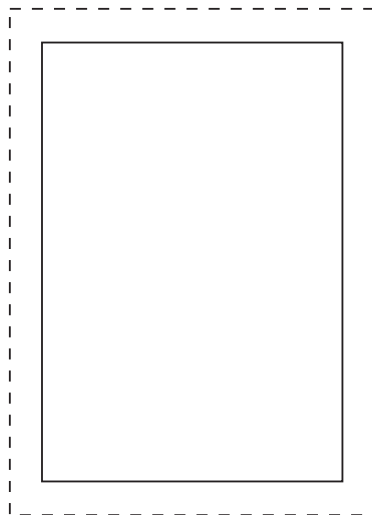
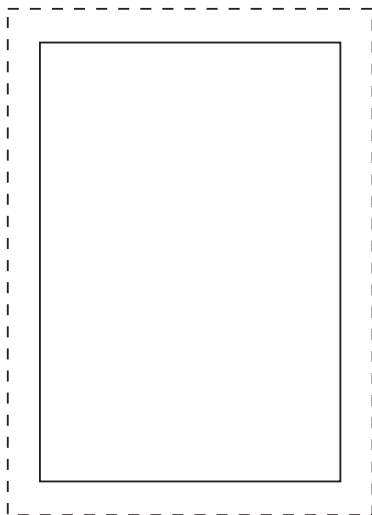
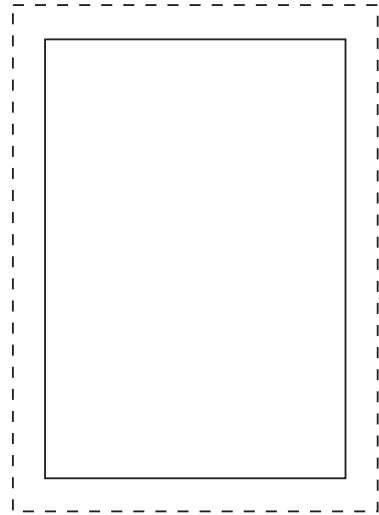
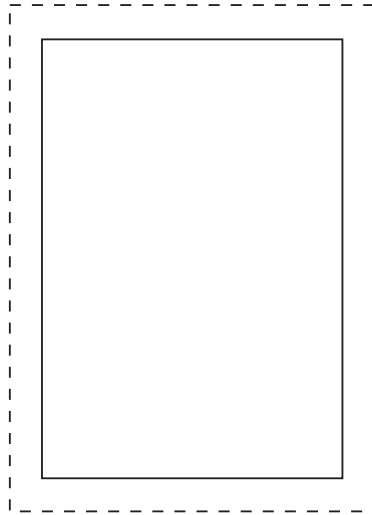
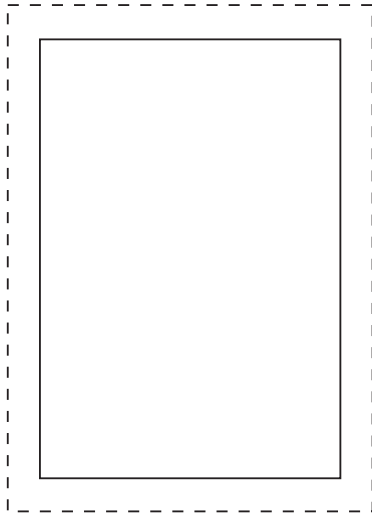
Extra practice worksheet 2: *Game boards*



fish and rice	salad	juice
chicken and bread	lentils	water
lamb and rice	chicken and rice	coffee

Photocopiable extra practice worksheets

Extra practice worksheet 3: *Cards*



Photocopiable extra practice worksheets

Extra practice worksheet 4: *Activities*

cook	a book
write	a photo
read	a meal
play	a snowman
take	to school
set	basketball
make	an email
go	the table

Photocopiable extra practice worksheets

Extra practice worksheet 5: *Find the differences*

Find five differences.



Photocopiable extra practice worksheets

Extra practice worksheet 6: *An activity calendar*

January		

Photocopiable extra practice worksheets

Extra practice worksheet 7: Asking questions

What do you want ...	YOU	FRIEND 1	FRIEND 2
to buy your mother?			
to buy from the toy shop?			
to eat for lunch?			
to do on Saturday?			
to see at Wadi Mujib?			
to do on holiday?			

Listening tests

1 Listen and tick

1. a.


☐

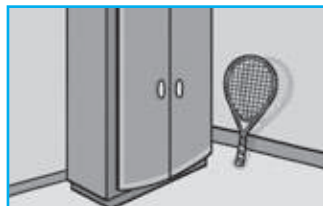
b.


☐

2. a.


☐

b.


☐

3. a.


☐

b.


☐

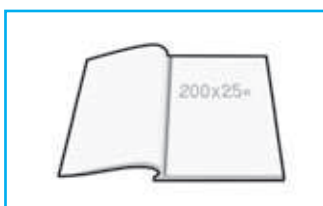
4. a.


☐

b.


☐

5. a.


☐

b.


☐

2 Listen and number

a.


☐

b.


☐

c.


☐

d.


☐

e.


☐

f.


☐

Listening tests

3 Listen and circle

1. a.



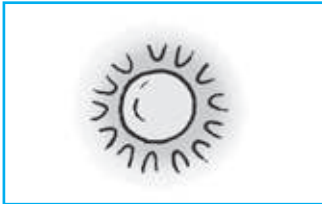
b.



c.



2. a.



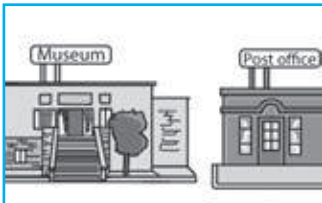
b.



c.



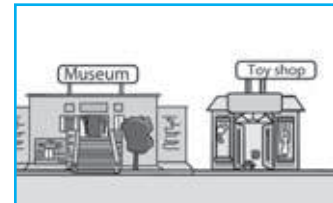
3. a.



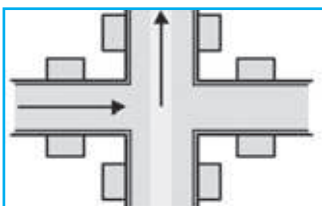
b.



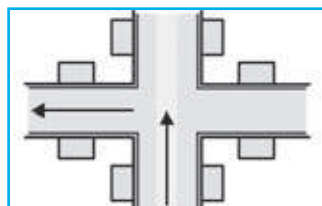
c.



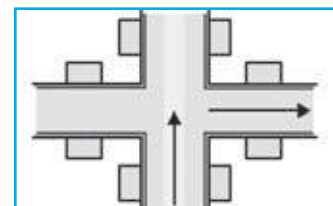
4. a.



b.

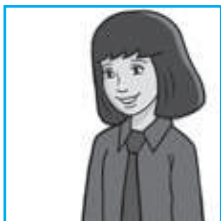


c.



4 Listen and match

1.



Asma

2.



Huda

3.



Omar

4.



Mazen

a.



b.



c.



d.



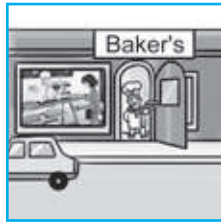
e.



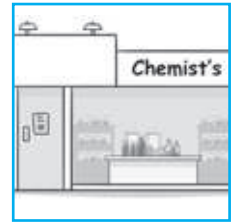
Listening tests

5 Listen and order

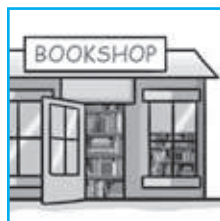














6 Listen and tick

1. a.



b.



2. a.



b.



3. a.



b.



4. a.



b.



7 Listen and write

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

8 Listen and write

Huda is _____ friend. Today, they are _____ tennis. _____ father is a _____. Today, he is _____ a _____. He is _____ to Tokyo. Huda's mother is a teacher. She _____ teaching Asma and Huda today. She's _____. It's _____.

Tapescripts and answers

1 Listen and tick

Narrator: 1

Girl: Is your book in your school bag?

Boy: No, it's next to my school bag.

Narrator: 2

Girl: Where's my tennis racquet?

Boy: It's behind your wardrobe.

Narrator: 3

Girl: What does your uncle do?

Boy: He's a doctor. He works in the hospital.

Narrator: 4

Girl: Does your aunt work in a hospital?

Boy: No, she doesn't. She works in a restaurant.

Narrator: 5

Girl: What's your favourite lesson at school?

Boy: Well, I like English but my favourite lesson is Maths.

Answers: 1. b 2. a 3. b 4. b 5. a

2 Listen and number

Narrator: 1

Girl: It's half past nine.

Narrator: 2

Girl: It's a quarter past four.

Narrator: 3

Girl: It's half past twelve.

Narrator: 4

Girl: It's a quarter to eight.

Narrator: 5

Girl: It's three o'clock.

Narrator: 6

Girl: It's a quarter to two.

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

3 Listen and circle

Narrator: 1

I want to buy Mum a scarf.

Narrator: 2

Boy: What's the weather like today?

Girl: It's cold.

Narrator: 3

Boy: Excuse me. Where's the museum?

Girl: It's next to the post office.

Narrator: 4

Girl: Where's the toy shop?

Boy: Go straight on. Turn left.

Answers: 1. a 2. b 3. a 4. b

4 Listen and match

Narrator: 1

Girl: What's Mazen doing?

Boy: He's drinking water.

Narrator: 2

Boy: What's Asma doing?

Girl: She's setting the table.

Narrator: 3

Girl: What's Huda doing?

Boy: She's doing her homework.

Narrator: 4

Boy: What's Omar doing?

Girl: He's taking a photo.

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

5 Listen and order

Mother: First, I must go to the Post Office. I must buy some stamps. Then, I want to buy some meat. I'm not buying any bread today. Next, I want to go to the chemist's. I want some medicine for grandma. I'm not buying any new shoes today. Finally, I mustn't forget to go to the bookshop. Asma wants a new book about animals.

Answers: 1. post office; 2. butcher's; 3. chemist's; 4. bookshop

6 Listen and tick

1. The cat's sleeping. I think it's tired.

2. Look at the wolves. They're playing.

3. Can you see the eagle? It's sitting in the tree.

4. Look at that leopard. It's hungry. It's eating some meat.

Answers: 1. a 2. b 3. b 4. a

7 Listen and write

1. fruit

2. chair

3. draw

4. fly

5. snowy

6. meal

7. photo

8. shout

9. year

10. March

11. boy

12. train

8 Listen and write

Huda is Asma's friend. Today, they are playing tennis. Huda's father is a pilot. Today, he is flying a plane. He is going to Tokyo. Huda's mother is a teacher. She isn't teaching Asma and Huda today. She's cooking. It's Saturday.

Reading tests

My bedroom

In my bedroom, there is a bed and a wardrobe. The wardrobe is next to my bed. There is a clock on the wall. Under the clock, there is a desk. On my desk, there is a computer, some pens and some books. The books are behind the pens. There is a bin under the desk. My tennis racquet is behind the door. My schoolbag is on my chair. The chair is near my desk.

Answer. Tick Yes or No.

	Yes	No
1. The bed is next to the wardrobe.	<input type="checkbox"/>	<input type="checkbox"/>
2. The bed is under the clock.	<input type="checkbox"/>	<input type="checkbox"/>
3. There are some books on the desk.	<input type="checkbox"/>	<input type="checkbox"/>
4. The pens are behind the computer.	<input type="checkbox"/>	<input type="checkbox"/>
5. The bin is near the wardrobe.	<input type="checkbox"/>	<input type="checkbox"/>
6. The door is behind the tennis racquet.	<input type="checkbox"/>	<input type="checkbox"/>
7. The school bag is on the bed.	<input type="checkbox"/>	<input type="checkbox"/>
8. The clock is behind the wall.	<input type="checkbox"/>	<input type="checkbox"/>

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

Going shopping

My family and I go shopping on Saturday. We go by car. First, we go to the butcher's. We buy chicken and lamb. The baker's is next to the butcher's. We buy bread and cakes there. The post office is opposite the baker's. My mother buys stamps at the post office. Next to the post office, there is a toy shop. My brother and I like to go into the toy shop. Then we go to a restaurant. I like eating fish and rice. My brother likes eating chicken and bread. Finally, we have ice cream. We like ice cream!

Huda

Answer. Write sentences.

1. Where can you buy lamb? _____
2. Where's the baker's? _____
3. What do they buy at the baker's? _____
4. What does Huda's mother buy at the post office? _____
5. What is opposite the post office? _____
6. What is next to the toy shop? _____
7. What does Huda like to eat? _____
8. Does her brother eat fish and rice? _____

Answers:

1. You can buy lamb at the butcher's.
2. It's next to the butcher's.
3. They buy bread and cakes.
4. She buys stamps.
5. The baker's is opposite the post office.
6. The post office is next to the toy shop.
7. She likes to eat fish and rice.
8. No, he doesn't. He likes to eat chicken and bread.

Speaking tests

1. Ask pupils to pick up objects or point to objects in the classroom, then ask and answer:

Whose (pen) is this? [It's Ali's.]

2. Put a number of things on your desk. Pupils ask and answer:

Where is the (pen)? [It's next to/behind/under/on (the book).]

3. Display the wall chart: *My activities timetable* for the pupils to see. They ask and answer:

When do you (visit your grandparents)? [I (visit my grandparents) on (Saturday).]

4. Use a cardboard clock if you have one to practise the time. Pupils ask and answer:

What time is it? [It's (quarter past three).]

5. Hand out flashcards of jobs or use the wall chart: *Jobs and work*. Pupils choose a job. Another pupil asks:

What do you do? [I'm (a doctor).]

Where do you work? [I work (in a hospital).]

6. Show the class the wall chart: *Seasons and the weather*. Pupils ask about the weather:

What's the weather like today? [It's (hot and sunny).]

What's your favourite season? [It's (spring).]

What do you do in spring? [I play in the park.]

7. Use the wall chart: *Food and restaurants*. Pupils ask and answer questions:

What would you like? [Can I have some (chicken), please?/I'd like some (chicken), please.]

Would you like something to drink? [I'd like some (juice), please.]

What's your favourite meal? [It's (fish and rice).]

8. Pupils ask and answer questions about what their family is doing now:

What is your (father) doing now? [He's (working).]

9. Pupils talk together in pairs to describe their town or city. Each pupil takes a turn to say a sentence. They mustn't repeat what the other pupil has said. The last pupil to say a sentence is the winner, for example:

[In our town, there is a museum.] [There is an airport in our town.]

10. Pupils ask and answer questions about the shops they want to go to:

Where do you want to go? [I want to go to the (butcher's).]

What do you want to buy? [I want to buy some (lamb).]

11. Pupils ask and answer about their favourite things:

What's your favourite (meal/animal/season/school day/school lesson/sport/drink)? [My favourite (animal) is a (leopard).]

12. Pupils tell each other what they must and mustn't do at home:

I must help my mother. [I mustn't play with a ball in the house.]

Writing tests

1 Order the words in alphabetical order

leopard aubergine wardrobe restaurant newspaper snowman

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Answers: aubergine leopard newspaper restaurant snowman wardrobe

2 Write *must* or *mustn't*

1. We _____ shout in class.
2. We _____ do our homework.
3. We _____ run in school.
4. We _____ forget our books.
5. We _____ help our teacher.
6. We _____ speak English in English lessons.

Answers: 1. mustn't 2. must 3. mustn't 4. mustn't 5. must 6. must

3 Write sentences to describe the pictures. Use the following

He		reading books
		running
She	is	playing football
It	are	drinking milk
They		flying
		cooking



Writing tests

4.



5.



6.



Answers:

1. They are playing football.
2. It is flying.
3. She is drinking milk.
4. He is running.
5. They are reading books.
6. She is cooking

4. Write sentences

1. Is the cat sleeping? (jump)
No, it isn't. It's jumping.
2. Is the leopard walking? (run)
No, _____
3. Are the wolves swimming? (play)
No, _____
4. Is Dad reading the newspaper? (have lunch)
No, _____
5. Is Mum cooking? (write an email)
No, _____
6. Are Mazen and Omar drawing? (take photos)
No, _____

Answers

2. it isn't. It's running.
3. they aren't. They're playing.
4. he isn't. He's having lunch.
5. she isn't. She's writing an email.
6. they aren't. They're taking photos.