

# BACK UP



Teacher's Guide

**Book**

**6**

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# CONTENTS

<b>UNIT:1</b>	Planning a Vacation	4 -16
<b>UNIT:2</b>	School Community Service	17 - 25
<b>UNIT:3</b>	Our Senses	26 - 38
<b>REVISION (1)</b>		39 - 43
<b>UNIT:4</b>	Talking on the Telephone	44 - 51
<b>UNIT:5</b>	Leisure Time	52 - 65
<b>UNIT:6</b>	Telling Stories	66 - 77
<b>REVISION (2)</b>		78 - 84
<b>UNIT:7</b>	Accidents in The Home	85 - 95
<b>UNIT:8</b>	Animals	96 - 106
<b>UNIT:9</b>	Shopping	107 - 119
<b>UNIT:10</b>	Expressing Feelings	120 - 127
<b>REVISION (3)</b>		128 - 136

# 1 Planning a Vacation

## LESSON 1

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know vacation-related words.

### New language

historic place, natural sight, camping trip, vacation plan, open space, climb a mountain, oasis, hill, advertisement (ad), view, explore

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students what kind of place they'd like to go for a vacation.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the dialogue.

- Read the text loudly and, while reading, ask the students to underline the key words.

# 1 Planning a Vacation

## LESSON 1

### A. Listen and read.

#### The Haddad family are Planning a Vacation

**Mr. Haddad:** We have a week-long vacation next month. Where would you like to go, children?

**Samar:** I have always wanted to go on a camping trip to an oasis in the desert. Sleeping in the open air, watching millions of stars will be wonderful.

**Samia:** I'd rather go to the beach. I always enjoy walking along the shore. I like the views of the coast. On the beach, we can swim, play beach volleyball, or scuba dive. Don't forget sailing by boat. The beach is always fascinating.

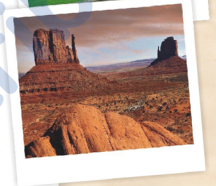
**Sameer:** I'd rather explore old castles and theatres or go to the country. I like climbing mountains and hills. I like walking in a forest and enjoying natural sights. Natural and historical places are always fascinating for me.

**Samar:** And where would you like to go, Mum?

**Mrs Haddad:** It doesn't matter where we go, but we ought to go to a place we haven't been before.

**Mr Haddad:** OK. From now on, let's read our advertisements to find a week-long tour that makes all of us happy.

- historic place, natural sight, camping trip, vacation plan, open space, climb a mountain, oasis, hill, advertisement ad, view, explore  
- I'd rather, ought to



**B. Learn these words.**



historical place



natural sight



a camping trip



oasis



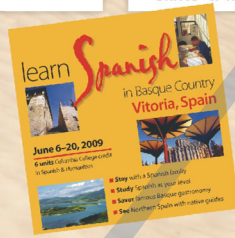
hill



climb a mountain



sleeping in the open air



**vacation plan** a list or schedule of places you will visit and how long you are going to stay in each place.

**I'd rather** This year my mother is making our vacation plan. something you would like more I'd rather play tennis than swim.

**ought to** should (to give advice or instructions)

You ought to keep your passport in a safe place.

**view (noun)** what you see in the distance

I like the view of the ocean from our balcony.

**explore** to go to a place and discover things you've never seen before Sameer likes to explore historical places.

**B. Learn these words.**

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

**C. Fill in the blank spaces with words from B.**

1. There are many historical places in my country, such as the Roman Theatre and the Castle.
2. People say you ought to visit historical places.
3. It's wonderful to go on a camping trip in the desert.
4. Many tourists visit Jordan to explore the historical places.
5. Many people like to see natural sights such as mountains, hills and forests.
6. The view from the window of my bedroom is fascinating. I can see the sea and high mountains.

**C. Fill in the blank spaces with words from B.**

1. There are many \_\_\_\_\_ in my country, such as the Roman Theatre and the Castle.
2. People say you \_\_\_\_\_ visit historical places.
3. It's wonderful to go on a \_\_\_\_\_ in the desert.
4. Many tourists visit Jordan to \_\_\_\_\_ the historical places.
5. Many people like to see \_\_\_\_\_ such as mountains, hills and forests.
6. The \_\_\_\_\_ from the window of my bedroom is fascinating. I can see the sea and high mountains.

**D. Read the dialogue in A, then match the names on the left with what they like to see or do on their vacation.**

Mrs. Haddad

- go on a camping trip
- see the country
- explore historical places
- sleep in the open air

Samar

- go on a sailing trip
- climb mountains
- view natural views

Sameer

- go swimming
- go to a new place she hasn't visited before.

**D. Read the dialogue in A, then match the names on the left with what they like to see or do on their vacation.**

Mrs. Haddad

- go on a camping trip
- see the country
- explore historical places
- sleep in the open air

Samar

- go on a sailing trip
- climb mountains
- view natural views

Sameer

- go swimming
- go to a new place she hasn't visited before.

**E. Ask and answer (pair work). You may use phrases from the right column in exercise D.**

**Example:**

- A. If you had a two - day vacation, where would you like to go?  
B. I'd like to go on a camping trip.

Use the following:

- A one-day / two-day / three-day / four-day vacation  
One-week/ two-week vacation  
One-month /two-month vacation

Note: In addition to the phrases in D, you may also use: Go on a tour round Europe/Jordan/Syria /Lebanon/Oman/United Arab Emirates/or round ( the name of a city ).

**F. Make suggestions as in the example. You can use phrases from the two lists below.**

- A. We'd like to visit (some interesting historical places)  
B. You could /ought to/should/ take a trip ( to Jarash).

1. visit some interesting historical places/ see the famous sights in the city/  
climb some mountains/ rest by the sea/ see natural sights.
2. see/ look at/ visit/ take a trip to/ travel to/ join a tour to....

**G. Ask and answer ( work in pairs ) using "would rather" as in the example. You may use the list of choices in exercise 4.**

**Example:**

- A. Would you like to go on a trip to a historical place or  
would you rather go to the beach?  
B: I'd rather go to the beach.

**E. Ask and answer (pair work). You may use phrases from the right column in exercise D.**

- Put the students in pairs.
- Students will ask and answer, modeling the example given in this exercise.
- Have students use the words and phrases given in this exercise in making questions and answers. They can also use the phrases in the second column of exercise D.
- Have the students act out their questions and answers with the class.

**F. Make suggestions as in the example. You can use phrases from the two lists below.**

- Students will make suggestions about places to go/see, modeling the example given.
- Students can use the phrases from the lists given in this exercise.
- Have students share their answers with the class.

**G. Ask and answer (work in pairs) using "would rather" as in the example. You may use the list of choices in exercise 4.**

- Put the students in pairs.
- Students will ask and answer using "would rather", modeling the example given.
- Students can use the phrases from the lists given in the previous exercises.
- Have students act out their questions and answers with the class.

### H. Listening.

- Play the audio and have the students listen carefully to the dialogue.
- Students will then tick the places that Kamal visited, according to the dialogue they have listened to.
- Review the answers together as a class.

- a. visited the two temples of Pharaoh Ramses. ✓
- b. visited the pyramids at Al Giza.
- c. took a trip by boat along the Nile. ✓
- d. saw Salah al din Castle.
- e. took a trip along the Nile. ✓

### H. Listening

Listen to the following dialogue, then tick the places that Ali visited on their trip to Egypt.

- a. visited the two temples of Pharaoh Ramses.
- b. visited the pyramids at Al Giza.
- c. took a trip by boat along the Nile.
- d. saw Salah al din Castle.
- e. took a trip along the Nile.

Ali: Where did you go last spring vacation?

Kamal: We went on a trip to Egypt.

Ali: Did you enjoy it?

Kamal: Very much, especially our visit to Abu-Simbel.

Ali: What did you see there?

Kamal: We visited two temples of the Pharaoh Ramses. They are the most beautiful historical places I have ever seen.

Ali: What else did you see on your trip?

Kamal: We went to Aswan and took a trip by boat along the Nile. It was so nice.



8





## LESSON 2

flashcards

### A. Listen and read.

Sameer talks about his mountain climbing adventure

I will never forget my first climbing adventure. That was last spring vacation. My family and I went on a camping trip to an oasis in the desert. It was a fascinating trip. Everything was wonderful: the landscape, the silence of the desert, and the shining stars at night.

The next morning we took a Jeep tour around the oasis to explore the hills nearby.

Then we stopped and the guide showed us the way and told us how to climb safely. Then he led us up the hill. It was not easy to climb the hill, but my father and the guide helped me.

Once, while I was climbing a rock, my foot slipped, and I almost fell down the hill.

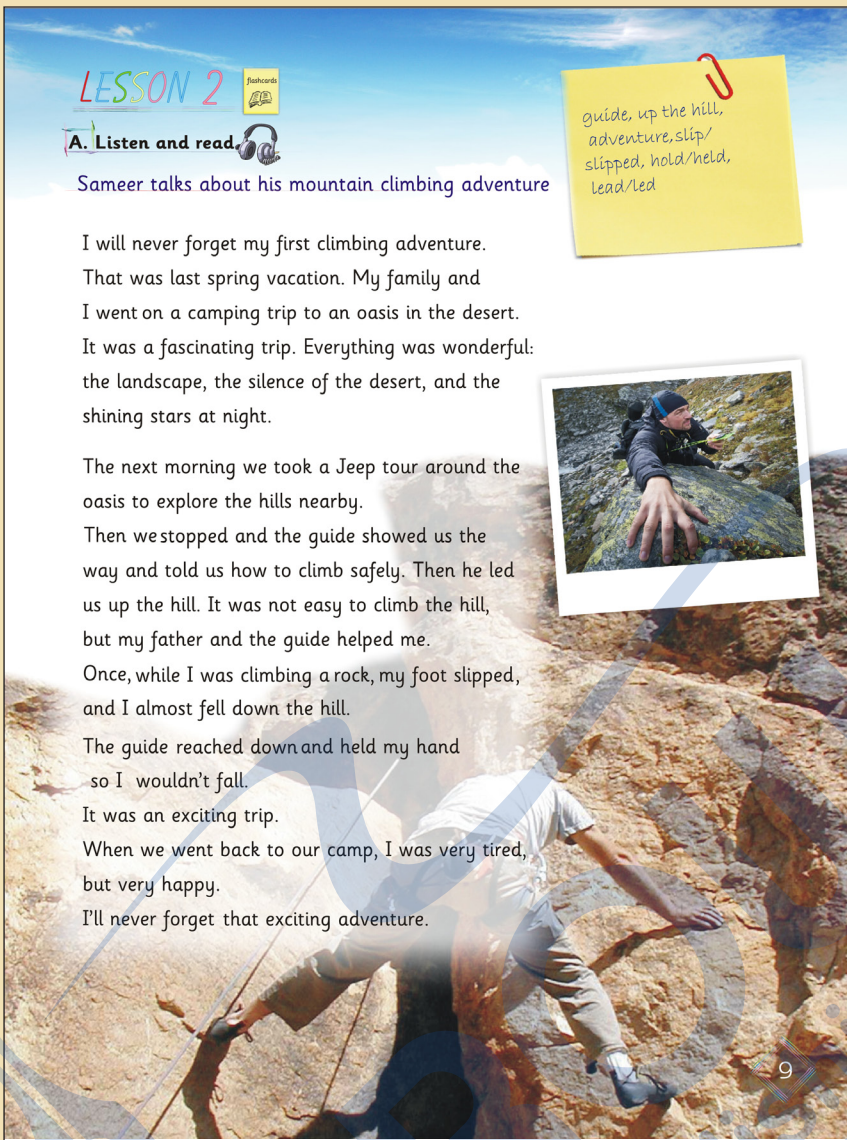
The guide reached down and held my hand so I wouldn't fall.

It was an exciting trip.

When we went back to our camp, I was very tired, but very happy.

I'll never forget that exciting adventure.

guide, up the hill,  
adventure, slip/  
slipped, hold/held,  
lead/led



## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know some adventure-related words.

### New language

guide, up the hill, adventure, slip/slipped, hold/held, lead/led

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students if they have ever been on an exciting adventure. Have them share their experiences.

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Read the text loudly and while reading ask the student to underline the new words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.

### B. Learn the word.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

### B. Learn the word



the guide is leading the group



the boy slipped



hold his hand

**adventure:** an exciting journey or activity.

Sameer likes adventures. He usually goes mountain climbing or scuba diving with his friends.



up the hill

### C. Read the text in exercise A, then fill in the blank spaces in the following text.

Last spring vacation, Sameer and his family went on a \_\_\_\_\_ to an \_\_\_\_\_ in the desert. Sameer enjoyed the landscape, the \_\_\_\_\_ of the desert and the \_\_\_\_\_ stars at night. When they were climbing the, \_\_\_\_\_ Sameer \_\_\_\_\_ and almost fell down the \_\_\_\_\_, but the \_\_\_\_\_ followed him quickly and \_\_\_\_\_ his hand. It was a very exciting \_\_\_\_\_.

10

### C. Read the text in exercise A, then fill in the blank spaces in the following text.

Last spring vacation, Sameer and his family went on a camping trip to an oasis in the desert. Sameer enjoyed the landscape, the silence of the desert and the shining stars at night. When they were climbing the, mountain, Sameer slipped and almost fell down the hill, but the guide followed him quickly and held his hand. It was a very exciting adventure.

**D. Answer the following questions.**

1. Do you like adventures? What do you like to do?  
(scuba dive, climb mountains or hills, explore caves, explore forests)
2. Have you ever done any of these activities?
3. Was it difficult?
4. Did anything exciting happen to you or to your friends? What happened?

**E. Use words and expressions from the list to complete the sentences as in the example.**

You /I had better, I'd rather, could, should

- A. I have lost my bag. What should I do?  
B. You had better tell the teacher.

1. A: Did I tell you we are going to Egypt on vacation?  
B: No, you didn't. I have been there. It's very interesting, but \_\_\_\_\_ not forget your camera.
2. A: My father wants to take us on a one-week vacation.  
Where \_\_\_\_\_ we go?  
B: You \_\_\_\_\_ go to Lebanon. It's really very interesting.  
Or you \_\_\_\_\_ go to Jordan.  
A: I think \_\_\_\_\_ go to Jordan.  
B: Fine \_\_\_\_\_ take your camera.
3. Sami: You know, Ali. I have a little problem. Maybe you could help me. I didn't do my math homework.  
Ali: \_\_\_\_\_ do it now. You have enough time.

11

**E. Use words and expressions from the list to complete the sentences as in the example.**

1. A: Did I tell you we are going to Egypt on vacation?  
B: No, you didn't. I have been there. It's very interesting, but **you'd better** not forget your camera.
2. A: My father wants to take us on a one-week vacation.  
Where **could** we go?  
B: You **could** go to Lebanon. It's really very interesting.  
Or you **could** go to Jordan.  
A: I think **I'd rather** go to Jordan.  
B: Fine **You should** take your camera.
3. Sami: You know, Ali. I have a little problem. Maybe you could help me. I didn't do my math homework.  
Ali: **You should** do it now. You have enough time.

**D. Answer the following questions.**

- Students will answer the questions individually based on their experiences.
- Answers will vary.
- Have students share their answers with the class.

**F. Write suitable suggestions in response to each of the following statements using "had better" as in the following example.**

- Students will read the example and model it to write responses to each of the statements.
- Students will use "had better" in their responses.
- Answers may vary.

**F. Write suitable suggestions in response to each of the following statements using "had better" as in the following example.**

**Example:**

A. We are going on vacation to Sharm el Sheikh tomorrow.

B. You had better take your swimsuit.

1. A: I have a test tomorrow.

B: \_\_\_\_\_

2. A: I have got toothache.

B: \_\_\_\_\_

3. A: We have a one-week vacation next week.

B: \_\_\_\_\_

4. A: I don't know what to give my mother on Mother's Day.

B: \_\_\_\_\_

**G. Complete the sentences on the left with expressions from the right column.**

I am tired, so I will have my dinner now.

I am thirsty, so I will not watch television.

I am hungry, so I will drink some water.

I'm dirty, so I'll pu a sweater on.

I'm busy, so I'll go to bed.

I'm cold, so I'll wash my hands and face.

12

**G. Complete the sentences on the left with expressions from the right column.**

I am tired, so I will have my dinner now.

I am thirsty, so I will not watch television.

I am hungry, so I will drink some water.

I'm dirty, so I'll pu a sweater on.

I'm busy, so I'll go to bed.

I'm cold, so I'll wash my hands and face.

### H. Listening

Who will help who? Listen and write their names in the boxes.

**Samar:** What are you going to do, Sameer?

**Sameer:** I am going to clean my father's car.  
Will you help me, Samar?

**Samar:** No, sorry, Sameer. I can't.  
I am going to help mother  
iron the clothes.

**Maha:** I'm not doing anything today.  
I will help you, Sameer.

**Sameer:** Thank you, Maha.



### I. The following text tells us what the Najjar family will do on their vacation next month.

They will join a camping trip. They will take an exciting desert safari.  
They will visit a natural reserve and see different kinds of wild animals.  
They will walk along the coast and enjoy the views of the coast.  
They will visit Fun City and play many games.

**It is now a month later. Samar is writing a letter to her E-friend about their vacation. Finish the letter.**

We took a one-week vacation last month. We went on a camping trip.

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### H. Listening.

- Play the audio and have the students listen to the conversation carefully.
- Have the students write the name of each person picture in his/her box, based on what they hear.



### I. The following text tells us what the Najjar family will do on their vacation next month.

- Have the students read the text about what the Najjar family will do on their vacation next month.
- Have students complete the letter that is written after the Najjar family have already gone to their vacation.
- Remind students that since the vacation has been taken in the past, they will complete the letter in the past tense.

We took a one-week vacation last month. We went on a camping trip.  
We took an exciting desert safari. We visited a natural reserve and saw different kinds of wild animals. We walked along the coast and enjoyed the views of the coast. We visited Fun City and played many games.

**J. Look at the pictures, then fill in the blanks to show who owns the objects. One is done for you. Then practice the conversations with a partner.**



The Najjar's tickets



Samar Haddad's photos



Sameer Haddad's camera



Ali's Scrapbook



The Haddad's luggage



Salam's wallet

1. Salam: Whose camera is that?

Samar: It's Ali's.

Sameer: No, it's not his. It's mine.

2. Sameer: Whose photos are those?

Samar: They are Salam's.

Sameer: \_\_\_\_\_

3. Salam: Whose tickets are those?

Ali: They are the Haddad's tickets.

Sameer: \_\_\_\_\_

4. Ali: Whose luggage is that?

Salam: It's the Najjar's luggage.

Sameer: \_\_\_\_\_

5. Sameer: Is that wallet \_\_\_\_\_, Samar?

Samar : \_\_\_\_\_

14

**J. Look at the pictures, then fill in the blanks to show who owns the objects. One is done for you. Then practice the conversations with a partner.**

- Students will fill in the blanks, modeling the examples given.
- Have the students act out the conversations.

Samar: They are Salam's.

Sameer: No, they're not hers. They're mine.

3. Salam: Whose tickets are those?

Ali: They are the Haddad's tickets.

Sameer: No, they're not ours. They are the Najjar's tickets.

4. Ali: Whose luggage is that?

Salam: It's the Najjar's luggage.

Sameer: No, it's not theirs. It's ours.

5. Sameer: Is that wallet \_\_\_\_\_ yours \_\_\_\_\_, Samar?

Samar : No, it's not mine. It's Salam's.

**K. Listen to Sameer and Samar talk about their camping trip, complete the sentences.**

1. The \_\_\_\_\_ from the top of the hill was fascinating.
2. Sameer's foot \_\_\_\_\_ and he \_\_\_\_\_ fell down, but his father \_\_\_\_\_ his hand and \_\_\_\_\_ him.
3. Samar will go on a \_\_\_\_\_ trip tomorrow.
4. Samar enjoyed a tour around the \_\_\_\_\_ on camel.
5. Samar took some \_\_\_\_\_ with beduin families.

**Samar:** How was your mountain climbing trip, Sameer?

**Sameer:** Great. The natural view from the top of the hill was fascinating.

**Samar:** Did you have any trouble?

**Sameer:** No, the guide showed us the way up the hill and told us how to climb safely. But you should be careful when you are walking. Once, my foot slipped and I almost fell down, but my father grabbed my hand and saved me.

**Samar:** That's good. Maybe I'll go mountain climbing tomorrow.

**Sameer:** I'm sure you'll like it. How was your desert safari?

**Samar:** We had a lot of fun, too. We enjoyed a tour round the oasis on camel back.

**Sameer:** Did you take photos?

**Samar:** A lot, especially with the beduin families we met when we were drinking coffee.

15

**K. Listen to Sameer and Samar talk about their camping trip, complete the sentences.**

1. The **natural view** \_\_\_\_\_ from the top of the hill was fascinating.
2. Sameer's foot **slipped** \_\_\_\_\_ and he **almost** \_\_\_\_\_ fell down, but his father **grabbed** \_\_\_\_\_ his hand and **saved** \_\_\_\_\_ him.
3. Samar will go on a **mountain climbing** \_\_\_\_\_ trip tomorrow.
4. Samar enjoyed a tour around the **oasis** \_\_\_\_\_ on camel.
5. Samar took some **photos** \_\_\_\_\_ with beduin families.

#### D. Let's sing.

- Play the song. Have the students listen.
- Have the students sing along the song.

#### D. Let's sing

##### Journeys

I like going to a place,  
Where I can sail in a river,  
Look at trees on its banks,  
or colourful birds and flowers.

I like going to the woods,  
Where I can see thick trees,  
And listen to the singing birds,  
And watch leaves dancing in the breeze.

I like going to the beach,  
Where we can race on the shore,  
Swimming, laughing, playing games,  
And eating picnics outdoors.

I like going to old cities,  
To explore ruins of the past,  
And see museums and old castles,  
And take photos of old busts.



# 2

## School Community Service

### LESSON 1



#### A. Listen and read.

##### Charity

Schools usually organize charity programs and projects to help poor people in the local community. They participate in these programs by collecting money from people and giving it to local charities.

Some schools organize charity programs that help poor students in the school or their families. They may spend charity money to improve their schools. Sometimes they buy books for the school library, or they may buy some machines for the school.

#### B. Learn these words.

- organize a project:** plan for work or activity  
Every year they organize a project to help poor students in the school.
- community:** a group of people that live in the same area.  
People in my community are kind and generous.
- local:** things belonging to the same area.  
Our local mosque is adding a 2nd floor.
- participate:** take part  
Many students participated in the charity project last year.
- donate:** to give  
Ali's parents are kind. They always donate money to the poor.
- charity:** a society or organization that helps poor or sick people  
The Red Cross and The Red Crescent a famous charities.

- organize a project, community, local community, participate, donate, charity.



17

### LESSON 1

#### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know information about participating in charity work.

#### New language

organize a project, community, local community, participate, donate, charity

#### Bring to the class

- the tape
- the flashcards for this lesson

# 2

## School Community Service

### Warm-Up

- Ask the students if they have given charity. Have them explain what they did and how it helped others.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show flashcard at a time and say the word. Students repeat each word several times.
- Explain to the students the different ways they can help in charity work.

(B) Introduce the lesson.

- Read the text loudly and while reading ask the students to underline the key words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Ask each student to read part of the text. Ask each student to read a few lines.

**C. Discuss with a partner.**

- Put students in pairs.
- One student will ask the questions given and the other will answer.
- Students can share their answers with the class.

**C. Discuss with a partner.**

- Have you ever participated in a charity project in your school by collecting money?  
How much money did you collect?  
Who or what did you collect money for?
- Have you ever donated money to the poor?  
Did you donate to a charity or a person?  
(Red Cross, Red Crescent, Cancer Charity).  
When was the last time you donated money to a person?  
How much did you donate?
- Do you think it is good to donate money to beggars?  
Why?  
Do you give to beggars? Why?

**D. Fill in the blank spaces with words from B.**

A good school should \_\_\_\_\_ projects to help the local \_\_\_\_\_

One of these projects is a \_\_\_\_\_ project.

Students usually \_\_\_\_\_ in charity projects.

Students \_\_\_\_\_ money to the poor.

Some students collect money from the local community. The school gives the money to a \_\_\_\_\_

18

**D. Fill in the blank spaces with words from B.**

A good school should organise projects to help the local community.

One of these projects is a charity project.

Students usually participate in charity projects.

Students donate money to the poor.

Some students collect money from the local community. The school gives the money to a charity.

## LESSON



### A. Listen and read

#### Community Service Projects: The Litter School Project

Charity projects are only one example of school projects that serve the local community.

A good school organises many projects, because helping the local community also helps students. When students participate in community service projects they develop their skills and learn how to become good citizens. At the beginning of the school year, students join clubs and societies which aim at serving the local community. An example of community projects is the Litter Project.

In this project some students volunteer to clean their neighbourhood.

They go in groups, pick up litter from streets and put it in large plastic bags. When people see that the street is clean, they stop throwing litter in the street and put it in rubbish containers.

They also clean mosques, churches, and parks.

In cities which lie by the sea, they clean the beach and make it good for swimming and boating.

- litter, pick up litter, rubbish container, rubbish bin, skill, develop, citizen, serve, club, society, boating.



19

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know more about community service.

### New language

litter, pick up litter, rubbish container, rubbish bin, skill, develop, citizen, serve, club, society, boating

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students what kind of charity projects their community organises.

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Read the text loudly and, while reading, ask the students to underline the key words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the reading passage with the class.

**B. Learn these words.**

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

**B. Learn these words.**



rubbish container



drop litter



rubbish bin



pick up litter

**skill**

a talent of special ability

If you have a good skill in drawing, you can draw well.

**develop**

to make better

You can develop your swimming skills by practicing.

**citizen**

a person that belongs to a community or country

If you live in Jordan, you are a Jordanian citizen.

**serve**

to help or provide for another

Our school project is to serve dinner to the people at the nursing home.

**club**

a group of people interested in the same activity

Our "Save the Earth" club, meets on Tuesdays.

**society**

an organization of people who have the same interest or aim.

The Diabetes Society teaches people how to prevent diabetes.

**boating**

An activity done in or with a boat

Our family goes boating every summer.

**C. Read the text in exercise A, then answer the questions.**

- What is the name of the community project you read about?
- Why is it called by that name?
- Do you have such projects in your school?
- Have you ever participated in a project like that?
- What did you clean?
- Why do students participate in community projects?
- Have you joined a club or a society in your school? What do you do?
- What would students in the rubbish project in a city by the sea clean? Why?



21

**C. Read the text in exercise A, then answer the questions.**

- What is the name of the community project you read about?  
**The Litter Project.**
- Why is it called by that name?  
**Because students volunteer to clean the neighbourhood by picking up litter from streets.**
- Do you have such projects in your school?  
**Answers will vary.**
- Have you ever participated in a project like that?  
**Answers will vary.**
- What did you clean?  
**Answers will vary.**
- Why do students participate in community projects?  
**Answers will vary.**
- Have you joined a club or a society in your school? What do you do?  
**Answers will vary.**
- What would students in the rubbish project in a city by the sea clean? Why?  
**They clean the beach to make it good for swimming and boating.**

### D. Silent Reading.

- Have the students read the text.
- Students will complete the questions that follow and circle the correct answer choice.
- Have the students share their answers with the class.

1. On "Picking Olives Day", students in Ali's school
  - a. plant olive trees.
  - b. collect olives.
  - c. buy olives.
2. Farmers usually pick olives from olive trees
  - a. in February.
  - b. in October.
  - c. on Arbor Day.
3. In "Make your Country Green" project,
  - a. all students participate.
  - b. many students don't participate
  - c. a small number of students don't participate.
4. On Arbor Day, students
  - a. plant trees.
  - b. collect fruits.
  - c. sit under pine trees and cypress trees.
5. We plant trees because
  - a. their fruit is delicious.
  - b. they make the place look beautiful
  - c. their wood is expensive.

### D. Silent Reading.

Read the following text, then answer the questions that follow.

Ali writes about community projects in his school

My school is in a village. Most of the people in our local community are farmers. My school organises many community projects to help farmers.

One of these projects is Picking Olives Day. In October each year, it is time for collecting olives from olive trees. We go out in groups after school hours to help farmers pick olives from the trees.

Another important community project is "Make your Country Green" project. In February each year, our school celebrates Arbor Day. Almost all the students in the school participate in this activity. We go out with our teachers to plant trees inside and outside the village. Last year we planted a lot of trees such as pine trees and cypress trees on a hill near the village. I feel very happy when I do something good for the local community.

1. On "Picking Olives Day", students in Ali's school
  - a. plant olive trees.
  - b. collect olives.
  - c. buy olives.
2. Farmers usually pick olives from olive trees
  - a. in February.
  - b. in October.
  - c. on Arbor Day.
3. In "Make your Country Green" project,
  - a. all students participate.
  - b. many students don't participate
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  - b. collect fruits.
  - c. sit under pine trees and cypress trees.
5. We plant trees because
  - a. their fruit is delicious.
  - b. they make the place look beautiful
  - c. their wood is expensive.

### E. Pre-listening activity:

Learn the following words, then answer the questions before listening:

award reward occasion social evening put on a play.

1. Has your school ever won an award?  
What was the award?
2. Have you ever participated in a competition?  
Have you ever won an award?  
What was the award for?  
Who in your class or in your school has won a reward?  
What was the reward for?
3. What do people at parties do?
4. On what occasions do you wear your best clothes?  
Does your father wear his best clothes when he goes to parties?
5. Does your school put on plays for the local community?  
Do people have to buy tickets if they want to come?

### F. Listening

Amal's school has won the school community service award. Listen to the following interview with the principal of the school, then answer the questions.

1. Amal's school won the award because the school helped  
a. the local community.    b. poor students.    c. excellent students.
2. The school won the award because \_\_\_\_\_ participated  
in the community projects.  
a. teachers.    b. students.    c. teachers and students.
3. In the interview the principal mentioned  
a. the litter project.    b. the computer project.    c. the road safety project.
4. They collected money for the computer project by  
a. donations from students.    b. putting on plays and selling  
c. donations from the local community.    tickets to the local community.
5. The safety project is for  
a. helping children cross the street.    b. selling lollipops.  
c. children to play with poles.

23

### F. Listening.

- Play the audio and have the students listen to the interview carefully.
- The students will circle the correct choice(s) to complete each sentence about the interview they heard.
- Review the answers together as a class.

1. Amal's school won the award because the school helped  
 a. the local community.    b. poor students.    c. excellent students.
2. The school won the award because \_\_\_\_\_ participated  
in the community projects.  
a. teachers.    b. students.     c. teachers and students.
3. In the interview the principal mentioned  
 a. the litter project.     b. the computer project.     c. the road safety project.
4. They collected money for the computer project by  
a. donations from students.     b. putting on plays and selling  
c. donations from the local community.    tickets to the local community.
5. The safety project is for  
 a. helping children cross the street.    b. selling lollipops.  
c. children to play with poles.

### E. Pre-listening activity.

- Introduce the new words/phrases.
- Students will learn these words/phrases and their meanings.
- Ask the questions that follow to the class. Have students take turns in answering the questions. Answers will vary.

**Interviewer:** Congratulations on receiving the community award.  
What would you like to say on this occasion?

**Principal:** I'd like to congratulate the teachers and students in the school.  
This is an award for everybody in the school.

**Interviewer:** What are the community projects you organized in your school?

**Principal:** A lot of projects.  
For example, the "Keep Your Environment Clean" project.  
Students picked up litter and rubbish such as newspapers and cans  
from streets nearby.

**Interviewer:** What do you think is Your most important project?


**Principal:** The Computer Project.  
We didn't have enough computers in the school.  
Students put on school plays for the local community.  
Parents bought tickets to see the plays, and with the money  
we bought computers.

**Interviewer:** One last question.  
When I was coming in, I saw students holding signs like  
lollipops with the word "Stop" on them.  
What are these for?

**Principal:** These students are participating in the " Road Safety" project.  
They help children cross the street. Cars and lorries stop when  
the students hold up the signs.

**Interviewer:** Thank you, Principal, and congratulations again for winning  
the award.



G. Let's sing 



**We're Proud of Our School**

We're proud of our school,  
We organize many projects,  
To keep the environment clean,  
Without litter or tin cans.

We pick up all the rubbish,  
And put it in plastic bags,  
Then carry it to containers,  
To keep clean all our parks.

We are proud of our school,  
We organize charity projects,  
Donating money to the poor,  
and giving them nice presents.

We put on school plays,  
For the local community,  
And with their ticket money,  
We build new facilities.

We are proud of our school,  
We volunteer to help others,  
spending some of our time  
Helping the sick gives us pleasure.

25

**G. Let's sing.**

- Play the song. Have the students listen.
- Have the students sing along the song.

# 3 Our Senses

## LESSON 1

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know words related to the five senses.

### New language

the five senses, recognise, voice, blind, deaf, rough, smooth, disgusting, rotten

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students to say what their favourite things to see/ smell/ touch/ taste/ hear are.

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

# 3 Our Senses

## LESSON 1



### A. Listen and read



#### Our Five Senses

We have got five senses: sense of sight, sense of hearing, sense of feeling, sense of tasting, and sense of smelling.

Our senses tell us what is around us and what these things are like.

By the sense of sight, we know if these things are big or small, tall or short, fat or thin, beautiful or ugly.

By the sense of hearing, we can also know what is around us.

We can recognise things by the sound they usually make. You can recognise the cat by its meowing. You can recognise your friend by his/her voice. A blind person can't see, but he/she can recognise things by their sounds.

A deaf person can't hear, but he can recognise things by using the other senses. The sense of feeling tells us if things are hot or cold, smooth or rough, soft or hard.

The sense of tasting tells us if things are sweet, bitter, or sour, delicious, or disgusting. The sense of smelling tells us if things are rotten, fresh, stinky, or pleasant.

26

- the five senses, recognize, voice, blind, deaf, rough, smooth, disgusting, rotten



(B) Introduce the reading passage.

- Have students volunteer to read parts of the passage. While reading, ask students to underline the key words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the reading passage with the class.

**B. Read the text, then complete the sentences**

1. Our \_\_\_\_\_ tell us what things are like.
2. A blind man can recognize people by their \_\_\_\_\_
3. A \_\_\_\_\_ person can't hear.
4. A lemon tastes \_\_\_\_\_
5. Our sense of \_\_\_\_\_ tells us if things are smooth or rough.

**C. Answer the following questions.**

1. What are the five senses?
2. Which sense would you like to be much stronger?
3. What animal sense would you like to have?
4. What gives you more pleasure? Lovely music, delicious taste, a beautiful scene, a nice smell, or the touch of soft fur?
5. Which is your favourite sense?
6. What are your most active senses when you are in the country?

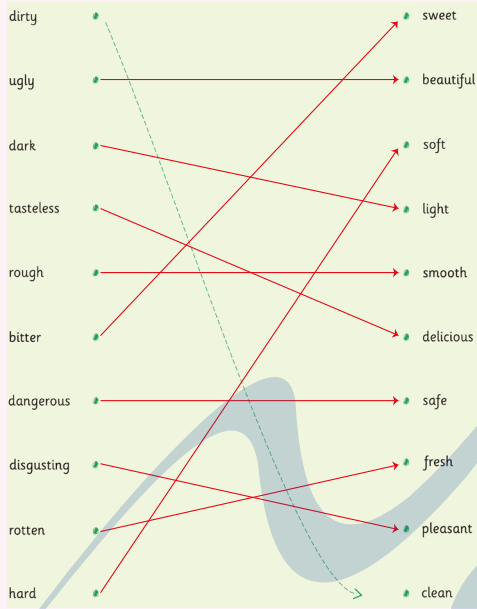
**C. Answer the following questions.**

1. What are the five senses?  
**Sight, hearing, feeling, tasting, and smelling.**
2. Which sense would you like to be much stronger?  
**Answers will vary.**
3. What animal sense would you like to have?  
**Answers will vary.**
4. What gives you more pleasure?  
Lovely music, delicious taste, a beautiful scene, a nice smell, or the touch of soft fur?  
**Answers will vary.**
5. Which is your favourite sense?  
**Answers will vary.**
6. What are your most active senses when you are in the country?  
**Answers will vary.**

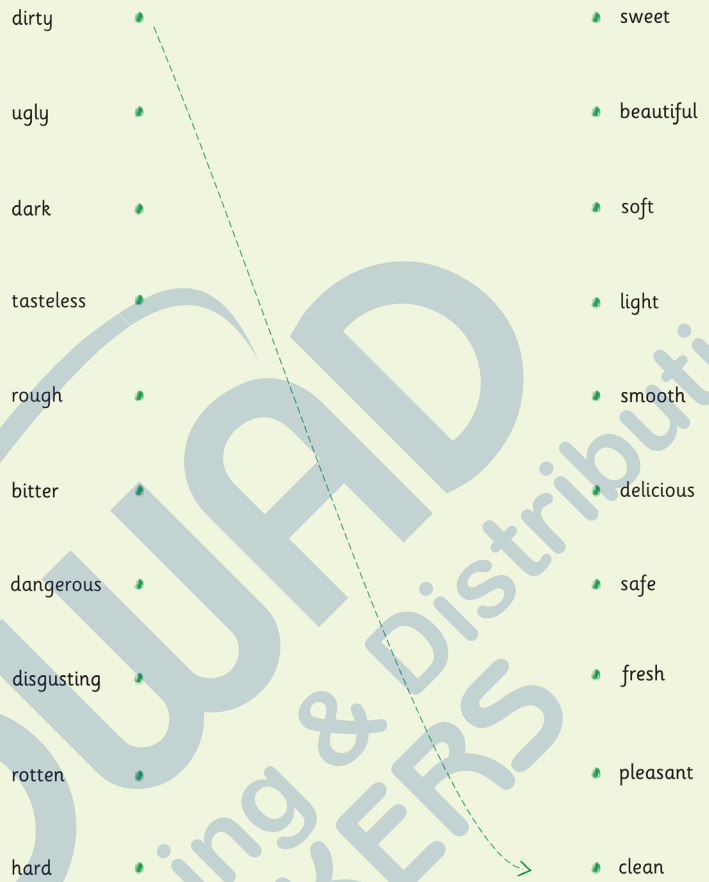
**B. Read the text, then complete the sentences.**

1. Our **senses** tell us what things are like.
2. A blind man can recognize people by their **sounds.**
3. A **deaf** person can't hear.
4. A lemon tastes **sour.**
5. Our sense of **feeling** tells us if things are smooth or rough.

**D. Match the word to its opposite.**



**D. Match the word to its opposite.**



**E. Complete the sentences.**

- a. We see with our \_\_\_\_\_
- b. We hear \_\_\_\_\_
- c. We feel with our \_\_\_\_\_
- d. We smell \_\_\_\_\_
- e. We \_\_\_\_\_ our tongue.

**F. Ask and answer as in the following examples. Ask about different foods such as:**

octopus, raw (not cooked) fish, sheep's eyes, tongue, snake, brains (the stuff inside the head)

A. Have you ever eaten octopus?

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

A. What is it like/ What does it taste like?

B. It's nice/ It tastes nice. It tastes like fish.



**F. Ask and answer as in the following examples. Ask about different foods such as: octopus, raw (not cooked) fish, sheep's eyes, tongue, snake, brains (the stuff inside the head).**

- Put students in pairs.
- Have the students ask and answer using the words given, and modeling the examples given.
- Have the students act out their questions and answers with the class.

**E. Complete the sentences.**

- a. We see with our \_\_\_\_\_ **eyes.**
- b. We hear \_\_\_\_\_ **with our ears.**
- c. We feel with our \_\_\_\_\_ **fingers.**
- d. We smell \_\_\_\_\_ **with our nose.**
- e. We \_\_\_\_\_ **taste with** \_\_\_\_\_ our tongue.

**G. Complete the following sentences using the correct verb and adjective together.**

**verbs:** taste, smell, sound, look, seem, feel

**adjectives:** frightened, soft, delicious, bad, upset, salty, true

**Example:**

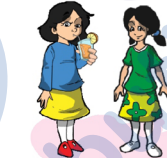
1. A: Come on, dear.  
B: He doesn't want to come.  
He seems frightened.



2. A: We ought to throw the sandwich away.  
B: Why?  
A: Because I think it \_\_\_\_\_  
B: Really! It smells OK to me.



3. A: The lemonade is almost ready. I'll just try it.  
Oh dear! It \_\_\_\_\_ very \_\_\_\_\_  
B: Let me try it. Oh, yes, you are right.



4. A: Look, this is my brother.  
B: Why does he \_\_\_\_\_ ?  
A: Well, he got a low grade in math.



5. A: Feel my scarf. It's made of silk.  
B: Oh! I like the colour and it \_\_\_\_\_  
Is it expensive?



6. A: Have you heard his story?  
B: It's very strange but it \_\_\_\_\_



30

**G. Complete the following sentences using the correct verb and adjective together.**

2. A: We ought to throw the sandwich away.  
B: Why?  
A: Because I think it smells bad.  
B: Really! It smells OK to me.

3. A: The lemonade is almost ready. I'll just try it.  
Oh dear! It tastes very delicious.  
B: Let me try it. Oh, yes, you are right.

4. A: Look, this is my brother.  
B: Why does he look upset ?  
A: Well, he got a low grade in math.

5. A: Feel my scarf. It's made of silk.  
B: Oh! I like the colour and it feels soft.  
Is it expensive?

6. A: Have you heard his story?  
B: It's very strange but it sounds true.

### H. How active are your senses?

1. Do you have a favourite season, or are seasons all the same?
2. Do you feel excited when you see a rainbow in the sky?
3. Do you enjoy tasting new food?
4. Do you enjoy natural views such as the sea, sunrise, and sunset?
5. Do you like touching soft clothes?
6. Do you enjoy the smell of flowers?
7. Do you enjoy listening to music?
8. Do you like the sound of wind in winter?
9. Do you care about your classmates and are you friendly with them?
10. Do you eat whatever is offered to you or are you picky about food?
11. Do you enjoy watching birds and listening to their songs?

**Check your score. Count all the "yes" answers as 1 point.**

- 7 - 10: This shows that you have excellent senses and enjoy beautiful sights, sounds, and smells.
- 3 - 6: This shows that your senses are not bad. You have some enjoyable moments around you.
- Less than 3: You are a cool person. Nothing excites you very much and you do not care very much about pleasant things.

31

### H. How active are your senses?

- Have the students do this activity. The students will answer each question to test their senses.
- After answering all the questions, students will count all of the questions that they answered with "yes" as 1 point each.
- The students will count all their points and share their total score with the class.

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know words related to the five senses.

### New language

What does it look like?

What is it like?

important, fresh, ripe, appetizing, decorate

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students to say what their favourite food is and have them describe its taste.

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

## LESSON 2

### A. Listen and read

#### We Can't Enjoy Foods that Look Bad

What the food looks like is not less important than what it tastes like. Have you ever bought food that doesn't look good? I am sure you never did. For example, milk must look cold, bread must look fresh, and fruit must look ripe.

Food seems more appetizing when it looks nice. Now you may understand why they decorate a bowl of hummus with vegetables and sometimes with certain colours.

The colour of food is also important. If the colour of food is wrong, people will not eat it. Nobody would like to eat blue bread.

I don't think anybody would like to drink hot tea from a can.

Many people like to drink tea in a glass because it looks nice to them.

- What does it look like? What is it like? , important, fresh, ripe, appetizing, decorate



(B) Introduce the reading passage.

- Have students volunteer to read parts of the passage. While reading, ask students to underline the key words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the reading passage with the class.



**B. Read the text and guess the meaning of the underlined words.**

1. Fresh bread means

- a. baked a short time ago      b. old      c. salty

2. If the food looks appetizing you

- a. want to eat it.      b. you don't want to eat it.      c. you want to look at it.

3. When fruit is ripe,

- a. it tastes good.      b. it tastes bad.      c. it has no taste.

4. When you decorate a bowl of hummus, you make it

- a. look nice.      b. taste nice.      c. smell nice.

**C. Now say if each of the following sentences is true or false. Correct false sentences.**

1. What the food looks like is important.

2. You may not like food if it doesn't look good.

3. Food looks more appetizing when we decorate it.

4. People will not eat food if the colour is wrong.

33

**C. Now say if each of the following sentences is true or false. Correct false sentences.**

1. What the food looks like is important.

True.

2. You may not like food if it doesn't look good.

True.

3. Food looks more appetizing when we decorate it.

True.

4. People will not eat food if the colour is wrong.

True.

**B. Read the text and guess the meaning of the underlined words.**

1. Fresh bread means

- a. baked a short time ago      b. old      c. salty

2. If the food looks appetizing you

- a. want to eat it.      b. you don't want to eat it.      c. you want to look at it.

3. When fruit is ripe,

- a. it tastes good.      b. it tastes bad.      c. it has no taste.

4. When you decorate a bowl of hummus, you make it

- a. look nice.      b. taste nice.      c. smell nice.

**D. Complete the sentences with phrases from the list.**

1. Ali \_\_\_\_\_ **looks sad** \_\_\_\_\_. Is he unhappy?
2. You \_\_\_\_\_ **seem very quiet** \_\_\_\_\_. Are you ill?
4. This milk \_\_\_\_\_ **smells bad** \_\_\_\_\_. Don't drink any of it.
4. This milk \_\_\_\_\_ **tastes nice** \_\_\_\_\_. Drink some.
5. Your brother \_\_\_\_\_ **sounds happy** \_\_\_\_\_. Is he having a good time?
6. This dress \_\_\_\_\_ **feels soft** \_\_\_\_\_. Is it made of cotton?

**D. Complete the sentences with phrases from the list.**

sound happy, look sad, seem very quiet, taste nice, smell bad, feel soft

1. Ali \_\_\_\_\_. Is he unhappy?
2. You \_\_\_\_\_. Are you ill?
4. This milk \_\_\_\_\_. Don't drink any of it.
4. This milk \_\_\_\_\_. Drink some.
5. Your brother \_\_\_\_\_. Is he having a good time?
6. This dress \_\_\_\_\_. Is it made of cotton?

**E. Complete the following sentences using the verb between brackets + like where it is necessary. the first one is done for you .**

1. A: The building (look) looks very modern.

B: Yes, it (look) looks like a school.

2. A: That boy over there (look) \_\_\_\_\_ you.

B: He is my brother.

3. A: Something (smell) \_\_\_\_\_ nice. What is for dinner?

B: I'm not sure, but it (smell) \_\_\_\_\_ chicken.

4. I heard somebody shouting last night. It ( sound) \_\_\_\_\_ your father. He (sound) \_\_\_\_\_ very angry.

5. My new coat (feel) \_\_\_\_\_ lovely. It (feel) \_\_\_\_\_ wool, but it isn't.

6. A: This water (taste) \_\_\_\_\_ strange.

B: Yes, but it(not taste) \_\_\_\_\_ too bad.

34

**E. Complete the following sentences using the verb between brackets + like where it is necessary. The first one is done for you.**

2. A: That boy over there (look) \_\_\_\_\_ **looks like** \_\_\_\_\_ you.

B: He is my brother.

3. A: Something (smell) \_\_\_\_\_ **smells** \_\_\_\_\_ nice. What is for dinner?

B: I'm not sure, but it (smell) \_\_\_\_\_ **smells like** \_\_\_\_\_ chicken.

4. I heard somebody shouting last night. It ( sound) \_\_\_\_\_ **sounded like** \_\_\_\_\_ your father. He (sound) \_\_\_\_\_ **sounded** \_\_\_\_\_ very angry.

5. My new coat (feel) \_\_\_\_\_ **feels** \_\_\_\_\_ lovely. It (feel) \_\_\_\_\_ **feels like** \_\_\_\_\_ wool, but it isn't.

6. A: This water (taste) \_\_\_\_\_ **tastes** \_\_\_\_\_ strange.

B: Yes, but it(not taste) \_\_\_\_\_ **does not taste** \_\_\_\_\_ too bad.

**F. Complete the conversation below using the correct questions from the list.**

What's she like? / What does she look like? / What would she like? / How's your mother?

**Amal:** My cousin is coming to stay with us next week.

**Dana:** Really! \_\_\_\_\_?

**Amal:** She's very nice and lots of fun.

**Dana:** \_\_\_\_\_?

**Amal:** She is tall with brown eyes, and she's got short blonde hair.

**Amal:** By the way, \_\_\_\_\_?

**Dana:** She's good. In fact, her birthday is tomorrow.

**Amal:** Is it? I'd like to get her a present, \_\_\_\_\_?

**Dana:** A scarf would be nice. I'm sure she'd like that.

35

**F. Complete the conversation below using the correct questions from the list.**

**Amal:** My cousin is coming to stay with us next week.

**Dana:** Really! What's she like \_\_\_\_\_?

**Amal:** She's very nice and lots of fun.

**Dana:** What does she look like \_\_\_\_\_?

**Amal:** She is tall with brown eyes, and she's got short blonde hair.

**Amal:** By the way, how's your mother \_\_\_\_\_?

**Dana:** She's good. In fact, her birthday is tomorrow.

**Amal:** Is it? I'd like to get her a present, What would she like \_\_\_\_\_?

**Dana:** A scarf would be nice. I'm sure she'd like that.

35

**G. Writing.**

Write eight sentences about senses. The words in some sentences are given and you have to put them in the right order. In other sentences you have to use your own words to complete the sentences.

1. senses, have got, five, We

---

2. They are

---

3. important, senses, All , are

---

4. distinguish things, by our senses, We can, around us

---

5. stronger senses, Some people, others, have, than

---

6. A dog's sense of smell

---

7. by training, can improve, We, our senses

---

8. In America, a special holiday, there is, the sense of smelling, to celebrate

---

36

**G. Writing.**

1. We have got five senses.
2. Answers will vary.
3. All senses are important.
4. We can distinguish things around us by our senses.
5. Some people have stronger senses than others.
6. Answers will vary.
7. We can improve our senses by training.
8. In America, there is a special holiday to celebrate the sense of smelling.

### H. Silent Reading.

Read the text silently, then answer the questions that follow.

#### Sense of Smell Day

On the last Saturday of April every year, people in America celebrate the “Sense of Smell Day”. The aim of this day is for children to learn that the sense of smell is very important and very useful. A good sense of smell makes us enjoy life better. On this day, museums across the country organize activities for children to learn about the sense of smell. Children try to find out about different smells from around the world. They also try to remember the smells when they were younger. Some people think the sense of smell is the least important of our five senses. Our sense of smell is not as good as the sense of smell of a dog. A dog can smell hundreds of times better than us. There are thousands of smells around us, but we can distinguish only some of them. If we train our sense of smell, we may distinguish more smells and enjoy life more.

Fill in the blank spaces in the following sentences.

1. Every year, people \_\_\_\_\_ the “Sense of Smell Day”.
2. They celebrate the sense of smell because it is an \_\_\_\_\_ sense.
3. Children on “Sense of Smell Day” go to museums to \_\_\_\_\_ about the sense of smell.
4. The dog’s sense of smell is \_\_\_\_\_ our sense of smell.
5. If you \_\_\_\_\_ your sense of smell, you will be able to \_\_\_\_\_ and enjoy life more.

37

### H. Silent reading.

- Students will read the text silently and then fill in the blanks with the correct word(s) based on the text.
- Review the answers with the class.

1. Every year, people in America celebrate the “Sense of Smell Day”.
2. They celebrate the sense of smell because it is an important sense.
3. Children on “Sense of Smell Day” go to museums to learn about the sense of smell.
4. The dog’s sense of smell is better than our sense of smell.
5. If you train your sense of smell, you will be able to distinguish more smells and enjoy life more.

### I. Let's sing.

- Play the song. Have the students listen.
- Have the students sing along the song.

I. Let's sing 



### Our Senses and Flowers

Flowers are the joy of senses,  
Sight, smell, hearing and touch,  
And everything will seem better,  
When we take it with a bunch.

They are always nice to see,  
With their different charming colours,  
How cheerful we feel when we see,  
A garden blooming with flowers!

Flowers smell nice, they feel smooth,  
So delicate, soft, and pleasant,  
How fascinating bouquets are,  
When we get them as presents.

Sometimes things may smell bad,  
Sometimes things may feel rough,  
But flowers always delight the heart,  
It's something everyone loves.



# 1 REVISION

## Revision (1)

1. Use the times in the table to complete the dialogue.

The travel plan of a tour group

Go to Petra	8 : 00	a.m.
Bus arrives at Petra	11 : 30	a.m.
Lunch	2 : 30	p.m.
Bus leaves Petra	3 : 30	p.m.
Bus arrives in Aqaba	4 : 15	p.m.
Dinner in the hotel	5 : 30	p.m.

Tourist: When are we going to Petra?

Guide: We are going to Petra at eight o'clock in the morning.

Tourist: Fine. When does the bus arrive at Petra?

Guide: \_\_\_\_\_

Tourist: I think it's a long trip. How long will we stay in Petra?

Guide: \_\_\_\_\_

Tourist: Will we have lunch at Petra or in Aqaba?

Guide: \_\_\_\_\_

Tourist: What time will we leave Petra?

Guide: \_\_\_\_\_

Tourist: Is it far from Petra to Aqaba?

Guide: No, it \_\_\_\_\_. It's only a \_\_\_\_\_ bus ride.

Tourist: What about dinner? When will we have dinner?

Guide: \_\_\_\_\_

39

# 1

## Revision (1)

1. Use the times in the table to complete the dialogue.

Tourist: Fine. When does the bus arrive at Petra?

Guide: The bus arrives at Petra at half past eleven in the morning.

Tourist: I think it's a long trip. How long will we stay in Petra?

Guide: We will stay in Petra for four hours.

Tourist: Will we have lunch at Petra or in Aqaba?

Guide: We will have lunch in Petra.

Tourist: What time will we leave Petra?

Guide: We will leave Petra at half past three in the afternoon.

Tourist: Is it far from Petra to Aqaba?

Guide: No, it is not \_\_\_\_\_. It's only a forty five minute bus ride.

Tourist: What about dinner? When will we have dinner?

Guide: We will have dinner at half past five.

**2. Read, then fill the table below.**

Basim's family are going on a holiday to Egypt. They will arrive in Cairo on Sunday, and they will see the Pyramids on Monday, they'll go to the Egyptian Museum and the Mosque of Ibn Tulun. The next day they'll see the churches of Old Cairo before they visit the Islamic Museum. On Wednesday, they'll travel to Alexandria.

Basim's Vacation Plan	
Day	Event
Sunday	Arrive in Cairo. Go to the hotel. Visit the pyramids
	Go to the Egyptian Museum Visit the Mosque of Ibn Tulun.
Tuesday	_____
Wednesday	_____

**Sunday:** \_\_\_\_\_ arrive in Cairo, go to the hotel,  
\_\_\_\_\_, go to the Mosque of Ibn Tulun  
\_\_\_\_\_, visit churches of Old Cairo.

**Wednesday:** \_\_\_\_\_

**3. Ask and answer.**

**Example:**

**Student 1:** Why must we learn Arabic?

**Student 2:** We must learn Arabic to be able to speak and write our language well.

**Student 1:** Why / must / do we have to learn / Arabic / English / Geography / History / Maths / P.E. / Religion / Science / Arts / homework /

**Student 2:** to / to be able to enjoy the good things in life / get a good job / find an interesting hobby / keep fit / know more about our world / live a good life / learn from the past / use our leisure time (free time) well.

**2. Read, then fill the table below.**

- Have the students read the text and then complete the chart based on what they read.
- Review the answers with the class.

Basim's family are going on a holiday to Egypt. They will arrive in Cairo on Sunday, and they will see the Pyramids on Monday, they'll go to the Egyptian Museum and the Mosque of Ibn Tulun. The next day they'll see the churches of Old Cairo before they visit the Islamic Museum. On Wednesday, they'll travel to Alexandria.	Day	Event
	Sunday	Arrive in Cairo. Go to the hotel. Visit the pyramids
	<b>Monday:</b>	Go to the Egyptian Museum Visit the Mosque of Ibn Tulun.
	Tuesday	<b>See the churches of old Cairo</b> <b>Visit the Islamic Museum</b>
	Wednesday	<b>Travel to Alexandria</b>

**Sunday:** \_\_\_\_\_ arrive in Cairo, go to the hotel,  
**Monday:** \_\_\_\_\_ go to the Egyptian Museum \_\_\_\_\_, go to the Mosque of Ibn Tulun  
**Tuesday:** \_\_\_\_\_ visit the Islamic Museum \_\_\_\_\_, visit churches of Old Cairo.  
**Wednesday:** travel to Alexandria

**3. Ask and answer.**

- Put students in pairs.
- Have the students ask and answer questions modeling the example given.
- Students will use the suggestions given to ask and answer.



**4. Rearrange the following groups of words to form sentences about school community service.**

1. community service projects/ many/ organizes/ our school/  
Our school organizes many community service projects.
2. Participate/ when we/ in community service projects/ how to be good and kind to others/ we learn/  
\_\_\_\_\_
3. participate/ all the students in our school/ trash pick-up project/  
\_\_\_\_\_
4. big plastic bags/ we carry/ and collect/ from the school yard/ trash/ or from parks and streets/  
\_\_\_\_\_
5. " We Love Our Community"/ that say/ we have T-shirts/  
\_\_\_\_\_
6. wear these shirts/ we usually/ when/ are participating/ we/ in a community service activity/  
\_\_\_\_\_
7. donate/ we also/ local charities/ to/  
\_\_\_\_\_
8. ask people/ to local charities/ to donate/ sometimes/ We/  
\_\_\_\_\_
9. we put school plays/ sell tickets/ sometimes/ and/ to the local community/  
\_\_\_\_\_

**4. Rearrange the following groups of words to form sentences about school community service.**

2. When we participate in community service projects, we learn how to be kind to others.
3. All the students in our school participate in the trash pick-up project.
4. We carry and collect trash from the school yard or from the park into big plastic bags.
5. We have T-shirts that say "We Love Our Community".
6. We usually wear these shirts when we are participating in a community service activity.
7. We also donate to local charities.
8. We sometimes ask people to donate to local charities.
9. Sometimes, we put school plays and sell tickets to the local community.

**5. Customers in restaurants sometimes complain to waiters about food. Act out dialogues choosing words from the lists as in the example.**

- Students will take turns acting out the dialogue, choosing the choice of words from the list given.
- Have each student choose different combinations when he/ she acts out the dialogue.
- Address common errors.

**5. Customers in restaurants sometimes complain to waiters about food. Act out dialogues choosing words from the lists as in the example.**

**Customer:** This soup doesn't taste good.

**Waiter:** I'm sorry, sir. Shall I change it, or would you like something different?

**Customer:** Will you please change it?

**Customer:** This soup/ milk/ coffee/ lemonade/ juice/ yoghurt/ cheese/egg/ meat/ fish/ lettuce/ bread/ sandwich/ cake/ rice/ fruit.

is dirty/ too sweet/hard/cold/ a funny colour/burnt/sour.

or

isn't very tasty/very nice/ hot enough/ very well-cooked

or

doesn't taste/smell/ look very nice

or

has an unusual taste/ a bad smell/ a strange look

**Waiter:** It's all we have, I'm afraid. Can I get you something else

or

I'm sorry, Sir. Shall I change it, or would you like something different?

**Customer:** Will you please.

**6. Write a dialogue similar to the example in 4 using words and phrases from the lists.**

Customer: \_\_\_\_\_

Waiter: \_\_\_\_\_

Customer: \_\_\_\_\_

**7. Circle the odd word in the group.**

1. bitter, large, sweet, sour, salty.
2. tall, huge, pretty, delicious, beautiful.
3. loud, long, quiet, noisy.
4. smooth, tasty, rough, soft, cool.
5. bad, cold, nice, good, fishy.
6. taste, touch, think, smell, see, feel.

**8. Ask and answer questions about what students look like as in the following examples.**

**Student 1:** Does Ragi look like anybody in your class or in your family?

**Student 2:** Yes, he looks like Ahmed/ No, he doesn't.

**Student 1:** Who does Samia look like?

**Student 2:** She looks like her sister, Nuha.

43

**8. Ask and answer questions about what students look like as in the following examples.**

- Have students describe each other by giving each student a chance to ask or answer, modeling the examples given.
- Monitor the class and address common errors.

**6. Write a dialogue similar to the example in 4 using words and phrases from the lists.**

- Have the students write a dialogue between a customer and a waiter, modeling the dialogue in exercise 5.
- Check the students' dialogues and address common errors.

**7. Circle the odd word in the group.**

1. bitter, large, sweet, sour, salty.
2. tall, huge, pretty, delicious, beautiful.
3. loud, long, quiet, noisy.
4. smooth, tasty, rough, soft, cool.
5. bad, cold, nice, good, fishy.
6. taste, touch, think, smell, see, feel.

# 4

## Talking on the Telephone

### LESSON 1

#### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know the proper way to talk on the phone.

#### New language

This is ( name).  
 This is ( name) speaking.  
 Can I speak to ( name)?  
 Is ( name) there/ in?  
 Can I take a message?  
 Can I leave a message?  
 I'll call back later.

#### Bring to the class

- the tape
- the flashcards for this lesson

#### Warm-Up

- Ask the students if they know how to answer a phone call.

#### Presentation

##### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

# 4

## Talking on the Telephone

### LESSON 1

#### A. Listen and read.

( Phone rings )

Dana's mother: Hello?

Amal: This is Amal. Can I speak to Dana?

Dana's mother: I'm sorry. She's not here right now. Can I take a message?

Amal: No, thanks. Just tell her I phoned. I'll call back later.

Dana's mother: O.K. I'll do that. Bye for now.

Amal: Bye.

- This is ( Amal)  
 This is ( Amal) speaking.  
 - Can I speak to ( Dana)? Is Dana there/in?  
 - Can take a message?  
 Can I leave a message?  
 - I'll call back later.

44



(B) Introduce the reading passage.

- Have students volunteer to read parts of the phone conversation.
- While reading, ask students to underline the key words.

#### BOOKS OPEN

##### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the phone conversation with the class.

**B. Learn these expressions.**

- Saying your name
  - . This is/ It's Samar.
  - . This is/ It's Samar speaking.
- Asking for somebody
  - . Can I speak to ( Tom)?
  - . Is Tom there? / in?
- Taking/ leaving messages
  - . Can I/ you take a message?
  - . Can I leave a message?
- Making decisions
  - . I'll call back later

**C. Read the dialogue in exercise A, then answer the following questions.**

1. Who is calling?
2. Who answers the phone?
3. Why doesn't Dana answer the phone?
4. Does Amal leave a message?
5. What does she decide to do?

**D. Act out the dialogue in exercise A.**

**E. Fill in the missing expressions in the following conversation.**

( Phone rings )

Basim's mother: \_\_\_\_\_

Tom: \_\_\_\_\_

Basim's mother: No, he isn't.

Tom: \_\_\_\_\_ back?

Basim's mother: Around five thirty.

Tom: This afternoon?

Basim's mother: Yes. May I ask who is calling?

Tom: \_\_\_\_\_, his friend, \_\_\_\_\_.

Basim's mother: O.K. I'll tell him you called.

**D. Act out the dialogue in exercise A.**

- Put students in pairs.
- Students will act out the dialogue in exercise A.

**E. Fill in the missing expressions in the following conversation.**

- Answers may vary slightly.

Basim's mother: Hello?  
Tom: Hello. Is Basim there?  
Basim's mother: No, he isn't.  
Tom: When will he be back?  
Basim's mother: Around five thirty.  
Tom: This afternoon?  
Basim's mother: Yes. May I ask who is calling?  
Tom: Yes, his friend, Tom.  
Basim's mother: O.K. I'll tell him you called.

**B. Learn these expressions.**

- Ask the students to look in their books and read the new expressions.
- Have the students repeat reading each expression.
- Explain when each expression is used.
- To explain further, you can act out a phone conversation with a student in the class.

**C. Read the dialogue in exercise A, then answer the following questions.**

1. Who is calling?  
Amal.
2. Who answers the phone?  
Dana's mother.
3. Why doesn't Dana answer the phone?  
Because she's not here right now.
4. Does Amal leave a message?  
No.
5. What does she decide to do ?  
She decides to call back later.

**F. The sentences in the following telephone conversation are jumbled. Put them in the right order. In this telephone conversation, Samar is calling Laila. Laila's sister answers the phone.**

Laila's sister: \_\_\_\_\_ Hello.

Samar: \_\_\_\_\_ Is this Laila?

Laila's sister: \_\_\_\_\_ No, this is her sister, Nancy.

Samar: \_\_\_\_\_ You sound like Laila.

Laila's sister: \_\_\_\_\_ Can I take a message?

Samar: \_\_\_\_\_ Sure. Please tell her that I called.

Laila's sister: \_\_\_\_\_ O.K. I'll give her this message.

Samar: \_\_\_\_\_ Thanks.

Laila's sister: \_\_\_\_\_ Bye.

**F. The sentences in the following telephone conversation are jumbled. Put them in the right order. In this telephone conversation Samar is calling Laila. Laila's sister answers the phone.**

No, this is her sister, Nancy./ Bye / Thanks / You sound like Laila/  
 O.K. I'll give her this message. / Rrrrrring/ Sure. Please tell her that I called/  
 Can I take a message?/ Is this Laila?/ Hello.

Rrrrrring

Laila's sister: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

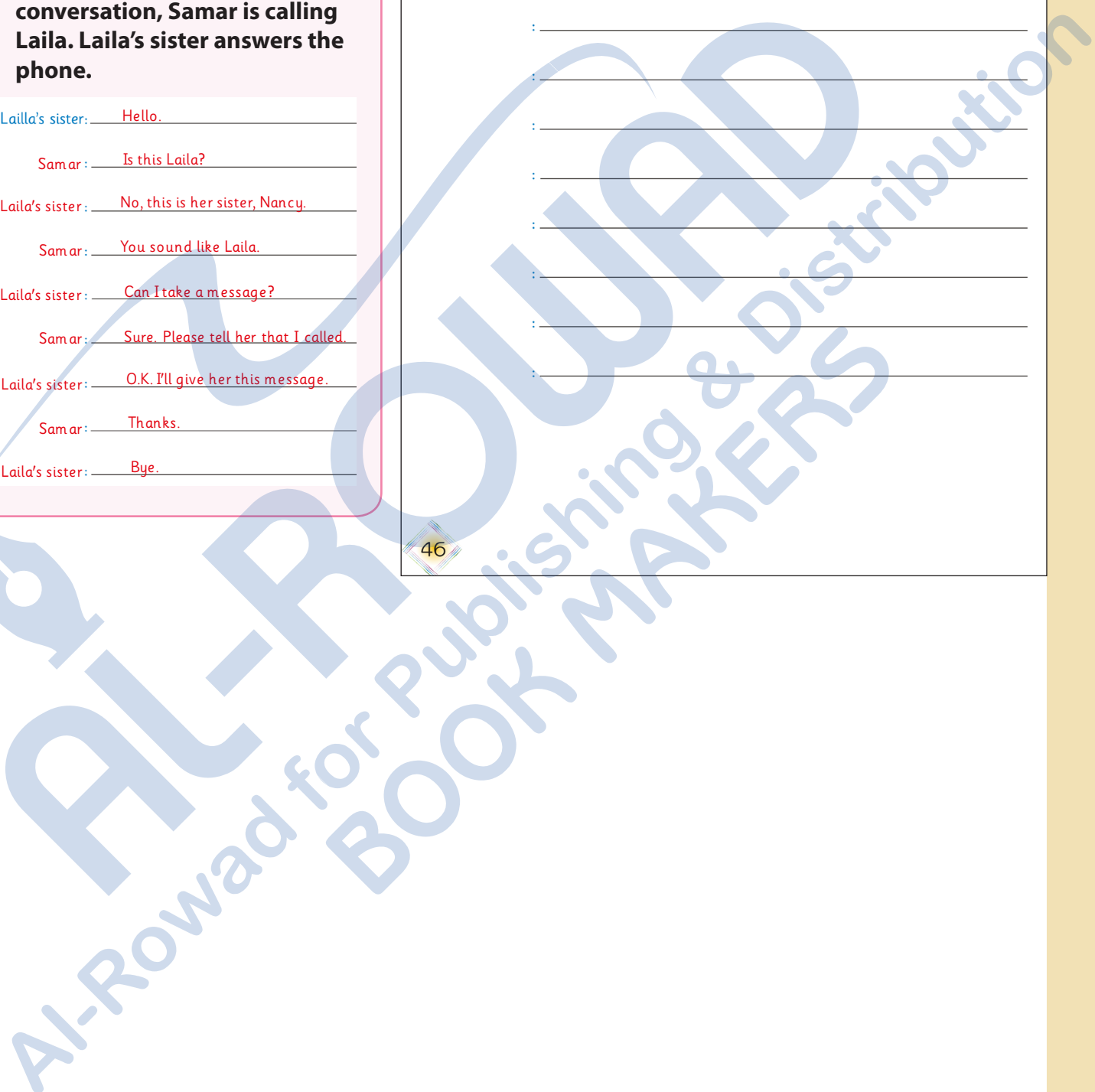
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## LESSON 2

### A. Listen and read

Wrong Number

(Sara dials the phone)

**Receiver:** Hello?

**Sara:** This is Sara. Is Zeena there?

**Receiver:** I am sorry. You have the wrong number.

**Sara:** Is this double five, six, five, zero, two, four? (556-5024)

**Receiver:** No, it isn't.

**Sara:** Oh, I'm sorry.

- I'm sorry, You have the wrong number,  
- dial, since, ago  
- Reading a phone number

### B. Read the telephone conversation above, then answer the following questions.

1. Who did Sara want to call?
2. Did Zeena answer the phone? Why?
3. What is Zeena's telephone number?
4. What is your home telephone number?
5. What is your friend's telephone number?
6. If you need help from the police, what number do you dial?

### C. Read the following telephone numbers.

1. 564 - 3578.
2. 336 - 9765.
3. 466 - 8220.
4. 604 - 8993.
5. 444 - 9503
6. 984 - 4007.

47

## Presentation

### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Read the phone conversation loudly and, while reading, ask the students to underline the key words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the phone conversation with the class.

#### B. Read the telephone conversation above, then answer the following questions.

1. Zeena
2. No, because it was a wrong number.
3. 556-5024
4. Student will write his/her telephone number here
5. Student will write his/her friend's phone number here.
6. Phone number of the police will vary depending on the country.

#### C. Read the following telephone numbers.

- Students will read the phone numbers given.
- Monitor and address common errors.

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know how to answer someone on the phone if they dialed their phone number by mistake.

### New language

I'm sorry, You have the wrong number., dial, since, ago

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students what they would say if someone they didn't know dialed their number by mistake.

47

### D. Reading.

• Read the following text, then answer the questions that follow.

1. How many types of telephone do people use now? What are they?

Three different types. They are the traditional landline telephone, the cordless landline, and the mobile phone.

2. Who invented the telephone? When?

Graham Bell. In 1876.

3. What is the traditional type of phone called? Why?

The landline telephone. Because it is used in the home and it is not cordless.

4. What is another name for the mobile phone?

The cell phone.

5. "mobile" means:

a. not fixed, so you can carry it with you.

6. "cordless" means

a. without a cord (a wire)

### D. Reading

Read the following text, then answer the questions that follow.

#### Telephones

Telephones are very important in our life.

Twenty years ago, people had one telephone at home, and one telephone at the office.

Today, people have telephones everywhere: in the house, in the car, in the garden.

They use three types of telephones:

the traditional landline telephone, the cordless landline telephone and the mobile phone. The traditional landline telephone has been around since 1876, when Graham Bell invented the telephone. It has developed a lot since that time. One type of landline telephone is the cordless telephone.

You can move around the house or in places nearby while talking. It doesn't have a cord connected to the telephone line.

Almost all people now use mobile phones, also called cell phones. They are cordless, too, but you can carry them with you everywhere even to other countries.

1. How many types of telephone do people use now? What are they?

2. Who invented the telephone? When?

3. What is the traditional type of phone called? Why?

4. What is another name for the mobile phone?

5. "mobile" means:

a. not fixed, so you can carry it with you.    b. easy to carry

6. "cordless" means

a. without a cord (a wire)    b. less important





**E. Complete the following sentences with *since*, *for*, or *ago*.**

**Example:**

The traditional landline telephone has been around *since* 1876.  
(It is still used).

Graham Bell invented the telephone 134 years *ago*.  
( Number of years. It happened in the past).

We have lived in this house *for* 10 years.  
( Number of years. We still live in the house. )

1. Ali has been in this school \_\_\_\_\_ 2004.  
(still at this school.)
2. Ali has been in this school \_\_\_\_\_ six years.  
(still at this school.)
3. Ali registered in this school six years \_\_\_\_\_.
4. I have known my friend, Ali, \_\_\_\_\_ six years.
5. We met in the first grade six years \_\_\_\_\_.
6. We have been together in this school \_\_\_\_\_ 2004.

49

**E. Complete the following sentences with *since*, *for*, or *ago*.**

1. Ali has been in this school \_\_\_\_\_ *since* \_\_\_\_\_ 2004.  
(still at this school.)
2. Ali has been in this school \_\_\_\_\_ *for* \_\_\_\_\_ six years.  
(still at this school.)
3. Ali registered in this school six years \_\_\_\_\_ *ago* \_\_\_\_\_.
4. I have known my friend, Ali, \_\_\_\_\_ *for* \_\_\_\_\_ six years.
5. We met in the first grade six years \_\_\_\_\_ *ago* \_\_\_\_\_.
6. We have been together in this school \_\_\_\_\_ *since* \_\_\_\_\_ 2004.

## F. Listening

Samar and Riham want to go to Laila's birthday party. Samar telephones Riham to make arrangements for going together to Laila's house.

Listen to the conversation, then answer the questions.

1. What is the conversation about?
  - a. Going to the market to buy presents for Laila.
  - b. Going to Laila's birthday party.
  - c. Going to Laila's sister's wedding party.
  - d. Samar inviting Riham to her birthday party.
2. Riham can't go alone because
  - a. Laila's house is very far.
  - b. Her father doesn't allow her to go alone.
  - c. Her father doesn't allow her to go to birthday parties.
3. They will come back home
  - a. by bus.
  - b. by taxi.
  - c. in her mother's car.
  - d. in her uncle's car.

(Telephone rings)

**Riham:** Hello.

**Samar:** This is Samar from your sixth grade class.

**Riham:** Hi, Samar. How are you?

**Samar:** I am fine. Are you going to Laila's birthday party?

**Riham:** Yes, but my father doesn't allow me to go alone at night. Will your mother drive us there?

**Samar:** No. That's why I am calling. She is very busy tonight. Do you have any idea how we can go?

**Riham:** We can go by bus to get there, but we can't take the bus home.

**Samar:** What should we do to get back?

**Riham:** We had better take a taxi because it will be late.

**Samar:** But taxis are expensive. I will ask my uncle to pick us up after the party.

**Riham:** I agree.

50

## F. Listening.

- Play the audio and have the students listen carefully.
- Students will then circle the correct answer choice for each question.
- Review the answers with the class.
- Correct any mistakes.

1. What is the conversation about?
  - a. Going to the market to buy presents for Laila.
  - b. Going to Laila's birthday party.
  - c. Going to Laila's sister's wedding party.
  - d. Samar inviting Riham to her birthday party.
2. Riham can't go alone because
  - a. Laila's house is very far.
  - b. Her father doesn't allow her to go alone.
  - c. Her father doesn't allow her to go to birthday parties.
3. They will come back home
  - a. by bus.
  - b. by taxi.
  - c. in her mother's car.
  - d. in her uncle's car.

**G. Let's sing** 

**The Telephone Queen**

My sister, Noora, is fourteen,  
We call her the Telephone Queen.  
Her hobby is holding the phone,  
Dialing or answering calls.

I have learnt all her phrases:  
" Hello! This is Noora speaking"  
" Hello, Salma, How are you"  
" All right, Goodbye, Thank you"  
" Can I talk to Salma, please"

And when Salma is not there:  
" Can I leave a message?"  
" Please just tell her I called"  
" I will call back some time later"  
And sometimes, she says with anger:  
" Sorry, you have the wrong number".



**G. Let's sing.**

- Play the song. Have the students listen.
- Have the students sing along the song.

# 5 Leisure Time

## LESSON 1

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know of different activities people do in their free time.

### New language

leisure time, pastime, mind, survey, bother

Would you mind?

I am in a hurry.

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students how they spend their leisure time.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the dialogue.

- Have students volunteer to read parts of the dialogue. While reading, ask students to underline the key words.

# 5 Leisure Time

## LESSON 1

### A. Listen and read.

#### Survey of Students Leisure Habits

**Interviewer:** Excuse me. I'm from the school magazine, Forum. We are surveying how students spend their leisure time. Would you mind answering some questions.

**Student 1:** Well, yes. O.K.

**Interviewer:** Would you mind telling me your name and grade.

**Student 1:** My name is Ahmed Ali. I am in the sixth grade.

**Interviewer:** How do you spend your leisure time, Ahmed.?

**Student 1:** I usually watch TV. If the weather is good, I go swimming or ride my bike.

**Interviewer:** Thank you, Ahmed.

**Interviewer (to student 2):** Sorry to bother you. I am from the school magazine, Forum. Can you answer some questions?

**Student 2:** Sorry. I can't stop now. I am in a hurry.

**Interviewer:** Excuse me. I am from the school magazine, Forum. Would you mind answering a few questions?

**Student 3:** Not at all, go ahead.

**Interviewer:** Your name and grade, please?

**Student 3:** My name is Saleem Najjar, and I am in the fifth grade.

**Interviewer:** How do you spend your leisure time?

**Student 3:** I spend my leisure time exchanging e-mails with my E-friends or playing computer games.

**Interviewer:** Thank you Saleem.

52

- leisure time/  
pastime, mind,  
survey, bother  
- Would you mind?  
I am in a hurry.

Would you mind answering some questions?



### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the dialogue with the class.

**B. Learn these words.**

**leisure time:** Your leisure time is your time when you don't have to do any work such as homework or helping in house work.  
It is your free time.

**mind:** When you mind doing something, you don't like doing it.  
Would you mind shutting the window; it's cold. - O.K. I'll shut it.

**survey:** find out. In the text, the interviewer is surveying how students spend their leisure time.

**bother:** trouble. Can I bother you for a cup of sugar?

**C. Read the dialogue in 1, then fill in the blank spaces in the following sentences with words from the list.**

bother, surveying, in a hurry, spend

1. The interviewer is \_\_\_\_\_ how students spend their free time.
2. Student 1 \_\_\_\_\_ his leisure time watching TV, swimming or riding his bike.
3. Student 2 did not stop to answer the questions because he was \_\_\_\_\_
4. I'm sorry to \_\_\_\_\_ you, but I have to ask you a question.

**D. A magazine about school is a school magazine. What do we call**

1. a magazine about sports: a sports magazine.
2. a magazine about health: \_\_\_\_\_
3. a magazine about travel: \_\_\_\_\_
4. a magazine about local community: \_\_\_\_\_
5. a magazine about environment: \_\_\_\_\_
6. a magazine about news: \_\_\_\_\_

53

**B. Learn these words.**

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

**C. Read the dialogue in 1, then fill in the blank spaces in the following sentences with words from the list.**

1. The interviewer is surveying how students spend their free time.
2. Student 1 spends his leisure time watching TV, swimming or riding his bike.
3. Student 2 did not stop to answer the questions because he was in a hurry.
4. I'm sorry to bother you, but I have to ask you a question.

**D. A magazine about school is a school magazine. What do we call:**

1. a magazine about sports: a sports magazine.
2. a magazine about health: a health magazine
3. a magazine about travel: a travel magazine
4. a magazine about local community: a local community magazine
5. a magazine about environment: an environmental magazine
6. a magazine about news: a news magazine

**E. Ask and answer about leisure time/ free time as in the example (pair work). You may use the following verbs.**

- Put the students in pairs.
- Have the students ask and answer questions about their leisure time using the words given, and modeling the example.
- Have the students act out their questions and answers.
- Correct any mistakes.

**F. Make polite requests using "would you mind". Your classmate responds with one of the following expressions.**

- Put the students in pairs.
- Have the students ask and answer polite questions using "would you mind" to begin each question. One student will ask the polite question (according to the sentence given) and the other will answer using one of the expressions in the list in this exercise.
- Have the students act out their questions and answers.
- Correct any mistakes.

**E. Ask and answer about leisure time/free time as in the example (pair work). You may use the following verbs.**

skate, walk in the park, swim, read, fish, play football/table tennis, chess, volleyball, draw, play music.

A: How do you spend your free time, Laila?

B: I spend my free time reading stories.



**F. Make polite requests using "would you mind". Your classmate responds with one of the following expressions.**

not at all/ Not, of course not/ No, I'd be happy to/ go ahead/ of course, I'd be glad to/ sorry, I'm in a hurry/ sorry, I can't right now.

A. Would you mind helping me do these sums?

B: No, not at all.

1. answer some questions for me.
2. open the window, it's very hot.
3. close the window, it's very cold.
4. help me do this exercise.
5. help me carry this bag.

**G. Interview and write about your friend.**

1. What are your favourite pastimes?

\_\_\_\_\_

2. How often do you \_\_\_\_\_?

\_\_\_\_\_

3. Where do you usually

\_\_\_\_\_

4. Who do you usually \_\_\_\_\_ with?

\_\_\_\_\_

5. Why do you enjoy \_\_\_\_\_?

\_\_\_\_\_

6. Which hobbies you don't like doing?

\_\_\_\_\_

7. Why don't you enjoy these hobbies?

\_\_\_\_\_

**Now write about your friend.**

Best Friend's Name: \_\_\_\_\_

\_\_\_\_\_ likes \_\_\_\_\_

She/He \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**G. Interview and write about your friend.**

- Put students in pairs (or have each student interview a friend for homework).
- Students will ask the classmate/friend questions beginning each question with the suggestions given (and completing with their own words if needed).
- Students will write the answers below their questions.
- Then the students will write the name of the classmate/ friend they interviewed and a paragraph about him/her based on the answers the classmate/ friend gave.

### H. Listening

Listen carefully to a survey report about sports. After each pause, tick (✓) if the sentence is true and (✗) if the sentence is wrong.

1. Most boys in the sixth grade like playing football more than playing volleyball ( ).
2. Most girls in the sixth grade like playing tennis more than playing volleyball ( ).
3. Most students in the sixth grade like individual games like skating than team games like basketball ( ).
4. Few students in the fifth grade like playing chess ( ).
5. Most girls in the fourth grade like skipping more than skating ( ).

#### Now listen.

We interviewed students about sports. In the sixth grade, the favourite sport among boys is football, and the favourite sport among girls is volleyball.

Most girls and boys like team sports more than individual sports.

Students in the fifth grade and the fourth grade like swimming the most and playing chess the least. The other popular sports among them are bicycle riding and skating. Girls like skipping the most.

56

### H. Listening.

- Play the audio and have the students listen carefully.
- Students will then read the sentences and put a check mark if the sentence is true, and an x mark if the sentence is false (according to the survey report they listened to).
- Review the answers with the class.
- Correct any mistakes.

1. Most boys in the sixth grade like playing football more than playing volleyball (✓).
2. Most girls in the sixth grade like playing tennis more than playing volleyball (✗).
3. Most students in the sixth grade like individual games like skating than team games like basketball (✗).
4. Few students in the fifth grade like playing chess (✓).
5. Most girls in the fourth grade like skipping more than skating (✓).



## LESSON 2



- Types of programmes:  
cartoons, music show,  
quiz show, the news, films,  
animals, sports,  
religious programmes,  
documentary, adventures

**A. Learn the following names of television (TV) programmes.**

### Television Programmes

- cartoons:** A film made by a number of drawings, especially for children. We watch cartoons on TV on Saturday mornings.
- music show:** music performance  
In a music show, you can watch and listen to musicians playing music.
- quiz show:** A competition or game where people have to answer questions. My sister answered the most questions right. She won the quiz show.
- news programme:** A show, usually on TV, where you learn about important events in your country and the world.  
My dad always watches the 5 o'clock news programme on Channel 5.
- film:** motion pictures  
My favorite film is **The Adventures of Mr. Chilly**
- animal programme:** A show, usually on TV, where you learn about the life and behavior of animals.  
My favorite animal programme is the one about lions.
- sports programme:** A show, usually on TV, where you watch games, such as football, baseball and basketball  
All my friends are coming over tomorrow to watch the football sports programme.
- religious programmes:** A show, usually on TV, where you learn about religion.  
Our family always watches religious programmes before we go to Friday prayer.

57

### Warm-Up

- Ask the students what their favourite programme on TV is.

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

### BOOKS OPEN

**A. Learn the following names of television (TV) programmes.**

- Ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know the different kinds of programmes on TV.

### New language

cartoons, music show, quiz show, the news, films, animals, sports, religious programmes, documentary, adventures

### Bring to the class

- the tape
- the flashcards for this lesson

**B. Write the name of the programme under the picture.**



1. cartoon



2. music show



3. quiz show



4. news programme



5. animal programme



6. film



7. sports programme



8. religious programme

**B. Write the name of the programme under the picture:**



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



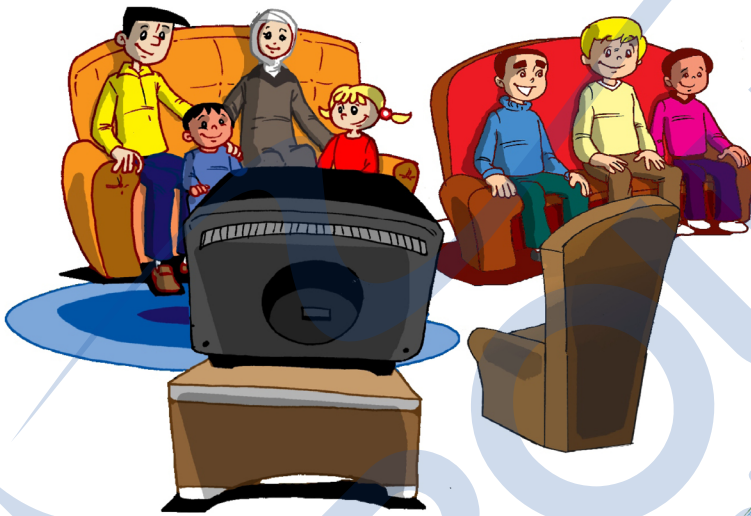
7. \_\_\_\_\_



8. \_\_\_\_\_

**C. Read the following text, then answer the questions.**

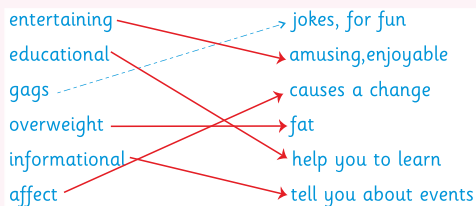
Television programmes can be good or bad. It is good because on television we can watch entertaining, educational, and informational programmes. In entertaining programmes, such as cartoons, gags (for fun), and sports, we enjoy ourselves by what we see. In educational programmes, such as health and science, we learn more about our life. In informational programmes such as news, we know what is happening around us. A lot of television is bad for us, especially for children. It may affect their health, their behaviour, and their grades at school. When you spend much time watching television, this will keep you away from participating in important activities, such as playing with other children. You may become overweight. You will also have less time for practicing your hobbies which are important for your health. More important, you will not have enough time for studying or doing your homework.



59

**C. Read the following text, then answer the questions.**

**D. Match the word and its meaning. You can guess the meaning of these words from the text. One is done for you.**



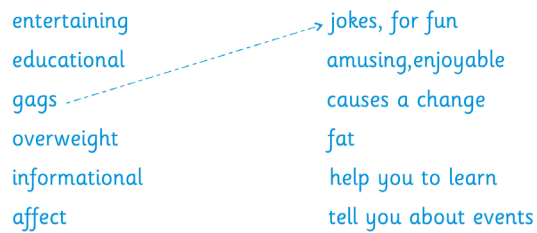
**E. Look at the names of programmes in exercise A, and classify them into the following categories.**

entertaining : cartoons, music shows, films, sports programmes

educational : animal programmes, religious programmes

informational : news programmes, quiz shows

**D. Match the word and its meaning. You can guess the meaning of these words from the text. One is done for you.**



**E. Look at the names of programmes in exercise A, and classify them into the following categories.**

entertaining \_\_\_\_\_

educational \_\_\_\_\_

informational \_\_\_\_\_

**F. Read the text in 3, then complete the following sentences.**

Watching a lot of TV badly affects our health.

1. You may become overweight \_\_\_\_\_

2. \_\_\_\_\_

b. our behavior.

1. \_\_\_\_\_

2. \_\_\_\_\_

c. our performance at school.

1. \_\_\_\_\_

2. \_\_\_\_\_

**F. Read the text in 3, then complete the following sentences.**

1. You may become overweight \_\_\_\_\_

2. You will have less time to practise your hobbies that are important for your health. \_\_\_\_\_

b. our behavior.

1. You won't have time to participate in important activities. \_\_\_\_\_

2. You won't have time to play with your children. \_\_\_\_\_

c. our performance at school.

1. You won't have time to study. \_\_\_\_\_

2. You won't have time to do your homework. \_\_\_\_\_

**G. What do you think? State your opinion using the following expressions.**

**Agree**

I think you're right

I agree

Absolutely true

I totally agree

**Disagree**

(I'm afraid) I disagree

I am not sure I agree with you

(I'm afraid) I don't agree

I can't agree with you

1. Watching TV makes people lazy.

I think you are right **because** this will keep you away from other activities.

2. Watching adventure programmes frightens people.

\_\_\_\_\_ **because** \_\_\_\_\_

3. Watching cartoons is a waste of time.

\_\_\_\_\_ **because** \_\_\_\_\_

4. Watching TV more than one hour per day makes students perform poorly at school.

\_\_\_\_\_ **because** \_\_\_\_\_

5. Reading is more interesting than watching TV.

\_\_\_\_\_ **because** \_\_\_\_\_

6. Students should not watch horror films.

\_\_\_\_\_ **because** \_\_\_\_\_

7. Watching quiz shows is interesting.

\_\_\_\_\_ **because** \_\_\_\_\_

**G. What do you think? State your opinion using the following expressions.**

- Students will read the chart that has expressions of agreeing and disagreeing with someone.
- Students will complete the sentences based on the statement(s) given. They will state their agreement or disagreement with the statement using the expression suggestions.
- Have the students share their answers with the class.
- Monitor and correct mistakes.

**H. Fill in the following questionnaire.**

- Students will read the questionnaire and answer it individually.
- Students will then compare their answers with their classmates by sharing their answers with the class.
- Monitor and correct any mistakes.

**H. Fill in the following questionnaire. Then compare with your classmate.**

1. How much TV do you watch per day?

- a. not at all                      b. one hour                      c. two hours  
d. three hours                      e. more than three hours.

2. What time of the day do you usually watch TV?

- a. in the morning                      b. in the afternoon                      c. in the evening  
d. at night                      e. always ,day and night.

3. Which programmes do you usually watch?

- a. news                      b. films                      c. music shows                      d. documentary  
e. sports                      f. cartoons                      g. drama                      h. quiz shows  
i. other programmes

4. How many televisions are there in your home?

- a. one  
b. two  
c. three  
d. more than three

5. What are your favourite programmes.

Ask your teacher if you don't know how to write them.

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## I. Listening

Listen to the following interview, then answer the questions that follow.

1. What is Mrs. Haddad's favourite programme?
  - a. She doesn't like watching TV.
  - b. Her children do not give her the chance because they are always watching their programmes.
  - c. She watches many programmes.
2. What's Mrs. Najjar's favourite programme?
  - a. She doesn't like watching TV.
  - b. Her children don't give her the chance.
  - c. She is always busy.
3. Why does Alia like to watch sports programmes?
  - a. Sports are exciting and interesting.
  - b. Sports are fun.
  - c. Sports make him relax.

### Now listen.

**Interviewer:** Would you mind answering one question, Mrs. Haddad?

**Mrs. Haddad:** Not at all.

**Interviewer:** What's your favourite TV programme?

**Mrs. Haddad:** I can't answer this question. I never get to watch my favourite programme because my children are always watching theirs.

**Interviewer:** And you Mrs. Najjar. What is your favourite TV programme?

**Mrs. Najjar:** Ha...I am a wife, a mother, and work as a teacher. I am always in a hurry. At the end of the day, I am too tired to do anything.

**Interviewer:** And you Alia. What is your favourite kind of TV programme?

**Alia:** Sports.

**Interviewer:** Why do you like to watch this kind of programme?

**Alia:** I like sports very much. Sports are very interesting and exciting.

63

### I. Listening.

- Play the audio and have the students listen carefully.
  - Students will then read the questions and circle the correct answer choice.
  - Review the answers with the class.
  - Correct any mistakes.
1. What is Mrs. Haddad's favourite programme?
    - a. She doesn't like watching TV.
    - b. Her children do not give her the chance because they are always watching their programmes.
    - c. She watches many programmes.
  2. What's Mrs. Najjar's favourite programme?
    - a. She doesn't like watching TV.
    - b. Her children don't give her the chance.
    - c. She is always busy.
  3. Why does Alia like to watch sports programmes?
    - a. Sports are exciting and interesting.
    - b. Sports are fun.
    - c. Sports make him relax.

**J. Listen to the following conversation, then answer the following question.**

1. Who is Mr.Kamal?  
a. the school principal.    b. Kareem's teacher.    c. Kareem's friend.
2. Kareem is in a  
a. primary school.    b. preparatory school.    c. secondary school.
3. Kareem's mother is calling to tell the principal that her son  
a. will not be in school that day.    b. is sick.    c. both a and b
4. What grade is Kareem in?  
a. fourth grade.    b. fifth grade.    c. sixth grade.

**School principal:** Modern Elementary School. This is Kamal, the school principal.

**Mother:** This is Alia Najjar. My child is sick and will not be in school today.

**Principal:** What is your child's name ?

**Mother:** Kareem Najjar.

**Principal:** How do you spell that ?

**Mother:** Kareem-K-A-R-E-E-M. Najjar-N-A-J-J-A-R.

**Principal:** What grade is Kareem in?

**Mother:** He is in the sixth grade.

**Principal:** What is his teacher's name?

**Mother:** Mr.Iyas.

**Principal:** All right. Thank you for calling. We hope Kareem will get better soon.

**Mother:** Thank you.

64

**J. Listen to the following conversation, then answer the following question.**

- Play the audio and have the students listen carefully.
- Students will then read the questions and circle the correct answer choice.
- Review the answers with the class.
- Correct any mistakes.

1. Who is Mr.Kamal?

- a. the school principal.    b. Kareem's teacher.    c. Kareem's friend.

2. Kareem is in a

- a. primary school.    b. preparatory school.    c. secondary school.

3. Kareem's mother is calling to tell the principal that her son

- a. will not be in school that day.    b. is sick.    c. both a and b

4. What grade is Kareem in?

- a. fourth grade.    b. fifth grade.    c. sixth grade.



**K. Let's sing**



**Television Programmes**

Channel one is not funny,  
Who would like to watch "Tonny"?  
Channel two is just "news",  
It gives us the blues.  
Channel three and channel four,  
It's boring to watch sports.  
Channel five, a music show,  
I can't bear it, you all know.  
What about channel six?  
Something is wrong, it must be fixed.  
Channel seven and channel eight,  
Just old movies, not so great.  
How about channel nine?  
Only talk, a waste of time.  
Channel ten is off, my child,  
Won't you study for a while?



**K. Let's sing.**

- Play the song. Have the students listen.
- Have the students sing along the song.

# 6 Telling Stories

## LESSON 1

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know the past continuous tense.

### New language

pour (tea), preparing, play, curtain, fiancée

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students to recall a memorable event that happened to them.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the text.

- Have students volunteer to read parts of the reading passage. While reading, ask students to underline the key words.

# 6

## Telling Stories

### LESSON 1



#### A. Listen and read.



#### The Day I Will Never Forget



That was two years ago. I was ten years old then. My brother was getting married at the end of the week. Everyone was busy. The men were ordering furniture and making deals with the man who rents the tents, my mother and my sister were busy all week **preparing** food and drinks for the guests. My aunts and uncles were also all busy ordering flowers and the cake. Did they remember that I had a part in the school play at the end of the week also? Would they all be too busy to come and see me in the **play**? Every time I tried to remind them, they all told me to come back later, they were busy. I was very worried.

On the day of the play, I went to school.

I knew that no one in my family would be there. They were all just too busy. I took my place on the stage and when the **curtain** opened, I couldn't believe my eyes! Everyone was there, Mom, Dad, my brother and his **fiancée**, my aunts and uncles, and even my grandparents. I gave a fantastic performance and at the end of the play all of my family stood up and clapped for me! It was the best day! After the play, they all waited for me outside and told me that they were so proud. No one forgot me. I was worried for no reason. I knew that day that I was special!

- the past continuous tense,  
- pour (tea),  
- preparing, play,  
- curtain, fiancée.



**B. Learn these words.**



prepare



curtain



fiancee



play

**prepare** to get something ready, as in getting food ready for a meal  
My mother prepares dinner in the afternoon.

**curtain** a piece of cloth that covers a window or stage  
Close the curtain, the sun is too bright.

**fiancee** a man or woman that will soon marry  
He gave his fiancée a gold ring.

**play** a performance on a stage  
He was an actor in a play.

67

**B. Learn these words.**

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

**C. Read the text in exercise A, then answer the following questions. Share your answers with the class.**

- When did the special day happen?  
**Two years ago.**
- How old was the boy then?  
**He was ten years old.**
- What was the family doing that week?  
**Everyone was busy because the boy's brother was getting married.**
- What were the men doing that week?  
**They were ordering furniture and making deals with the man who rents the tents.**
- What were the women doing that week?  
**They were preparing food and drinks for the guests.**
- What was the boy worried about?  
**He was worried that they would all be too busy to come and see him in the play.**
- What did the relatives tell the boy?  
**They told him to come back later because they were busy.**
- What did the relatives do at the end of the play?  
**They all came to the play and clapped for him.**

**C. Read the text in exercise A, then answer the following questions. Share your answers with the class.**

- When did the special day happen?
- How old was the boy then?
- What was the family doing that week?
- What were the men doing that week?
- What were the women doing that week?
- What was the boy worried about?
- What did the relatives tell the boy?
- What did the relatives do at the end of the play?

**D. Complete the sentences using the words from the bank.**

school play    walking    walking    answered it    helped    stand  
curtain    texting    prepare    fell    curtain    more careful

One afternoon, while Samia was helping her mother \_\_\_\_\_ lunch, she got a text message on her phone. She ran to the phone and \_\_\_\_\_. It was her friend, Basma inviting her to go to a \_\_\_\_\_ at the school. While Samia was \_\_\_\_\_ her back, she didn't pay attention to where she was \_\_\_\_\_ and walked straight into the sliding glass door. There was a big thump and Samia \_\_\_\_\_ to the floor! The \_\_\_\_\_ fell off and landed on her and while she was trying to get out, the \_\_\_\_\_ wrapped around her! She looked so funny trying to \_\_\_\_\_ up with a curtain around her. Her mother \_\_\_\_\_ her get out of the curtain and everyone laughed. Next time Samia will be \_\_\_\_\_ when texting and \_\_\_\_\_!

68

**D. Complete the sentences using the words from the bank.**

One afternoon, while Samia was helping her mother \_\_\_\_\_ **prepare** \_\_\_\_\_ lunch, she got a text message on her phone. She ran to the phone and \_\_\_\_\_ **answered it** \_\_\_\_\_. It was her friend, Basma inviting her to go to a **school play** \_\_\_\_\_ at the school. While Samia was \_\_\_\_\_ **texting** \_\_\_\_\_ her back, she didn't pay attention to where she was \_\_\_\_\_ **walking** \_\_\_\_\_ and walked straight into the sliding glass door. There was a big thump and Samia \_\_\_\_\_ **fell** \_\_\_\_\_ to the floor! The \_\_\_\_\_ **curtain** \_\_\_\_\_ fell off and landed on her and while she was trying to get out, the \_\_\_\_\_ **curtain** \_\_\_\_\_ wrapped around her! She looked so funny trying to \_\_\_\_\_ **stand** \_\_\_\_\_ up with a curtain around her. Her mother \_\_\_\_\_ **helped** \_\_\_\_\_ her get out of the curtain and everyone laughed. Next time Samia will be \_\_\_\_\_ **more careful** \_\_\_\_\_ when texting and \_\_\_\_\_ **walking** \_\_\_\_\_!

**E. Read what Amal did yesterday, then ask and answer questions about what Amal was doing at certain times.**

### What Amal Did Yesterday

6:30	woke up
6:45 - 7:00	had a shower
7:15 - 8:00	had breakfast
8:15 - 9:45	did her math homework
10:00 - 11	worked on her science project
12:00 - 1:30	helped her mother with the housework
2:00 - 2:45	had dinner
4:00 - 5:30	played computer games
6:30 - 8:00	watched TV

#### Example:

A: What was she doing at six in the morning?

B: She was sleeping.

6:50 am	7:20 am	8:30 am	10:30 am
2:15 pm	2:30 pm	4:15 pm	7:00 pm

Write a similar list about what you did last Friday. Ask and answer questions (pair work) about different times of the day.

#### Example:

A: What were you doing at 4 o'clock in the afternoon?

B: I was having dinner.

69

### **E. Read what Amal did yesterday, then ask and answer questions about what Amal was doing at certain times.**

- Students will read what Amal did the yesterday.
- Put the students in pairs.
- Have the students ask and answer questions about what Amal was doing at certain times based on the list they read.
- Have the students act out their questions and answers.
- Students will then conduct a similar list about what they did last Friday.
- Students will ask and answer about different times of the day and what they did during that time based on the list they conducted.
- Correct any mistakes.

**F. Look at the pictures and form sentences using the past continuous tense as in the example.**

2. My mother was dinner in the kitchen.  
preparing

3. My father was reading the newspaper.

4. My sister was ironing her uniform.

5. My grandmother was sleeping

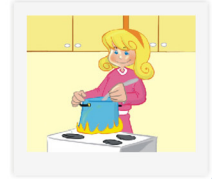
**F. Look at the pictures and form sentences using the past continuous tense as in the example.**

Yesterday in the evening, we were all busy doing something.

1. My grandfather was watching TV.



2. My mother \_\_\_\_\_ dinner in the kitchen.



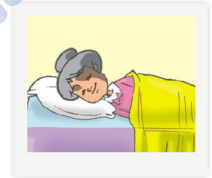
3. My father \_\_\_\_\_ the newspaper.



4. My sister \_\_\_\_\_ her uniform.



5. My grandmother \_\_\_\_\_



**G. Join the two sentences using “when” or “while” as in the example..**

1. I saw my teacher. I was shopping.

I saw my teacher when I was shopping.

2. The teacher entered. We were doing the exercise.

3. We arrived at Lamia’s birthday party. All the girls were dancing.

4. He was riding a camel. I took the photograph.

5. I was sleeping. I heard a noise.

6. The telephone rang. We were watching TV.

7. She slipped and hurt her leg. She was cleaning the floor.

**H. The following sentences about the story in A are all incorrect. Correct each one first with a negative statement and then add the correct information.**

**Example:**

My sister was getting married at the end of the week.

My sister was not getting married. My brother was getting married at the end of the week.

1. My mother and sister were making a cake.

2. Everyone was relaxing.

3. My play was at the end of the month.

4. My family was unhappy with me.

**H. The following sentences about the story in A are all incorrect. Correct each one first with a negative statement and then add the correct information.**

1. My mother and sister were making a cake.

My mother and sister were not making a cake. My mother and sister were preparing food and drinks for the guests.

2. Everyone was relaxing.

Everyone was not relaxing. Everyone was busy.

3. My play was at the end of the month.

My play was not at the end of the month. My play was at the end of the day.

4. My family was unhappy with me.

My family was not unhappy with me. My family was happy with me.

**G. Join the two sentences using “when” or “while” as in the example.**

1. I saw my teacher. I was shopping.

I saw my teacher when I was shopping.

2. The teacher entered. We were doing the exercise.

The teacher entered while we were doing the exercise.

3. We arrived at Lamia’s birthday party. All the girls were dancing.

We arrived at Lamia’s birthday party while all the girls were dancing.

4. He was riding a camel. I took the photograph.

He was riding a camel when I took a photograph.

5. I was sleeping. I heard a noise.

I was sleeping when I heard a noise.

6. The telephone rang. We were watching TV.

The telephone rang while I was watching TV.

7. She slipped and hurt her leg. She was cleaning the floor.

She slipped and hurt her leg while she was cleaning the floor.

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know the past simple and past continuous.

### New language

while, during

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students if they know of a funny joke. Have them share it with the class.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.


(B) Introduce the text.

- Have students volunteer to read parts of the reading passage. While reading, ask students to underline the key words.

## LESSON 2



### A. Listen and follow



- past simple  
and past  
continuous  
- while  
- during

### A Penguin Joke

While a man and his wife were sitting under their umbrella on the beach, a penguin came to them. The penguin seemed hungry, so they gave it some fish. The penguin would not go back to the sea, but stayed with them. The penguin was following them while they were going to their car. They decided to take it with them.

The next day, while they were walking down the street with the bird, a policeman came to them. "You should take the penguin to the zoo," he said. "What a good idea!" said the woman. "We'll go there straight away."

During their journey back home, the penguin was moving its wings and making some sounds showing how happy it was to be with them. The next morning, while the policeman was walking down the same street, he saw the wife again with the penguin. "I told you to take the penguin to the zoo," said the policeman. The woman replied, "Well, we took it to the zoo yesterday. This afternoon, we are taking it to the cinema. After that, we are going to have a meal with it in a fish restaurant."



72

### BOOKS OPEN

#### A. Listen and follow.

- Play the audio and ask the students to identify words they recognise.
- Discuss the reading passage with the class.



**B. Read the text above, then answer the following questions.**

1. What came to them while they were sitting on the beach?
2. What did they give it?
3. What was the penguin doing while they were going to their car?
4. What did they decide to do?
5. What was the penguin doing during the journey back home?
6. Who saw them while they were walking down the street?
7. What did the policeman ask them to do?
8. Did they take the penguin to the zoo?
9. Where were they going when the policeman saw them the next day?
10. What were they going to do after that?



**B. Read the text above, then answer the following questions.**

1. What came to them while they were sitting on the beach?  
**A penguin.**
2. What did they give it?  
**Some fish.**
3. What was the penguin doing while they were going to their car?  
**The penguin was following them.**
4. What did they decide to do?  
**They decided to take it with them.**
5. What was the penguin doing during the journey back home?  
**It was moving its wings and making some sounds showing how happy it was to be with them.**
6. Who saw them while they were walking down the street?  
**A policeman.**
7. What did the policeman ask them to do?  
**To take the penguin to the zoo.**
8. Did they take the penguin to the zoo?  
**Yes, and they brought it back with them.**
9. Where were they going when the policeman saw them the next day?  
**To the cinema.**
10. What were they going to do after that?  
**They were going to have a meal with it in a fish restaurant.**

**C. Fill in the blank spaces in the following sentences with "while" or "during".**

1. We wear heavy clothes during winter, but light clothes during summer. ("during" is followed by a noun).
2. The phone rang while we were having supper. ("while" joins two sentences).
3. My mother lost her watch \_\_\_\_\_ while \_\_\_\_\_ she was shopping.
4. Children don't like to do homework \_\_\_\_\_ during \_\_\_\_\_ the holiday.
5. The penguin came round \_\_\_\_\_ while \_\_\_\_\_ they were eating.
6. The penguin came round \_\_\_\_\_ during \_\_\_\_\_ their meal.
7. Alex always talks \_\_\_\_\_ during \_\_\_\_\_ history class.
8. My mother cut her finger \_\_\_\_\_ while \_\_\_\_\_ she was peeling the potatoes.

**C. Fill in the blank spaces in the following sentences with "while" or "during".**

1. We wear heavy clothes during winter, but light clothes during summer. ("during" is followed by a noun).
2. The phone rang while we were having supper. ("while" joins two sentences).
3. My mother lost her watch \_\_\_\_\_ she was shopping.
4. Children don't like to do homework \_\_\_\_\_ the holiday.
5. The penguin came round \_\_\_\_\_ they were eating.
6. The penguin came round \_\_\_\_\_ their meal.
7. Alex always talks \_\_\_\_\_ history class.
8. My mother cut her finger \_\_\_\_\_ she was peeling the potatoes.

**D. Underline the correct verb form in the following text.**

My Best Holiday

Last winter, we (decided/ were deciding) to go on holiday to Aqaba in Jordan. In the morning when we (left/ were leaving), it (rained/ was raining) in Amman, but when we (arrived/ were arriving) in Aqaba, the sun (shone/ was shining) and a lovely wind (blow/ was blowing). We (took/ were taking) a taxi to the hotel. While I (sat/ was sitting) on the sofa, waiting my for father to finish registering, I (was seeing/ saw) my friend Maha, leaving the lift. What a big surprise! I couldn't believe my eyes! She and her family (stayed/ were staying) in the same hotel. The next day, (we went/ were going) to the beach together. During our holiday, we were always together. I (felt/ was feeling) sad when our holiday was over.

74

**D. Underline the correct verb form in the following text.**

Last winter, we (decided/ were deciding) to go on holiday to Aqaba in Jordan. In the morning when we (left/ were leaving), it (rained/ was raining) in Amman, but when we (arrived/ were arriving) in Aqaba, the sun (shone/ was shining) and a lovely wind (blow/ was blowing). We (took/ were taking) a taxi to the hotel. While I (sat/ was sitting) on the sofa, waiting my for father to finish registering, I (was seeing/ saw) my friend Maha, leaving the lift. What a big surprise! I couldn't believe my eyes! She and her family (stayed/ were staying) in the same hotel. The next day, (we went/ were going) to the beach together. During our holiday, we were always together. I (felt/ was feeling) sad when our holiday was over.

**E. Read the questions, then read silently to find answers.**

1. How did Sami lose his hair?
2. Why did his father buy a wig for him?
3. How did his friends know that he was bald?
4. Why did his friends stop laughing at him?
5. Did he worry about being bald after that?
6. Why?
7. What does each of the following words mean?

1. "Bald" means

- a. with no hair or little hair on the head.      b. sick

2. "Disease" means

- a. sickness      b. a bad skin

3. "Wig" means

- a. hat      b. false hair

When Sami was six years old, he got sick, lost his hair and became bald. He became healthy again, but his father and mother did not want anybody to see his bald head, so they bought a beautiful black wig for him.

One day, while he was playing football with his friends, his wig came off.

Everybody laughed at him when they saw his bald head. He was angry at first, but then he started to laugh with them. They stopped laughing.

From that time on, he didn't care if somebody saw his bald head. He learnt that what one looks like doesn't matter. What matters is what one is like.

75

**E. Read the questions, then read silently to find answers.**

1. How did Sami lose his hair?  
**He got sick.**
2. Why did his father buy a wig for him?  
**Because he didn't want anybody to see his bald head.**
3. How did his friends know that he was bald?  
**His wig came off while he was playing football with them.**
4. Why did his friends stop laughing at him?  
**Because he started to laugh with them.**
5. Did he worry about being bald after that?  
**No.**
6. Why?  
**Because he learnt that what one looks like doesn't matter. What matters is what one is like.**
7. What does each of the following words mean?
  1. "Bald" means  
**a. with no hair or little hair on the head.**
  2. "Disease" means  
**a. sickness**
  3. "Wig" means  
**b. false hair**

### F. Listening

Listen to your teacher read the following two stories and answer the questions.

1. a. What was Sameer doing when he saw the child?

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b. What did Sameer do when he saw the child?

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Sameer likes swimming very much. On summer holidays, he and his family always go to the beach.

One day, while he was lying on the sand by the sea, he saw a small child about four years old in the water.

The child was trying to get out of the water, but he couldn't. Sameer rushed quickly to the water and pulled the boy out of the water. He called his father to help him save the child. The father held the child upside down to get the water out of his lungs. Sameer was very happy because he saved the child.

2. a. What was Salma doing when she found the watch?

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---

b. What did Salma do when she found the watch?

---

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While Salma was walking in the courtyard of the school, she saw a watch on the ground. She picked up the watch and gave it to her teacher. The teacher put a notice on the board about the watch. When Amal read the notice, she knew it was her watch. Both the teacher and Amal thanked Salma for her honesty.

76

### F. Listening.

- Play the audio and have the students listen carefully.
- Students will then read the questions and answer them according to the listening segment they just heard.
- Review the answers with the class.
- Correct any mistakes.

1. a. What was Sameer doing when he saw the child?

He was lying on the sand by the sea.

b. What did Sameer do when he saw the child?


He rushed quickly to the water and pulled the boy out of the water.

2. a. What was Salma doing when she found the watch?

She was walking in the courtyard of the school.

b. What did Salma do when she found the watch?

She picked up the watch and gave it to her teacher.

**G. Let's sing.** 

**Reema Had a Little Sister**

Reema had a little sister,  
She was called Pretty Kim,  
She put her in the bath,tub,  
To see if she could swim.

But Pretty Kim drank the water,  
And swallowed all the soap,  
All that was in her tub,  
Rushed down her little throat.

Her mother came and called the doctor,  
He came quickly with the nurse,  
Kim was lucky, they arrived,  
Before things were getting worse.



**G. Let's sing.**

- . Play the song. Have the students listen.
- . Have the students sing along the song.

# 2 Revision (2)

# 2 REVISION Revision (2)

## 1. Fill in the blanks with suitable responses from the list.

Can I talk to, Bye, Can I take, This is, Can I take, call back.

Alia's Mother: Hello.

Nawal: Oh hello, Mrs. Haddad. \_\_\_\_\_ Nawal.  
\_\_\_\_\_ Alia?

Alia's Mother: I'm afraid she is not here.

\_\_\_\_\_ a message?

Nawal: No, thanks. Just tell her I phoned and I'll \_\_\_\_\_ later.

Alia's Mother: O.K. I'll do that. Bye for now.

Nawal: \_\_\_\_\_

## 2. Work in pairs. Ask and answer as in the example using the given prompts. Students change roles.

(delicious/ eat)

Student 1: What is the most delicious thing you have ever eaten?

Student 2: Ice-cream.

delicious/eat, beautiful/ see, interesting/do, expensive/ break,  
kind/ do, noisy/ hear.

78

## 1. Fill in the blanks with suitable responses from the list.

Nawal: Oh hello, Mrs. Haddad. **This is** \_\_\_\_\_ Nawal.

**Can I talk to** \_\_\_\_\_ Alia?

Alia's Mother: I'm afraid she is not here.

**Can I take** \_\_\_\_\_ a message?

Nawal: No, thanks. Just tell her I phoned and I'll **call back** \_\_\_\_\_ later.

Alia's Mother: O.K. I'll do that. Bye for now.

Nawal: **Bye.** \_\_\_\_\_

## 2. Work in pairs. Ask and answer as in the example using the given prompts. Students change roles.

- Put the students in pairs.
- Have the students ask and answer questions using the words given, and modeling the example.
- Have the students act out their questions and answers.
- Correct any mistakes.

78

3. What does no one, nothing, nowhere mean? It's another way to say zero. We use no one, when we talk about people, we use nothing, when we talk about things, and we use nowhere when we talk about places.

Look at the sentences below and fill in the correct word (no one, nothing, nowhere)

Student 1: Who did you see at the swim party last Saturday?

Student 2: \_\_\_\_\_ I didn't know a single person.

Student 1: So what did you do?

Student 2: \_\_\_\_\_ I just sat in a chair and watched everyone swim.

Student 1: When it was over, where did you go?

Student 2: \_\_\_\_\_ I just went home.

Student 2: I didn't see you at the youth center today. Where did you go?

Student 1: \_\_\_\_\_ I had to study for my history test.

Student 2: When you went to get your books, who did you see?

Student 1: \_\_\_\_\_ Only the teacher was there.

Student 2: So after you study, what are you going to do?

Student 1: \_\_\_\_\_ I'm really tired.

79

3. Look at the sentences below and fill in the correct word.

Student 1: Who did you see at the swim party last Saturday?

Student 2: **No one.** \_\_\_\_\_ I didn't know a single person.

Student 1: So what did you do?

Student 2: **Nothing.** \_\_\_\_\_ I just sat in a chair and watched everyone swim.

Student 1: When it was over, where did you go?

Student 2: **Nowhere.** \_\_\_\_\_ I just went home.

Student 2: I didn't see you at the youth center today. Where did you go?

Student 1: **Nowhere.** \_\_\_\_\_ I had to study for my history test.

Student 2: When you went to get your books, who did you see?

Student 1: **No one.** \_\_\_\_\_ Only the teacher was there.

Student 2: So after you study, what are you going to do?

Student 1: **Nothing.** \_\_\_\_\_ I'm really tired.

79

4. Read the following conversation, then fill in the blanks with words and expressions from the list.

comedy, survey, cartoons, not at all, mind, educational, leisure, programmes, comics, interesting, boring, news, show, exciting, sports

Surveying Students Favourite TV Programmes

Interviewer: Hi Laila. We are doing a \_\_\_\_\_ for the school magazine about students' \_\_\_\_\_ time. Would you \_\_\_\_\_ answering some questions?

Laila: \_\_\_\_\_, go ahead.

Interviewer: What are your favourite TV \_\_\_\_\_?

Laila: I like entertaining programmes such as, \_\_\_\_\_ and \_\_\_\_\_.

Interviewer: What else do you like?

Laila: I like watching \_\_\_\_\_, especially football. It's a very \_\_\_\_\_ game.

Interviewer: How about \_\_\_\_\_ programmes?

Laila: I like quiz \_\_\_\_\_. They are \_\_\_\_\_.

Interviewer: What programs do you hate most?

Laila: I hate news programmes. They are \_\_\_\_\_.

Interviewer: Thank you.

Laila: You are welcome.

80

4. Read the following conversation, then fill in the blanks with words and expressions from the list.

Interviewer: Hi Laila. We are doing a **survey** for the school magazine about students' **leisure** time. Would you **mind** answering some questions?

Laila: **Not at all**, go ahead.

Interviewer: What are your favourite TV **programmes**?

Laila: I like entertaining programmes such as, **comedy** and **cartoons**.

Interviewer: What else do you like?

Laila: I like watching **sports**, especially football. It's a very **exciting** game.

Interviewer: How about **educational** programmes?

Laila: I like quiz **shows**. They are **interesting**.

Interviewer: What programs do you hate most?

Laila: I hate news programmes. They are **boring**.

80



5. What kind of programmes do you like? Put these in order of preference.

sport news programme films cartoons comedy programmes  
quiz programmes religious programmes music shows.

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_

4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_

7: \_\_\_\_\_ 8: \_\_\_\_\_

6. Write one of the following expressions for each of the following programmes showing how much you like or don't like each.

I love it I like it I don't mind it I don't like it I hate it

1. Comedy: \_\_\_\_\_ 2. Gags: \_\_\_\_\_

3. Sports \_\_\_\_\_ 4. News \_\_\_\_\_

5. Religious programmes: \_\_\_\_\_ 6. Cartoons: \_\_\_\_\_

6. Write one of the following expressions for each of the following programmes showing how much you like or don't like each.

- Students will write their preference for each kind of programme, using the phrases given.
- Students can share their answers with the class.



5. What kind of programmes do you like? Put these in order of preference.

- Have students write the programmes that they like.
- Students write them in order of preference.
- Students will share their answers with the class.
- Monitor and correct common errors.

**7. Read the following story, then answer the questions that follow.**

1: e 2: c 3: f 4: b

5: h 6: g 7: d 8: a

9: j 10: i

**7. Read the following story, then answer the questions that follow.**

### Every Good Turn Deserves Another

#### 1. The Ant and the Dove

One hot day, while the ant was drinking, she slipped and fell into the water. The ant could not get out of the water. A dove saw her and decided to help the ant. She took a leaf from a nearby tree and dropped it into the water. The dove told the ant to climb onto the leaf. The ant climbed onto the leaf and floated to the edge and then climbed off the leaf and onto land again. The ant was so grateful. She thanked the dove again and again. The ant promised that some day she would help the dove.

The dove told her, "I don't know how something as small as you can help me."

But the ant just answered, "Some day I will help you."

Then one day, the ant saw a man pointing his gun at the dove to shoot it. The ant knew it was her chance to help the dove. She ran over as fast as she could and bit the man on his leg. The man jumped and missed the dove.

The dove saw what happened and flew down to the ant and thanked her again and again.

The ant told the dove, "You see every good turn deserves another. I told you one day I would help you!"

- |   |   |
|---|---|
| a. The ant bit the man's leg.                     | h. The ant dropped a leaf in the water.                 |
| b. The dove decided to help the ant.              | i. The man missed the dove.                             |
| c. The ant fell in the water.                     | j. The man jumped.                                      |
| d. The ant hurried to the man.                    |   |
| e. An ant came to the water to drink.             | The right order is:                                     |
| f. A dove saw the ant.                            | 1: <u>e</u> 2: <u>   </u> 3: <u>   </u> 4: <u>   </u>   |
| g. The ant climbed on the leaf outside the water. | 5: <u>   </u> 6: <u>   </u> 7: <u>   </u> 8: <u>   </u> |
|   | 9: <u>   </u> 10: <u>   </u>                            |

**8. Give the simple present form of the following verbs.**

slipped slip    fell \_\_\_\_\_    saw \_\_\_\_\_    decided \_\_\_\_\_    dropped \_\_\_\_\_  
climbed \_\_\_\_\_    hurried \_\_\_\_\_    bit \_\_\_\_\_    jumped \_\_\_\_\_    missed \_\_\_\_\_

**9. Listening** 

Listen to the following story about the lion and the mouse, then fill in the blanks.

One day, while the lion \_\_\_\_\_ under a tree in the \_\_\_\_\_  
\_\_\_\_\_, a mouse ran near him. The lion \_\_\_\_\_

the mouse and wanted to \_\_\_\_\_ it. The mouse said to the lion:

“Please, don’t eat me. Maybe I can help you.”

The lion \_\_\_\_\_ and said:

“How can a small \_\_\_\_\_ like you help me. But all right, you can go.”

The next day, while the lion \_\_\_\_\_ in the forest,  
a big \_\_\_\_\_ fell on him. He \_\_\_\_\_, “help! help!”

The mouse came quickly and \_\_\_\_\_ the net with his sharp teeth

The lion got out. He was very \_\_\_\_\_, and said to the mouse:

“Thank you. Now, you are my best \_\_\_\_\_.”

83

**9. Listening.**

- Play the audio (or complete the story using your own words and reading it loudly) and have the students listen to the story carefully.
- The students will complete the story by filling in the missing parts as they listen to it.
- Review the answers with the class.
- Monitor and address common mistakes.

**8. Give the simple present form of the following verbs.**

slipped slip    fell fall    saw see    decided decide    dropped drop  
climbed climb    hurried hurry    bit bite    jumped jump    missed miss

10. Put the following words and expressions in two groups, positive and negative.

honest   lovely   sad   cut (his finger)   laugh   bald   joke  
bleed (nose bleeding)   hungry   dance   sing   healthy   disease  
save   lose   worry

Positive Words: \_\_\_\_\_  
\_\_\_\_\_

Negative Words: \_\_\_\_\_  
\_\_\_\_\_



10. Put the following words and expressions in two groups, positive and negative.

Positive Words: \_\_\_\_\_

honest, lovely, laugh, joke, dance, sing, healthy, save

Negative Words: \_\_\_\_\_

sad, cut, bald, bleed, hungry, disease, lose, worry

# 7

## Accidents in The Home

### LESSON 1



**A. Look at the following items, then answer the questions about each of them. (Oral work).**



- reflexive pronouns:  
myself, yourself, ourselves  
- behave themselves, be careful,  
turn on the (tap), turn off,  
scratch.

**You may need to use the following verbs.**

burn, spill, cut, fall, drop, drink, catch fire, drown, bite, bump against, slip.

1. a. Where is a hot pot found in the house?  
- It's found in the kitchen.
- b. How can it be dangerous?  
- It may burn your hands when you touch it.  
- It may spill and the soup may burn your leg.
- c. What can we do to lessen the danger?  
- We shouldn't allow children to enter the kitchen.  
- We should keep it away from children.

85

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know reflexive pronouns.

### New language

myself, yourself, ourselves, behave themselves, be careful, turn on the ( ), turn off, scratch

### Bring to the class

- the tape
- the flashcards for this lesson

# 7

## Accidents in The Home

### LESSON 1

#### Warm-Up

- Ask the students about some of the dangers in a home that they should avoid.

#### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Read the names of the items in the pictures loudly and define any item that is not understood.

#### BOOKS OPEN

**A. Look at the following items, then answer the questions about each of them.**

- Ask the students to look at the items in the pictures.
- Students will answer questions about them in front of the class by substituting the new word in the picture with the item in the original question, using the verbs given to help answer the questions.
- Monitor and correct as needed.

### B. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the dialogue with the class.

### C. Read the text in exercise A, then answer the following questions.

1. Where does the wife want to go?  
**Downtown.**
2. Will the children go with them?  
**No.**
3. Why do you think they want to go alone?  
**So that they can enjoy themselves without having to worry about the children.**
4. Can the children play in the house? Why?  
**No. They have to play in the garden so that they don't break anything.**

### B. Listen and read

#### A. Father and mother go downtown, leaving the children at home

**Wife to Husband:** Let's go downtown and enjoy ourselves. It has been a long time since we went out alone.

**Husband:** Can you be sure the children will behave themselves?

**Wife:** I hope so. Let's try. Salma is twelve years old now, and she can look after her younger brothers and sisters.

**Husband:** O.K. Let's go.

**Wife to children:** Children, we are going out. I hope you will behave yourselves. Be careful while you are playing. If you want to play, go to the garden. Don't play inside the house.

**Salma:** Don't worry, Mum, I'll look after my brothers. Go and enjoy yourselves.



### C. Read the text in exercise A, then answer the following questions.

1. Where does the wife want to go?
2. Will the children go with them?
3. Why do you think they want to go alone?
4. Can the children play in the house? Why?

### D. Learn these words.

- behave:** To act in a polite way  
You should behave yourself when in public.
- be careful:** To take care when doing something  
Be careful you don't burn yourself when you pour the tea.  
When a liquid falls out of its container by accident
- spill:** Don't run with your juice. It might spill and stain the carpet.

### D. Learn these words.

- Ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

**E. Listen and read.** 

B. Listen to what father and mother say when they got home

**Mother:** Well Salma, everything looks fine. Did your brothers and sisters behave **themselves**?

**Salma:** Yes, Mum. But it wasn't easy.

**Father:** Did anything happen?



**Zein:** I turned on the tap to get **myself** a glass of water and forgot to turn off the tap. But Salma saw me and turned off the tap.

**Mother:** Salma, you've got scratches on your leg. Did you hurt **yourself**?



**Salma:** Not really. Nuha wanted to give you some flowers from the rose bush. When I saw her, I was afraid she would hurt **herself**, so I cut the flowers for her and I scratched my legs on the thorns.

**Father:** Okay...how about Yousef. Did he hurt **himself**?

**Salma:** Not at all. He was playing video games and then read for a while. He behaved **himself** perfectly.

**Father:** Well mother, it looks like we've got **ourselves** a very helpful young lady. I think we can leave the kids with her next week while we go to dinner and a movie!

**Mother:** Thank you Salma for being such a wonderful daughter and sister!

87

**E. Listen and read.**

- Play the audio and ask the students to identify words they recognise.
- Discuss the dialogue with the class.

**F. Learn these words.**

- Show the picture cards or ask the students to look in their books and read the new words.
- Have the students repeat reading each word and looking at its picture.
- Define the words that are unclear to the students.

**G. Listen and point to the words in exercise F.**

- Play the audio and have the students point to each word that they hear.

**F. Learn these words.**



trip



fall down



scratch



bump into / against



drop



flood



turn on the tap



turn off the tap



smoke



on fire



candle



put out the fire

**G. Listen and point to the words in exercise F.**



**H. Look at the words on page 88. Complete the sentences using the words you learnt.**

If you aren't careful, your house can be a dangerous place. The kids in this family didn't take good care of themselves. Noor fell and hurt herself when Sami \_\_\_\_\_ her. Shaded \_\_\_\_\_ her arm when \_\_\_\_\_ in the garden. Aisha hurt her head because she didn't close the cupboard door in the kitchen and \_\_\_\_\_ it. When she hit her head \_\_\_\_\_ the cupboard door, she \_\_\_\_\_ the plate and the plate cut her foot. It didn't stop there. Rahma wasn't careful when she \_\_\_\_\_ to fill up her glass with water. She caused a \_\_\_\_\_ because she forgot to \_\_\_\_\_

Not only that, the carpet caught \_\_\_\_\_ when Hamzeh lit a \_\_\_\_\_. The fire department had to come and \_\_\_\_\_. There was \_\_\_\_\_ everywhere.

This family was lucky nothing bad happened. You can see how important it is to be careful in the house!

**I. A game: Make two teams. Each team writes a sentence on a piece of paper using a reflexive pronoun like this:**

*She hurt herself cooking.*

Team A gives the sentence to a member of team B.

This member mimes the sentence and his team has to guess in one minute.

**Examples of questions that Team B may ask the student miming the sentence.**

- Did he / she cut her finger? / Did it happen at school / Did he / she use a knife.....etc.

89

**H. Look at the words on page 88. Complete the sentences using the words you learnt.**

If you aren't careful, your house can be a dangerous place. The kids in this family didn't take good care of themselves. Noor fell and hurt herself when Sami **tripped** her. Shaded **scratched** her arm when **she fell down** in the garden. Aisha hurt her head because she didn't close the cupboard door in the kitchen and **bumped into** it. When she hit her head **from** the cupboard door, she **dropped** the plate and the plate cut her foot. It didn't stop there. Rahma wasn't careful when she **turned on the tap** to fill up her glass with water. She caused a **flood** because she forgot to **turn off the tap.**

Not only that, the carpet caught **on fire** when Hamzeh lit a **candle.** The fire department had to come and **put out the fire.** There was **smoke** everywhere.

**I. A game: Make two teams. Each team writes a sentence on a piece of paper using a reflexive pronoun like this.**

- Divide the class into two teams, Team A and Team B.
- A student from Team A will give a sentence, using a reflexive pronoun, to a student in Team B (about accidents at home).
- The student from Team B will act out the sentence using gestures, clues, body movements, etc.
- The rest of the members from Team B will try to guess the sentence by asking questions as in the example given.

**J. Form sentences about the pictures using the words beside them.**

2. Ali bumped against the wall and hurt himself.
3. My mother burnt herself while she was cooking.
4. Ali's friends were enjoying themselves at the party.
5. Samia weighs every day because she wants to keep herself thin.
6. Sami slipped on the wet floor and broke his leg.
7. You should be careful when you are drinking your tea or you will spill it on your clothes.

**J. Form sentences about the pictures using the words beside them.**

1. peeling potatoes, cut, Salma, herself.

Salma cut herself peeling potatoes

Or

Salma cut herself while she was peeling potatoes

2. Ali/ against the wall/ bumped/ himself/ hurt/ and

\_\_\_\_\_

3. burnt/ cooking/ herself/ My mother

\_\_\_\_\_

4. at the party/ enjoying themselves/ were/ Ali's friends

\_\_\_\_\_

5. because/ Samia/ weighs/ every day/ to keep/ she wants/ herself

\_\_\_\_\_

6. the wet floor/ slipped/ Sami/ his leg/ slipped/ on/ and broke

\_\_\_\_\_

7. be careful/ you should be/ when you are/ or/ spill it/ you will/ drinking your tea/ on your clothes

\_\_\_\_\_

**K. Write about an accident that happened to you or to anybody you know, showing what happened, when, how, why and what the result was.**

\_\_\_\_\_

\_\_\_\_\_

90



/thin

## LESSON 2



### A. Listen and read

#### Fire, Fire!

Smoking is a bad habit in many ways. Every year about 1700 people are hurt from leaving lit cigarettes in the ashtray. The cigarettes burn and then fall out of the ashtray and onto the floor. Many times landing on carpets, rugs or rolling under curtains. Carpets, rugs and curtains catch fire quickly and burn quickly, giving people little time to get out of the house safely.

Last year 850 calls were made to the fire-brigade because of fires caused by cigarettes. Firemen, who put out the fires and try to save the people, say the people injured the worst are small children and the elderly.

Be careful and don't let anyone smoke in your home. Protect yourself and your loved ones by asking people to smoke outside only.

### B. Learn these words.



firemen



ashtray



catch fire



fire-brigade

ashtray, catch fire, fire-brigade, firemen

NO SMOKING

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know some accident-related words.

### New language

ashtray, catch fire, fire-brigade, firemen

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students what kinds of accidents can happen if someone is not careful.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Have students volunteer to read parts of the reading passage. While reading, ask students to underline the key words.

#### BOOKS OPEN

##### A. Listen and read.

- Ask the students to look at the items in the pictures.
- Students will answer questions about them in front of the class by substituting the new word in the picture with the item in the original question, using the verbs given to help answer the questions.
- Monitor and correct as needed.

##### B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Have the students repeat reading each word and looking at its picture.
- Define the words that are unclear to the students.

**C. Fill in the blank spaces in the following sentences with words from exercise A.**

A small boy found a box of matches on the floor. He picked it up, then took a match and lit it. It burnt his hands, so he threw it away. The match was still burning, so the carpet caught fire. Somebody called the firemen. The firemen put out the fire. No one was hurt.

**D. Read the text in exercise A, then answer the questions.**

1. About how many people are burnt from leaving lit cigarettes in the ashtray each year?

**About 1700 people.**

2. How do cigarettes land on the floor?

**The cigarettes burn and then fall out of the ashtray and onto the floor.**

3. Why is there little time to escape a house fire caused by cigarettes?

**Carpets, rugs, and curtains catch fire quickly, giving people little time to get out of the house safely.**

4. How many calls were made to the fire-brigade last year?

**850 calls**

5. Who puts out the fires and saves the people in the house.

**Firemen.**

6. Cigarettes are not good for our health. They are dangerous in other ways. What else do cigarettes do?

**It causes fires in households.**

**C. Fill in the blank spaces in the following sentences with words from exercise A.**

light / lit, match, matches, throw / threw, firemen, fire - brigade, burning, catch fire / caught fire / put out

1. A small boy found a box of \_\_\_\_\_ on the floor.

He picked it up, then took a \_\_\_\_\_ and \_\_\_\_\_ it. It burnt his hands, so he \_\_\_\_\_ it away. The match was still \_\_\_\_\_, so the carpet \_\_\_\_\_.

Somebody called the \_\_\_\_\_. The firemen \_\_\_\_\_ the fire. No one was hurt.

**D. Read the text in exercise A, then answer the following questions.**

1. About how many people are burnt from leaving lit cigarettes in the ashtray each year?

2. How do cigarettes land on the floor?

3. Why is there little time to escape a house fire caused by cigarettes?

4. How many calls were made to the fire-brigade last year?

5. Who puts out the fires and saves the people in the house.

6. Cigarettes are not good for our health. They are dangerous in other ways. What else do cigarettes do?

**E. Complete each sentence using reflexive pronouns with one of these verbs (in the correct form):**

burn cut enjoy hurt.  
1. Salma **cut herself** while she was peeling the potatoes.

2. He fell down some steps, but luckily, he didn't \_\_\_\_\_ badly.

3. Be careful! That pan is very hot. Don't \_\_\_\_\_

4. They had a great time. They really \_\_\_\_\_

92

**E. complete each sentence using reflexive pronouns with one of these verbs ( in the correct form):**

1. Salma **cut herself** while she was peeling the potatoes.

2. He fell down some steps, but luckily, he didn't **hurt himself** badly.

3. Be careful! That pan is very hot. Don't **burn yourself**.

4. They had a great time. They really **enjoyed themselves**.

**F. Read the following text silently, then answer the questions that follow.**

One evening, my father was driving us home from the cinema. It was very dark.

My father, my friend and I were talking about how funny the movie was when suddenly a cyclist swerved into the middle of the road. He swerved right in front of our car. My father hit the brakes hard. Luckily, we didn't hit the cyclist, but because we stopped so suddenly, the car behind us crashed into the back of our car. The car hit us very hard from behind. So hard that I fell forward and hit my head on the dashboard. It cut my forehead and I felt weak and dizzy.

The cyclist saw what happened, stopped, and called the ambulance to take me to the hospital to make sure I was alright. My father and the car that hit us stayed behind to talk to the police. I was fine, but I had a headache the next day.

The cyclist apologized for swerving into the middle of the road and the policeman gave him a ticket for not having a light on his bike, and riding on the wrong side of the road. The policeman told the cyclist he is not allowed to ride his bike in the dark again without the proper safety equipment.

**Circle the right answer.**

**1. Where were the speaker and the father going?**

- a. going home      b. going to school      c. going to the cinema

**2. What was the father doing when the accident happened?**

- a. talking on the phone      b. talking about the movie      c. listening to music

**3. What does the word swerved in the story mean?**

- a. hurried      b. slowed down      c. changed directions

**4. What does the word cyclist mean?**

- a. a tourist      b. a person riding a bicycle      c. a skateboarder

**5. Why didn't the father see the cyclist?**

- a. It was raining.      b. He was driving fast  
c. It was dark and the cyclist didn't have proper safety equipment.

**6. Why did the car behind them crash into their car?**

- a. Because the father hit his brakes suddenly  
b. Because the cyclist stopped and called the ambulance  
c. Because it was dark

**7. What happened to the person in the story?**

- a. He fell out of the car      b. he hit his head on the dashboard      c. he hit the cyclist

**8. Who was wrong in the accident?**

- a. The father      b. the cyclist      c. the car behind them

93

**F. Read the following text silently, then answer the questions that follow.**

**1. Where were the speaker and the father going?**

- a. going home      b. going to school      c. going to the cinema

**2. What was the father doing when the accident happened?**

- a. talking on the phone       b. talking about the movie      c. listening to music

**3. What does the word swerved in the story mean?**

- a. hurried      b. slowed down       c. changed directions

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- a. a tourist       b. a person riding a bicycle      c. a skateboarder

**5. Why didn't the father see the cyclist?**

- a. It was raining.      b. He was driving fast  
 c. It was dark and the cyclist didn't have proper safety equipment.

**6. Why did the car behind them crash into their car?**

- a. Because the father hit his brakes suddenly  
b. Because the cyclist stopped and called the ambulance  
c. Because it was dark

**7. What happened to the person in the story?**

- a. He fell out of the car       b. he hit his head on the dashboard      c. he hit the cyclist

**8. Who was wrong in the accident?**

- a. The father       b. the cyclist      c. the car behind them

### G. Listening.

- Play the audio and have the students listen to each number carefully.
- Students will write the letter of the picture that matches the dialogue they heard in the audio.
- Review the answers with the class.
- Monitor and check for errors.

1: \_\_\_\_\_ d \_\_\_\_\_ 2: \_\_\_\_\_ b \_\_\_\_\_

3: \_\_\_\_\_ c \_\_\_\_\_ 4: \_\_\_\_\_ a \_\_\_\_\_

### G. Listening

Listen, then write the letter of the picture that matches with what you hear.



a



b



c

1: \_\_\_\_\_ 2: \_\_\_\_\_

3: \_\_\_\_\_ 4: \_\_\_\_\_



d

- Mother:** What happened? What is that noise?  
**Son:** My sister dropped her cup of tea and spilled it on her clothes.
- Maha:** What's the matter, Huda? I heard the siren of an ambulance nearby.  
**Huda:** A child was playing football in the street. A car hit him. The ambulance will take him to the hospital.
- Sami:** Look! I can do a really good trick on my bike. Look! Look! No hands! Aaaaagh!  
**Hassan:** Sami, are you O.K.? Have you hurt yourself?  
**Sami:** Ouch! I think I've broken my leg.
- Ali:** What's the matter with you, Sami. You are walking strangely.  
**Sami:** I was running after my sister when my foot tripped over her shoe. I fell to the ground and hurt myself.

H. Let's sing  

### When I Tripped Over a Step

Today I had a rotten day,  
On my way back home from play,  
I fell down and hurt myself,  
When I tripped over a step.

My head hit hard on a stone,  
My forehead and my nose bled,  
I broke a tooth and cut a lip,  
I scratched my knee, and bruised my hip.

All that happened when I refused,  
When my mother said to tie my shoes.



95

### H. Let's sing.

- Play the song. Have the students listen.
- Have the students sing along the song.

# 8 Animals

## LESSON 1

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know the names of different kinds of animals.
- Know the relative pronouns: that/ which.

### New language

mouse/mice, hedgehog, owl, wolf, cockroach, fly, spider, turtle, enormous, huge, fresh water, riding animals, pack animals

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students to name the animals they know.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Have students read the names of the animals written and then look at the pictures and try to name each of the animals pictured.
- Assist the students with the names of the animals pictured, if not known to them.

# 8 Animals

## LESSON 1



A. Circle the name of the animal that you can't see in the picture below.

horse, tiger, snake, owl, dog, sheep, giraffe, elephant, lion, ostrich, duck, cow, bear, bull, camel, cat, crocodile, donkey, kangaroo, seal, wolf, falcon, lovebird, goat, hen, hoopoe, hedgehog, turtle, butterfly, ant, squirrel, monkey, rabbit, fly, spider, cockroach

- mouse/mice, hedgehog, owl, wolf, cockroach, fly, spider, turtle  
- enormous, huge, fresh water,  
- riding animals, pack animals  
- that/which (relative pronouns),  
as.....as (comparison)



96

### BOOKS OPEN

A. Circle the name of the animals that you can't see in the picture below.

- Tell the students to look at the pictures in this page.
- Students will see which animals written are not pictured in this page.
- Students will circle the names of the animals written that are not pictured.

horse, tiger, snake, owl, dog, sheep, giraffe, elephant, lion, ostrich, duck, cow, bear, bull, camel, cat, crocodile, donkey, kangaroo, seal, wolf, falcon, lovebird, goat, hen, hoopoe, hedgehog, turtle, butterfly, ant, squirrel, monkey, rabbit, fly, spider, cockroach



**B. Ask and answer about the pictures in exercise A as in the examples.**  
Use the following adjectives.

fast, dangerous, frightening, beautiful, useful, slow, tall, huge, funny, colourful, heavy, strong, small.

1. Which is the fastest animal?

The deer is the fastest animal.

2. Which is the most dangerous animal?

The tiger is the most dangerous animal.

**C. Make comparisons as in the example.**

1. (the rabbit, the mouse, fast)

The rabbit is faster than the mouse.

2. (the snake, the dog frightening, the dog)

The snake is more frightening than the dog.

3. (the hoopoe, the falcon, colourful)

4. (the elephant, the monkey, heavy)

5. (the horse, the elephant, enormous)

6. (the cow, the rabbit, useful)

7. (cockroach, fly, small)

97

**B. Ask and answer about the pictures in exercise A as in the example. Use the following adjectives.**

- Put the students in pairs.
- Have the students ask and answer questions about animals using the adjectives given and modeling the examples given.
- Have the students act out their questions and answers with the class.
- Monitor and address common errors.

**C. Make comparisons as in the example.**

3. (the hoopoe, the falcon, colourful)

The hoopoe is more colourful than the falcon.

4. (the elephant, the monkey, heavy)

The elephant is heavier than the monkey.

5. (the horse, the elephant, enormous)

The elephant is more enormous than the horse.

6. (the cow, the rabbit, useful)

The cow is more useful than the rabbit.

7. (cockroach, fly, small)

The fly is smaller than the cockroach.

97

**D. Compare the following animals using "as .....as" as in the example.**

2. (the horse, two donkeys, strong)

The horse is as strong as two donkeys.

3. (the giraffe, ten goats, tall)

The giraffe is as tall as ten goats.

4. (the dog, six cats, big)

The dog is as big as six cats.

5. (the snake, ten hedgehogs, long)

The snake is as long as ten hedgehogs.

**D. Compare the following animals using "as.....as" as in the example.**

1. (an elephant, four horses, heavy)

An elephant is as heavy as four horses.

2. (the horse, two donkeys, strong)

\_\_\_\_\_

3. (the giraffe, ten goats, tall)

\_\_\_\_\_

4. (the dog, six cats, big)

\_\_\_\_\_

5. (the snake, ten hedgehogs, long)

\_\_\_\_\_

**E. Read the following, then do the exercises that follow.**

There are many kinds of animals on earth. Some are very small, such as the fly, the spider, the bee, and the cockroach. Others are huge, such as the elephant, the camel, and the giraffe. Some live on land such as the lion, the tiger, and the deer. Others live in water, such as the fish, the whale, and the shark. There are some animals which live on both land and in water, such as the frog, the crocodile, and the turtle. Some animals can fly, like birds and bats, some can run fast like deer and rabbits. Others crawl like the snake.



**1. Form sentences as in the example.**

There are some animals which live on land, such as the lion and the tiger.

1. (live on land)

\_\_\_\_\_

2. (live in trees)

\_\_\_\_\_

3. (live in holes, mouse and rabbit)

\_\_\_\_\_

4. (live in fresh water)

\_\_\_\_\_

5. (live in very cold places)

\_\_\_\_\_

99

**E. Read the following, then do the exercises that follow.**

**1. Form sentences as in the example.**

1. (live on land)

There are some animals which live on land, such as the lion, the tiger, and the deer.

2. (live in trees)

There are some animals that live in trees, such as birds.

3. (live in holes, mouse and rabbit)

There are some animals that live in holes, such as mice and rabbits.

4. (live in fresh water)

There are some animals that live in fresh water, such as fish.

5. (live in very cold places)

There are some animals that live in very cold places, such as polar bears.

**2. Form sentences.**

**Example:**

1. (wild animals)

Animals that live in the forest are called wild animals.

1. (sea animals)

---

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2. (farm animals)

---

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3. (pets, live with us)

---

---

4. (riding animals, we can ride)

---

---

5. (pack animals, transport people and goods)

---

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100

**2. Form sentences.**

1. (sea animals)

Animals that live in the sea are called sea animals.

2. (farm animals)

Animals that live in the farm are called farm animals.

3. (pets, live with us)

Animals that live with us are called pets.

4. (riding animals, we can ride)

Animals that we can ride are called riding animals.

5. (pack animals, transport people and goods)

Animals that transport people and goods are called pack animals.

100

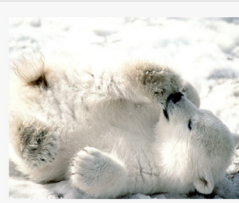
## LESSON 2



### A. Listen and read.

Animals have different adaptations to protect them. For example, animals which live in the Arctic or the North Pole, such as the polar bear, have thick fur to keep them warm. Animals that eat meat, such as the lion, have long sharp teeth to be able to cut meat. A giraffe has a long neck to be able to eat leaves of tall trees. A hedgehog has long sharp (hair) like needles on its back. If an animal tries to catch it, the needles hurt the animal and make it run away. A turtle has a shell on its back to keep safe. If a turtle feels danger, it pulls its head and legs into the shell. Other animals cannot bite the turtle's shell. Deer have long thin legs which help them run fast.

- adaptations, fur, needle, polar bear, hedgehog, turtle, the earth, the Arctic, the North Pole  
- bite



101

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Have students volunteer to read parts of the reading passage. While reading, ask students to underline the key words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the reading passage with the class.

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know the different adaptations animals have to protect them.

### New language

adaptations, fur, needle, polar bear, hedgehog, turtle, the earth, the Arctic, the North Pole, bite

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students to recall the names of animals they learnt in the previous lesson.

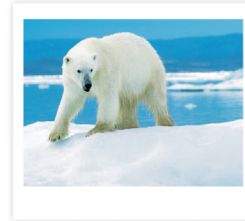
### B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Have the students repeat reading each word and looking at its picture.
- Define the words that are unclear to the students.

### B. Learn these words.



Earth/ Arctic.  
North Pole/South Pole



polar bear, fur



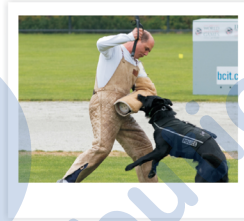
turtle/ shell



hedgehog



(hedgehog) quills



bite

### C. Fill in the blanks in the following sentences with words from exercise B.

1. The polar bear lives in the \_\_\_\_\_.
2. The \_\_\_\_\_ can live both on land and in water.
3. If you make a dog angry, it will \_\_\_\_\_ you.
4. The \_\_\_\_\_ has \_\_\_\_\_ that looks like needles.
5. The polar bear has got \_\_\_\_\_ on its back.
6. The turtle can keep itself safe inside its \_\_\_\_\_.

102

### C. Fill in the blanks in the following sentences with words from exercise B.

1. The polar bear lives in the \_\_\_\_\_ **Arctic.**
2. The \_\_\_\_\_ **turtle** can live both on land and in water.
3. If you make a dog angry, it will \_\_\_\_\_ **bite** you.
4. The \_\_\_\_\_ **hedgehog** has \_\_\_\_\_ **quills** that looks like needles.
5. The polar bear has got \_\_\_\_\_ **fur** on its back.
6. The turtle can keep itself safe inside its \_\_\_\_\_ **shell**.

**D. Read the text in exercise A, then form sentences as in the example.**

1. (lions, long sharp teeth, cut the meat)

Lions have got long sharp teeth so they can cut meat.

2. (giraffes, long necks)

---

---

3. (polar bears, thick fur)

---

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4. (deer, long thin legs)

---

---

5. (turtle, shell)

---

---

6. (birds , wings and feathers)

---

---

7. (fish, fins)

---

---

103

**D. Read the text in exercise A, then form sentences as in the example.**

2. (giraffes, long necks)

Giraffes have got long necks.

3. (polar bears, thick fur)

Polar bears have got thick fur.

4. (deer, long thin legs)

Deer have got long, thin legs.

5. (turtle, shell)

A turtle has got a shell.

6. (birds , wings and feathers)

Birds have got wings and feathers.

7. (fish, fins)

Fish have got fins.

**E. Read silently then answer the questions.**

**What Enables Animals to Keep Safe**

Animals have adaptations that enable them to keep safe.

Some baby deer are brown with white spots.

These colours make them look like the plants around them. This enables them to hide.

A wolf can't see the baby deer when it lies still.

The wolf can't catch them. Some birds that live

in very cold places where there is snow, grow white feathers in winter. The birds look like snow,

so other animals can't see them. Some insects have the colour and shape that make them look like branches or leaves. Birds which eat insects can't see them because they think they are parts of the plant.

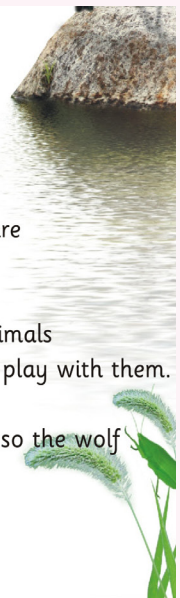
1. The text is about
  - a. how some animals get their food.
  - b. how some animals hide.
  - c. how some animals move from one place to another.
2. Most of the insects that eat the leaves of trees are
  - a. green.
  - b. black
  - c. red
3. Some birds look like snow in winter, so other animals
  - a. can't see them.
  - b. can't eat them.
  - c. can't play with them.
4. The baby deer has got brown and white spots, so the wolf can't see it
  - a. when it is running.
  - b. when it lies still among plants.
  - c. when it is standing beside its mother.



104

**E. Read silently then answer the questions.**

1. The text is about
  - a. how some animals get their food.
  - b. how some animals hide.
  - c. how some animals move from one place to another.
2. Most of the insects that eat the leaves of trees are
  - a. green.
  - b. black
  - c. red
3. Some birds look like snow in winter, so other animals
  - a. can't see them.
  - b. can't eat them.
  - c. can't play with them.
4. The baby deer has got brown and white spots, so the wolf can't see it
  - a. when it is running.
  - b. when it lies still among plants.
  - c. when it is standing beside its mother.



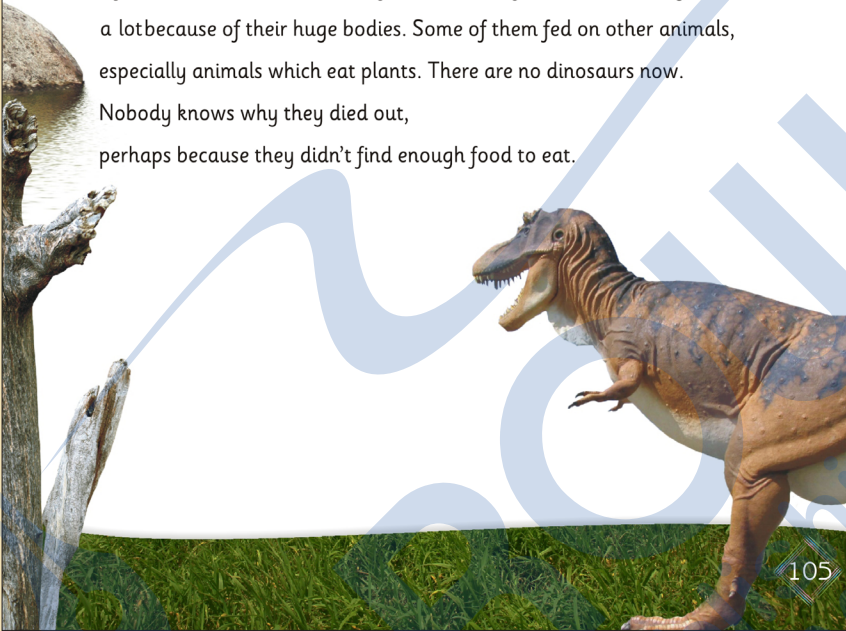


## F. Listening

Listen to the following text, then say if the following sentences are true or false.

1. There are no dinosaurs on the earth today.
2. All dinosaurs were very big.
3. All dinosaurs ate meat.
4. Nobody knows exactly why dinosaurs died out.

Dinosaurs lived millions of years ago. They were very enormous animals. Some of them were as big as ten elephants. There were very small ones, too. The smallest ones were as small as chickens. Some of them could fly like birds. The bird dinosaurs were as big as a small plane, and they could fly thousands of kilometers. Most dinosaurs fed on leaves of trees, and these giants ate a lot because of their huge bodies. Some of them fed on other animals, especially animals which eat plants. There are no dinosaurs now. Nobody knows why they died out, perhaps because they didn't find enough food to eat.



### F. Listening.

- Play the audio and have the students listen carefully.
- Students will read the sentences and write whether each sentence is true or false, according to the text they listened to.
- Review the answers with the class.
- Monitor and check for errors.

1. There are no dinosaurs on the earth today.  
**true**
2. All dinosaurs were very big.  
**false**
3. All dinosaurs ate meat.  
**false**
4. Nobody knows exactly why dinosaurs died out.  
**true**

12. Let's sing

Animals



**So Many Kinds of Animals**

Animals! There are so many kinds!  
Different shape and different size  
Some are huge and some are small,  
Some are tall and some are short,  
Some have thick fur like the bear,  
Some have short hair like the deer  
Some have soft hair like the dogs,  
Some have quills like the hedgehog,  
Some eat meat and some eat leaves,  
Some live on the ground, some in trees,  
Some have wings and can fly,  
Like all birds and flies,  
Some live in shells like the snail,  
Some have claws and some have nails,  
Some have sharp teeth, some have none,  
Some can crawl and some can run,  
And they breathe in different ways:  
Some have long noses called trunks,  
Some Animals! have gills and some  
have lungs.  
There are so many kinds,  
Different shapes and different size.

**G. Let's sing.**

- Play the song. Have the students listen.
- Have the students sing along the song.

# 9 Shopping

## LESSON 1

- look for, look around,  
try on, changing room,  
What size do you take?  
, I'll leave it, I'll have it.  
It doesn't fit, it's the wrong  
colour. We are lucky.  
- browsing, window display

**A. Circle the word whose picture does not appear below.**

### Shopping for Clothes

pyjamas, jumper, jeans, jacket, shoes, T-shirt, shorts, socks, shirt, suit, coat, trousers, skirt, blouse, scarf, tracksuit, football boots, trainers, dress



107

## LESSON 1

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know some phrases used when shopping for clothes.

### New language

look for, look around, try on, changing room, What size do you take?, I'll leave it, I'll have it, It doesn't fit, It's the wrong colour, We are lucky, browsing, window display

### Bring to the class

- the tape
- the flashcards for this lesson

# 9 Shopping

## Warm-Up

- Ask the students what they would wear in the winter and what they would wear in the summer.

## Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

## BOOKS OPEN

**A. Circle the word whose picture does not appear below.**

- Tell the students to look at the pictures in this page.
- Students will see which names of clothes written are not pictured in this page.
- Students will circle the names of the clothes written that are not pictured.

pyjamas, jumper, jeans, jacket, shoes, T-shirt, shorts, socks, shirt, suit, coat, trousers, skirt, blouse, scarf, tracksuit, football boots, trainers, dress

**B. Answer the following questions.**

- Students will read each question and answer it according to his/her choice.
- Answers will vary.

**B. Answer the following questions.**

1. When did you last buy new clothes?
2. What did you buy?
3. What is your favourite place for clothes?
4. Which new clothes would you like to buy?
5. What colours look best for you?
6. What are you wearing right now?

**C. Complete the conversation with one of the following.**

leave    looking for    size    try    too    any good    wrong

**Salesman:** Can I help you?

**Laila's mother:** I'm \_\_\_\_\_ a dress for my daughter.

**Salesman:** All the dresses are over there on your right.

**Laila's mother:** Thanks.

**Laila to the salesman:** Can I \_\_\_\_\_ this one on?

**Salesman:** Yes, sure. The changing rooms are over there.

**Laila:** Thanks.

**Salesman:** Is it \_\_\_\_\_ ?

**Laila:** No, not really. It's \_\_\_\_\_ short, and anyway the colour is \_\_\_\_\_.

Could you give me a bigger \_\_\_\_\_ in black?

**Salesman:** No, I'm sorry, we haven't any bigger sizes. That's all we have got.

**Laila's mother:** O.K. Then we'll \_\_\_\_\_ it.

108

**C. Complete the conversation with one of the following.**

**Salesman:** Can I help you?

**Laila's mother:** I'm **looking for** \_\_\_\_\_ a dress for my daughter.

**Salesman:** All the dresses are over there on your right.

**Laila's mother:** Thanks.

**Laila to the salesman:** Can I **try** \_\_\_\_\_ this one on?

**Salesman:** Yes, sure. The changing rooms are over there.

**Laila:** Thanks.

**Salesman:** Is it **any good** \_\_\_\_\_ ?

**Laila:** No, not really. It's **too** \_\_\_\_\_ short, and anyway the colour is **wrong** \_\_\_\_\_.

Could you give me a bigger **size** \_\_\_\_\_ in black?

**Salesman:** No, I'm sorry, we haven't any bigger sizes. That's all we have got.

**Laila's mother:** O.K. Then we'll **leave** \_\_\_\_\_ it.

108

**D. Listen and read.** 

**Shopping at the Mall**

**Rami:** Dad, it's very cold this winter. I need a sweater to keep me warm.

**Father:** O.K. Let's go to the mall. There are many clothing stores in the mall, and you can choose what you like.

**At the Mall**

**Father:** Children's clothing stores are on the third floor. Let's take the escalator.



**Rami:** Look, Dad. The sweaters in this window display are fantastic. Let's go inside this store.

**Saleswoman:** Hi! Can I help you find something?

**Father:** We have not decided yet. We are just browsing.

**Saleswoman:** Let me know if you need any help.

**Father:** Thanks.

**Rami:** The sweaters are over there, Dad. In the back of the store. Let's look around there. Here is the same sweater which I saw in the window display.



**Father:** We are lucky. It's on sale, 50% off. Can you find your size?

**Rami:** What a pity! They are all small. I can't find a medium size.

**Father** (to the saleswoman:) Do you have any other sizes in the back?

**Saleswoman:** I am sorry. This is all we have, but I have this sweater in a medium size, and it is on sale, too. Would you like to try it on.? The changing room is over there.

**Rami:** I tried the sweater on, and it fits perfectly. I like the colour too, Dad.

**Father:** O.K. Let's go to the register.

**Register:** How would you like to pay?

**Father:** With cash. How much is it?

**Register:** JD 20 dinars.  
Thanks for coming in.

109

**D. Listen and read.**

- Play the audio and ask the students to identify words they recognise.
- Discuss the dialogue with the class.

**E. Guess the meaning of the underlined words in the following sentence**

1. Saleswoman: Can I help you?

Father: We haven't decided yet. We are just browsing.

- a. looking around      b. bargaining      c. window-shopping

2. You can choose the sweater that you like.

- a. take what you like      b. wear      c. try on

3. Rami saw a fantastic sweater in the window – display.

- a. behind the window of the store      b. near the window  
c. opening in a shop to show clothes

4. Rami takes the medium size

- a. big      b. small      c. not big and not small

5. Rami and his father go to the register to pay for the sweater.

- a. salesman      b. cashier      c. seller

110

**E. Guess the meaning of the underlined words in the following sentences.**

1. Saleswoman: Can I help you?

Father: We haven't decided yet. We are just browsing.

- a. looking around      b. bargaining      c. window-shopping

2. You can choose the sweater that you like.

- a. take what you like      b. wear      c. try on

3. Rami saw a fantastic sweater in the window – display.

- a. behind the window of the store      b. near the window  
c. opening in a shop to show clothes

4. Rami takes the medium size

- a. big      b. small       c. not big and not small

5. Rami and his father go to the register to pay for the sweater.

- a. salesman       b. cashier      c. seller

110

**F. Choose the right answer.**

1. What does Rami want to buy?  
a. a sweater                      b. jeans                      c. shorts
2. Why does he want to buy it?  
a. to give a present to his father                      b. to keep warm in winter  
c. to give a present to his mother
3. Where do they go shopping?  
a. to the supermarket    b. to a clothes shop in their street    c. to the mall
4. Where is the children's store in the mall?  
a. on the third floor    b. on the second floor    d. on the ground floor
5. Where does Rami see the nice sweater?  
a. in the window display    b. inside the store    c. outside the mall
6. What size does Rami take?  
a. small                      b. large                      c. medium
7. Why was the sweater cheap?  
a. It was on sale    b. It was not good    c. It was the last sweater in the store
8. Where did Rami try the sweater on?  
a. at home                      b. in the changing room in the mall                      c. in the street
9. How much was the sweater before the sale?  
a. JD 20                      b. JD 40                      c. JD 30

**G. Act out the dialogue.**

**G. Act out the dialogue.**

- Have the students turn to page 109, exercise D again.
- Students will act out the dialogue in front of the class. You can assign each character in the dialogue to a student to act out.

**F. Choose the right answer.**

1. What does Rami want to buy?  
 a. a sweater                      b. jeans                      c. shorts
2. Why does he want to buy it?  
a. to give a present to his father                       b. to keep warm in winter  
c. to give a present to his mother
3. Where do they go shopping?  
a. to the supermarket    b. to a clothes shop in their street     c. to the mall
4. Where is the children's store in the mall?  
 a. on the third floor    b. on the second floor    d. on the ground floor
5. Where does Rami see the nice sweater?  
 a. in the window display    b. inside the store    c. outside the mall
6. What size does Rami take?  
a. small                      b. large                       c. medium
7. Why was the sweater cheap?  
 a. It was on sale    b. It was not good    c. It was the last sweater in the store
8. Where did Rami try the sweater on?  
a. at home                       b. in the changing room in the mall                      c. in the street
9. How much was the sweater before the sale?  
a. JD 20                       b. JD 40                      c. JD 30

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know the names of different kinds of foods.
- Know relative pronouns: who, which, that.

### New language

enough, a lot of, a little, a few

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students to name the food items that they know.

### Presentation

#### BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Have students read the names of the food items written and then look at the pictures and try to name each of the food items pictured.
- Assist the students with the names of the foods pictured, if not known to them.

## LESSON 2



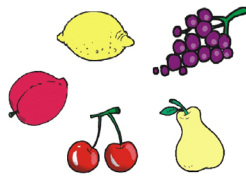
### Food and Drink

A. Find these items in the picture.

Circle the items that are not in the picture.

- enough, a lot of, a little, a few  
- relative pronouns: who, which, that

#### A. Fruits



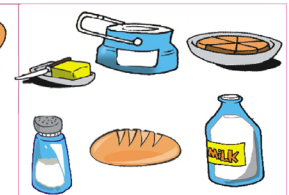
apples, melons, mangos, tomatoes, oranges, pears, lemons, bananas, cherries, dates, grapes, peaches, figs

#### B. Vegetables



beans, carrots, potatoes, cucumbers, lettuce, onion, eggplant/ aubergine, tomatoes

#### C. Other Products



bread, milk, eggs, butter, cheese, biscuits, salt, sugar, coffee, tea, yoghurt, oil

B. Match the words with the correct pictures below.

- \_\_\_\_\_ of tissues.
- \_\_\_\_\_ of bread.
- \_\_\_\_\_ of chips.
- \_\_\_\_\_ of water.
- \_\_\_\_\_ of chocolate.
- \_\_\_\_\_ of toothpaste.
- \_\_\_\_\_ of lemonade.
- \_\_\_\_\_ of milk.

box

can

bar

packet

tube

bottle

loaf

carton

112

### BOOKS OPEN

A. Find these items in the picture. Circle the items that are not in the picture.

- Tell the students to look at the pictures in this exercise.
- Students will see which food items written are not pictured.
- Students will circle the names of the food items written that are not pictured.

apples, melons, mangos, tomatoes, oranges, pears, lemons, bananas, cherries, dates, grapes, peaches, figs

beans, carrots, potatoes, cucumbers, lettuce, onion, eggplant/ aubergine, tomatoes

bread, milk, eggs, butter, cheese, biscuits, salt, sugar, coffee, tea, yoghurt, oil

B. Match the words with the correct pictures below.

- Have the students look at the pictures in this exercise and match the correct measurement/container word from the right that goes with each, and write it on the line given.



**C. Act out buying and selling the items in exercise B . One student plays the role of the shop assistant, and the other plays the role of the customer.**

**Shop assistant:** Can I help you?

**Customer:** Yes, could I have a box of tissues, please?

**Shop assistant:** Yes, certainly. A small one or a large one?

**Customer:** A small one, please.

**Shop assistant:** Anything else?

**Customer:** Yes, I'd like a bar of chocolate.

**Shop assistant:** Anything else?

**Customer:** No, thank you. How much is that?

**Shop assistant:** That's two fifty.

**D. Read the following text, then fill in the blanks with words from the list in the following dialogue.**

### Grocery Shopping

Ali's father is going to the supermarket today, so he is making a shopping list. His mother is looking in the refrigerator. There are only a few things in the refrigerator. There is a little milk and a little juice. There are a few eggs and a few apples. There isn't any ice-cream. There are a lot of onions and tomatoes, but only one head of lettuce. There isn't any bread or oil.



113

**C. Act out buying and selling the items in exercise B. One student plays the role of the shop assistant, and the other plays the role of the customer.**

- Put students in pairs.
- Have the students ask out the dialogue in this exercise. One student will play the role of the shop assistant while the other plays the role of the customer.
- Students will substitute the items and their container/ measurement words with the ones from exercise B.
- Have each pair of students use a phrase from exercise B and act it out in front of the class.
- Monitor and address common errors.

**D. Read the following text. Then fill in the blanks with words from the list in the following dialogue.**


- Review the answers with the class.
- Monitor and correct any errors.


1. box of tissues. 


2. loaf of bread. 

3. packet of chips. 

4. bottle of water. 

5. bar of chocolate. 

6. tube of toothpaste. 

7. can of lemonade 

8. carton of milk. 

**a lot of, some, any, enough, a little, a few, are there, is there, there isn't, there aren't**

**Father:** O.K. honey! what do we need to buy? Do we have enough milk?

**Mother:** We have \_\_\_\_\_ .but not \_\_\_\_\_ .

**Father:** How about bread?

**Mother:** I don't see \_\_\_\_\_ bread.

**Father:** \_\_\_\_\_ onions?

**Mother:** Yes, There are \_\_\_\_\_ onions.

**Father:** Do we need \_\_\_\_\_ tomatoes?

**Mother:** There are \_\_\_\_\_ tomatoes.

**Father:** Are you making a salad?

**Mother:** Yes, but \_\_\_\_\_ lettuce.

**Father:** \_\_\_\_\_ apples?

**Mother:** \_\_\_\_\_ May be we need \_\_\_\_\_ more.

**Father:** Did you look in the freezer for ice cream?

**Mother:** \_\_\_\_\_ ice cream. You should buy \_\_\_\_\_

**Father:** So we need some milk, a can of juice, a head of lettuce, and a few apples. Is that everything?

**Mother:** Don't forget \_\_\_\_\_ and \_\_\_\_\_ .

**Father:** That's right, a carton of ice-cream and a loaf of bread.

**Mother:** One more thing. Don't forget your list.

114

**Father:** O.K. honey! what do we need to buy? Do we have enough milk?

**Mother:** We have a little .but not enough .

**Father:** How about bread?

**Mother:** I don't see any bread.

**Father:** Are there any onions?

**Mother:** Yes, There are a lot of onions.

**Father:** Do we need any tomatoes?

**Mother:** There are a lot of tomatoes.

**Father:** Are you making a salad?

**Mother:** Yes, but there isn't enough lettuce.

**Father:** Are there any apples?

**Mother:** There are a few .May be we need a little more.

**Father:** Did you look in the freezer for ice cream?

**Mother:** There isn't any ice cream. You should buy some .

**Father:** So we need some milk, a can of juice, a head of lettuce, and a few apples. Is that everything?

**Mother:** Don't forget some ice cream and some bread .

**Father:** That's right, a carton of ice-cream and a loaf of bread.

**Mother:** One more thing. Don't forget your list.

114

**E. Form sentences using *who*.**

1. (sell, meat, a butcher)

A. A person who sells meat is called a butcher.

2. (sell, sugar and tea, grocer)

\_\_\_\_\_

3. (sell, fruits, a fruit- seller)

\_\_\_\_\_

4. (sell, vegetables, a greengrocer)

\_\_\_\_\_

5. (bake and sell, bread and cakes, a baker)

\_\_\_\_\_

6. (sell things, in a shop, a shop assistant)

\_\_\_\_\_

115

**E. Form sentences using *who*.**

2. (sell, sugar and tea, grocer)

A person who sells sugar and tea is called a grocer.

3. (sell, fruits, a fruit- seller)

A person who sells fruits is called a fruit- seller.

4. (sell, vegetables, a greengrocer)

A person who sells vegetables is called a greengrocer.

5. (bake and sell, bread and cakes, a baker)

A person who bakes and sells bread and cakes is called a baker.

6. (sell things, in a shop, a shop assistant)

A person who sells things in a shop is called a shop assistant.

115

**F. Form sentences using *which*.**

Example:

1. (sell books, bookshop)

A shop which sells books is called a bookshop.

2. (sell sugar and tea, grocery store)

---

3. (sell clothes, clothing store)

---

4. (sell footballs and tracksuits, sports shop)

---

5. (sell shoes, shoe shop)

---

6. (sell cupboards and sofas, furniture shop)

---

116

**F. Form sentences using *which*.**

2. A store which sells sugar and tea is called a grocery store.

3. A store which sells clothes is called a clothing store.

4. A shop which sells footballs and tracksuits is called a sports shop.

5. A shop which sells shoes is called a shoe shop.

6. A shop which sells cupboards and sofas is called a furniture shop.

### G. Listening

Listen, then answer the following questions.

1. What does Leena want to buy?

- a. a shirt
- b. a dress
- c. a sweater

2. What size is she?

- a. a medium
- b. a large
- c. a small

3. Does the first one fit?

- a. No, the colour is wrong .
- b. Yes, it's perfect for her .
- c. No, it's too large .

4. How much does she pay?

- a. 12 JD
- b. 10 JD
- c. 14 JD

5. Why is it cheap?

- a. Because it is on sale .
- b. Because it doesn't fit .
- c. Because it was the last dress .

117

### G. Listening.

- Play the audio and have the students listen carefully.
- Students will read the questions and circle the correct answer, based on what they heard in the audio.
- Review the answers with the class.
- Monitor and check for errors.

1. What does Leena want to buy?

- a. a shirt
- b. a dress
- c. a sweater

2. What size is she?

- a. a medium
- b. a large
- c. a small

3. Does the first one fit?

- a. No, the colour is wrong .
- b. Yes, it's perfect for her .
- c. No, it's too large .

4. How much does she pay?

- a. 12 JD
- b. 10 JD
- c. 14 JD

5. Why is it cheap?

- a. Because it is on sale .
- b. Because it doesn't fit .
- c. Because it was the last dress .

### Shopping for a Dress

Shop assistant: Can I help you?

Leena: Yes, I'm looking for a dress.

Shop assistant: What size are you?

Leena: I'm a medium.

Shop assistant: How about this one?

Leena: Yes, that's nice. Can I try it on?

Shop assistant: Certainly. There's the changing room over there.

Leena: Thank you.

Shop assistant: How does it fit?

Leena: It's too large. Do you have a small?

Shop assistant: Yes, here you are.

Leena: Thank you. I'll take it. How much is it, please?

Shop assistant: Only 10 dinars. It's on sale.

Leena: Okay, here you are.

Shop assistant: Thank you. Have a nice day.

Leena: Thank you, goodbye.

### The Perfect Dress

In a window display,  
I saw a marvelous dress,  
I was lucky, it was on sale,  
Half the price and even less.

I tried it on in the changing room,  
It was perfect, just for me,  
My mum paid the price with cash,  
Not much, only ninety three.



### H. Let's sing.

- Play the song. Have the students listen.
- Have the students sing along the song.

# 10 Expressing Feelings

## LESSON 1

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know how to express different feelings.

### New language

worried about, enjoy my time, wonderful, proud of, frightened of, terrified, pleased with, glad to, disappointed, bored, surprised, ashamed of

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students to say what they feel right now. Are they happy, sad, sick, well, etc.?

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

# 10 Expressing Feelings

## LESSON 1

### A. Listen and read.

#### Sami is not Frightened of Water any More

Mother: Hello, it's me. You haven't phoned me for days. I was getting worried about you.

Sami: Sorry, Mum. I am fine. In fact, I am enjoying my time with my cousins. They are wonderful. Everyday we go swimming in the pool.

Mother: Go swimming? You don't know how to swim.

Sami: My cousins are teaching me how to swim. And I'm proud of myself now.

Mother: Proud? Why?

Sami: My cousins say I'm a quick learner.

Mother: Weren't you frightened of water?

Sami: Yes, I was terrified at first. But then I was O.K. Now, I am pleased with myself.

Mother: Do you think you are going to be a good swimmer?

Sami: Swimming is a very interesting sport. I'll do my best to be a good swimmer.

Mother: I'm glad you weren't disappointed with your swimming lessons.

Sami: Disappointed? No, swimming is a great experience.

Mother: Anyway, I'm pleased to hear you're well. I'll speak to you again soon. Be careful. Bye!

Sami: Bye.

- worried about, enjoy my time, wonderful, proud of, frightened of, terrified, pleased with, glad to, disappointed, bored, surprised, ashamed of.



(B) Introduce the lesson.

- Have students volunteer to read parts of the dialogue. While reading, ask students to underline the key words.

### BOOKS OPEN

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Discuss the dialogue with the class.



**B. Learn the following words.**

- frightened of:** to be afraid of  
Some people are frightened of dogs.
- terrified:** to be very afraid  
Kamal was terrified when he saw a snake in the garden.
- worried about:** when you keep thinking about bad things that might happen.  
Samia's mother was worried about her. She didn't come back home after school time.
- angry:** to be unhappy.  
Ali was angry at his younger brother because he broke the lamp.
- pleased:** to be happy.  
Dana was pleased with her math grade (mark). She got 90%.
- disappointed:** when something doesn't turn out like you hoped.  
Salma was very disappointed with her geography mark.
- bored:** to lose interest in something.  
Some students are bored when they have to listen to the teacher for a long time.
- surprised:** how you feel when something happens that you don't expect.  
Saleem was surprised when he saw his elder brother at home.
- proud:** to feel good about something you or someone else has done.  
Mr. Najjar was proud of his son because he was the first in his class.
- ashamed :** to feel embarrassed.  
Mr. Haddad was ashamed of his son because he didn't behave himself at school.

**C. Read the telephone conversation in A, then answer the following questions.**

1. Why was Sami's mother worried about her son?
2. Why was Sami proud of himself?
3. Why couldn't Sami swim before?
4. Was he disappointed or pleased with his first swimming lessons?
5. Do you think Sami will be a good swimmer? Why?

121

**C. Read the telephone conversation in A, then answer the following questions.**

1. Why was Sami's mother worried about her son?  
**Because he hasn't phoned her for days.**
2. Why was Sami proud of himself?  
**Because he was learning how to swim.**
3. Why couldn't Sami swim before?  
**Because he was frightened of water.**
4. Was he disappointed or pleased with his first swimming lessons?  
**He was pleased.**
5. Do you think Sami will be a good swimmer? Why?  
**Answers will vary.**

**B. Learn the following words.**

- Ask the students to look in their books and read the new words.
- Read the words and their definitions. Have the students repeat reading each word and its definition.

#### D. Answer about yourself.

- Students will read the questions and answer about themselves.
- Students can share their answers with the class.
- Monitor and address common errors.

#### D. Answer about yourself.

1. Are you frightened of water?
2. What about snakes? Are you frightened of snakes?
3. Is there anything else you are frightened of?  
(spiders, dogs, cockroaches, high places \_\_\_\_\_).

#### E. Complete the following sentences with words from the vocabulary list.

1. I am \_\_\_\_\_ with Sami. He promised to help me but he didn't.
2. Ali's parents are \_\_\_\_\_ about him. He looks ill.
3. I don't turn off the light at night because I am \_\_\_\_\_ of the dark.
4. Kareem was \_\_\_\_\_ with his maths grade. He hoped to get a better grade.
5. My father bought me a dress on my birthday. I was very \_\_\_\_\_ because it was perfect for me.
6. We are \_\_\_\_\_ of my brother because he has got a high mark in Altawjihi.
7. She turned the television off. She was \_\_\_\_\_ with the film.

122

#### E. Complete the following sentences with words from the vocabulary list.

1. I am angry with Sami. He promised to help me but he didn't.
2. Ali's parents are worried about him. He looks ill.
3. I don't turn off the light at night because I am terrified of the dark.
4. Kareem was disappointed with his maths grade. He hoped to get a better grade.
5. My father bought me a dress on my birthday. I was very \_\_\_\_\_ because it was perfect for me.  
pleased
6. We are proud of my brother because he has got a high mark in Altawjihi.
7. She turned the television off. She was bored with the film.

122

**F. Look at the following pictures, then write how they look as in the example. You can use the words in the list.**

sad happy angry frightened excited bored nervous



1. The boy in the first picture looks frightened.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**G. Use the adjectives in F to talk about how you feel about certain things as in the example.**

A. How do you feel when you wake up on a rainy day?

B. When I wake up on a rainy day, I feel sad.

A. Yes, I often feel sad, too. / Oh, I don't

**How do you feel when :**

1. you wake up on a rainy day?
2. you enter a dark room at night?
3. your little brother spills tea on your homework?
4. you go to the dentist?
5. your parents decide to take you on a trip?
6. the end of year exams start?
7. you have to stay alone at home?
8. wake up on a snowy day?

123

**G. Use the adjectives in F to talk about how you feel about certain things as in the example.**

- Put students in pairs.
- Each pair will ask and answer about feelings, using the questions given in this exercise.
- Students will both answer, modeling the example given.
- Students can share their answers with the class. (Optional)
- Monitor and address common errors.

**F. Look at the following pictures, then write how they look as in the example. You can see the words in the list.**

1. The boy in the first picture looks frightened.
2. The boy in the second picture looks frightened.
3. The boy in the third picture looks sad.
4. The boy in the fourth picture looks bored.
5. The boy in the fifth picture looks nervous.
6. The boy in the sixth picture looks happy.

## LESSON 2

### Objectives

At the end of this lesson students will be able to:

- Recognise new words and phrases.
- Know how to express feeling sick.

### New language

have a cough, have a cold, thermometer, aspirin pills, a bandage, dizzy

### Bring to the class

- the tape
- the flashcards for this lesson

### Warm-Up

- Ask the students how they feel when they are sick.

### Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

(B) Introduce the lesson.

- Have students volunteer to look at the pictures and guess what each person in the picture is feeling.

## LESSON 2 flashcards

A. What do you think is the matter with each person in the following pictures? Use the words in the list.

### When You are Sick

a stomachache    a headache    a cold    a cough



- have a cough,  
have a cold,  
thermometer,  
aspirin pills,  
a bandage, dizzy

B. Learn these words.



a thermometer



aspirin



a bandage

**dizzy:** to feel light headed like you might fall

I feel dizzy. I feel the room going round and round.

124

### BOOKS OPEN

A. What do you think is the matter with each person in the following pictures? Use the words in the list.

- Have the students look at the pictures.
- Students will describe each person in the picture, using a description given in the list.

B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Have the students repeat reading each word and looking at its picture.
- Define the words that are unclear to the students.

**C. Students in pairs act out situations choosing language from the examples below.**

A: What's the matter? Are you all right?

B: I don't feel very well.

I feel (sick / ill / very hot / dizzy / tired).

I've got (a headache / a cold / a sore throat / a cough  
a temperature/ a stomachache).

A: Would you like (a glass of water / a tissue / an aspirin / to sit /  
to lie down / to go home / to go to bed / to see a doctor) ?

B: Yes, please. / No, thank you. \_\_\_\_\_

**D. Complete the conversation using the words in the list.**

I'm sorry    sore throat    I've got    don't feel    what's the matter?

Tom: Hello. Is this Basim?

Basim: Yes, it is. Who is speaking?

Tom: It's Tom here. Would you like to go swimming this afternoon?

Basim: I'm afraid I can't. I \_\_\_\_\_ very well.

Tom: Oh, \_\_\_\_\_ ?

Basim: I've got a \_\_\_\_\_ and a headache.

I think \_\_\_\_\_ a cold.

Tom: Oh, \_\_\_\_\_. I hope you get better soon.

**E. Act out the dialogue in D.**

**E. Act out the dialogue in D.**

- Put students in pairs.
- Students will act out the dialogue in exercise D.

**C. Students in pairs act out situations choosing language from the examples below.**

- Put students in pairs.
- Each pair will ask and answer about feelings, using the questions given in this exercise and substituting different answer choices given.
- Students can share their answers with the class. (Optional)
- Monitor and address common errors.

**D. Complete the conversation using the words in the list.**

Basim: I'm afraid I can't. I \_\_\_\_\_ **don't feel** \_\_\_\_\_ very well.

Tom: Oh, \_\_\_\_\_ **what's the matter** \_\_\_\_\_ ?

Basim: I've got a \_\_\_\_\_ **sore throat** \_\_\_\_\_ and a headache.

I think \_\_\_\_\_ **I've got** \_\_\_\_\_ a cold.

Tom: Oh, \_\_\_\_\_ **I'm sorry** \_\_\_\_\_. I hope you get better soon.

**F. Write a dialogue similar to that in D. Hiyam phones Samia. She asks her to play tennis with her tomorrow morning. Samia doesn't feel very well. She's got a temperature and she's in bed.**

- Have the students write a dialogue using the information given.
- The dialogue will be similar to the one in exercise D.
- Monitor and address common errors.

**F. Write a dialogue similar to that in D. Hiyam phones Samia. She asks her to play tennis with her tomorrow morning. Samia doesn't feel very well. She's got a temperature and she's in bed.**

Hiyam: \_\_\_\_\_

Samia: \_\_\_\_\_

Hiyam: \_\_\_\_\_

\_\_\_\_\_

Samia: \_\_\_\_\_

Hiyam: \_\_\_\_\_

Samia: \_\_\_\_\_

Hiyam: \_\_\_\_\_

**G. Listening** 

Ask what the matter is. Listen to the example first.

Student 1: Oh! my head!

Student 2: What's the matter? Have you got a headache?

1. Oh! My head!

2. Achoo! Achoo!

3. Oh! My tooth!

4. (sound of coughing).

5. I feel terribly hot.

**G. Listening.**

- Play the audio.
- Students will listen to the answer to the first question.
- Students will answer the rest of the questions, modeling the example given.
- Review the answers with the class.
- Monitor and address common errors.

1. Oh! My head!

What's the matter? Have you got a headache?

2. Achoo! Achoo!

What's the matter? Have you got a cold?

3. Oh! My tooth!

What's the matter? Have you got a toothache?

4. (sound of coughing).

What's the matter? Have you got a cough?

5. I feel terribly hot.

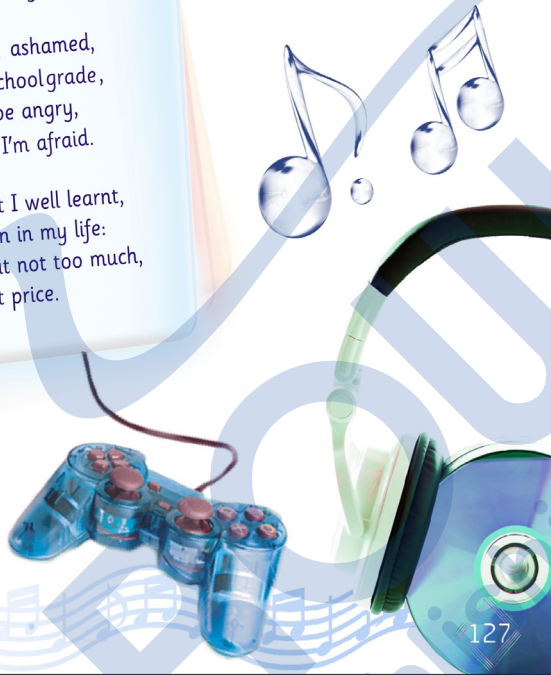
What's the matter? Have you got a temperature/ fever?

My Dad was pleased and felt proud,  
When he saw my school report.  
On the next day I was delighted,  
When I saw my big reward.

A big surprise! A play station!  
With DVDs and video games,  
How fascinating! I played,  
Computer games all nights and days.

The next term I felt ashamed,  
To show Dad my school grade,  
I was sure he will be angry,  
And disappointed, I'm afraid.

It was too late but I well learnt,  
The greatest lesson in my life:  
To play is nice, but not too much,  
Or I'll pay a great price.



**H. Let's sing.**

- Play the song. Have the students listen.
- Have the students sing along the song.

# 3 Revision

# 3 REVISION

1. Rearrange the following sentences to form a story about an accident.

1. My mother took me to the hospital.
2. After six weeks my arm was better.
3. One day, when I was climbing one of the trees, I fell and broke my leg.
4. When I was nine years old, I liked to climb trees.

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1. Rearrange the following sentences to form a story about an accident.

- Students will read the sentences given and rearrange them in order of sequence to write them in a paragraph form.
- Monitor and address errors.

1. My mother took me to the hospital.
2. After six weeks my arm was better.
3. One day, when I was climbing one of the trees, I fell and broke my leg.
4. When I was nine years old, I liked to climb trees.

When I was nine years old, I liked to climb trees. One day, when

I was climbing one of the trees, I fell and broke my leg. My mother

took me to the hospital. After six weeks my arm was better.



2. Fill in the blanks in the following story, using words from the list.

A Terrible Accident

on fire, cut, dropped, slipped, broke, broke, bandage, turn off, turned on, rushing, smoke, caught fire.

One day, when my mother was out doing some shopping, I decided to make some cakes. I \_\_\_\_\_ the cooker to melt the butter. While I was mixing the flour and the sugar, the telephone rang. I was surprised and \_\_\_\_\_ the egg, which I was holding in my hand, on to the floor and the egg \_\_\_\_\_. I went and answered the telephone. While I was \_\_\_\_\_ back to the kitchen, I \_\_\_\_\_ on the egg, and my foot went through the glass of the kitchen cupboard and \_\_\_\_\_ it. I \_\_\_\_\_ my foot on the glass, so I went to the bathroom and put a cloth round it. I swept the glass, then went to buy a \_\_\_\_\_ for my foot. When I was coming back, I saw \_\_\_\_\_ coming out of the window of the kitchen. I remembered that I didn't \_\_\_\_\_ the cooker. Certainly, the curtain on the window \_\_\_\_\_ and then the whole kitchen was \_\_\_\_\_. I was ten years old then. I always drop the eggs when I make a cake.

3. How many things went wrong in the story in B. Write them down.

1. The egg \_\_\_\_\_.
2. The girl \_\_\_\_\_ on the egg.
3. Her foot \_\_\_\_\_.
4. The curtain \_\_\_\_\_.
5. The whole kitchen \_\_\_\_\_.

4. How do you think the story ended?

3. How many things went wrong in the story in B. Write them down.

1. The egg broke \_\_\_\_\_.
2. The girl slipped \_\_\_\_\_ on the egg.
3. Her foot broke the glass of the kitchen cupboard \_\_\_\_\_.
4. The curtain caught fire \_\_\_\_\_.
5. The whole kitchen was on fire \_\_\_\_\_.

4. How do you think the story ended?

- Students will think about the story and how it must have ended.
- Students will write a possible suggestion to the ending.
- Students will share their answers with the class.
- Monitor and correct common errors.

Answers will vary.

2. Fill in the blanks in the following story, using words from the list.

One day, when my mother was out doing some shopping, I decided to make some cakes. I turned on the cooker to melt the butter. While I was mixing the flour and the sugar, the telephone rang. I was surprised and dropped the egg, which I was holding in my hand, on to the floor and the egg broke. I went and answered the telephone. While I was rushing back to the kitchen, I slipped on the egg, and my foot went through the glass of the kitchen cupboard and broke it. I cut my foot on the glass, so I went to the bathroom and put a cloth round it. I swept the glass, then went to buy a bandage for my foot. When I was coming back, I saw smoke coming out of the window of the kitchen. I remembered that I didn't turn off the cooker. Certainly, the curtain on the window caught fire and then the whole kitchen was on fire. I was ten years old then. I always drop the eggs when I make a cake.

### 5. Listening

Three children had to choose one of the following pets which all of them liked. Which animal did they choose?

a. a horse

b. a cat

c. a parrot

d. a rabbit



Child A: Dad, can we have a pet?

Father: There are four of you, You can only have one pet. So, you must agree on the same animal.

Child B: We'll, I'd rather not have a bird. I don't like touching a bird's feathers.

Child A: No birds, then.

Child C: I don't like animals which catch other animals and eat them.

Child A: That means no cats.

Father: Please don't choose a very big animal. They cost too much money.

Child A: Well, after that, there's only one sort of animal that we choose. That's \_\_\_\_\_.

130

### 5. Listening.

- Play the audio and have the students listen carefully to the dialogue.
- Students will circle the correct answer choice and write it on the line given, based on the dialogue they heard.
- Review the answer with the class.

Three children had to choose one of the following pets which all of them liked. Which animal did they choose?

a. a horse

b. a cat

c. a parrot

d. a rabbit



Child A: Well, after that, there's only one sort of animal that we choose. That's a rabbit.

6. Play this game. One of the students think of one of the animals in the chart in lesson 10. Write the name of the animal on a piece of paper. The others must try to guess what the animal is in not more than six "yes/no" questions.

Questions such as:

- Is it a pet / wild / farm / riding animal?
- Does it have a shell / feathers / long neck / long tail?
- Does it live in the forest / water?
- Does it eat meat / grass.

The student may ask a question like, "Is it a lion?" only once.

7. Read the following, then answer the question that follows.

- A. They usually eat insects or fruits, but some kinds eat animals. They have wings, but they are made of skin and have no feathers. They can fly very fast. They usually live in caves.

What are they?

- a. penguins      b. bats      c. parrots      d. ostriches

- B. They live in the Arctic round the North Pole. They have got thick white fur to keep them warm. They eat seals and fish.

What are they?

- a. polar bears      b. white whales      c. rabbits      d. foxes

8. Write about an animal in your country. Make notes about food, colour, habitat and size.

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8. Write about an animal in your country. Make notes about food, colour, habitat and size.

- Students will write about an animal by describing it, modeling the descriptions in the previous exercise.
- Students will include the animal's food, colour, habitat, and size when describing it.

Answers will vary.

6. Play this game. One of the students think of one of the animals in the chart in lesson 10. Write the name of the animal on a piece of paper. The others must try to guess what the animal is in not more than six "yes/no" questions.

- Have a student write the name of an animal from Unit 8, Lesson one.
- The rest of the students will try to guess the animal by asking this student "yes/ no" questions that describe the animal, up to a total of six questions.
- The student who guesses the animal can go next, also writing the name of an animal on a piece of paper, and so on.
- Monitor and address common errors.

7. Read the following, then answer the question that follows.

- Students will read the descriptions and circle the correct choice of animals, based on the clues given.
- Review the answers with the class.
- Monitor and address common errors.

A. They usually eat insects or fruits, but some kinds eat animals. They have wings, but they are made of skin and have no feathers. They can fly very fast. They usually live in caves.

What are they?

- a. penguins       b. bats      c. parrots      d. ostriches

B. They live in the Arctic round the North Pole. They have got thick white fur to keep them warm. They eat seals and fish.

What are they?

- a. polar bears      b. white whales      c. rabbits      d. foxes

9. Circle the right answer.

- When you buy trousers or jeans, you try them on in the  
a. trying room      b. changing room      c. living room
- Shop assistant: Can I help you find anything?  
Customer: No, thank you. We are just \_\_\_\_\_  
a. browsing      b. window shopping      c. bargaining
- A mall is a  
a. a big shopping centre      b. a clothes shop      c. a supermarket
- This sweater is \_\_\_\_\_, 50% discount.  
a. expensive      b. on sale      c. too large
- Customer to the shop assistant:  
This shirt doesn't \_\_\_\_\_. The size is wrong.  
a. fit      b. sell      c. buy
- People who \_\_\_\_\_ with the seller try to get a lower price.  
a. talk      b. fight      c. bargain
- When I was walking in the street, I saw a nice jumper in the \_\_\_\_\_ of a men's clothing store.  
a. window display      b. shelf      c. window show
- When I walked into the store, the \_\_\_\_\_ asked me what I want.  
a. customer      b. worker      c. shop assistant
- When I decide to buy something, I say to the shop assistant:  
a. I'll take it      b. I'll leave it      c. It doesn't fit
- When I try something on and I like it very much, I say:  
a. It's perfect. It's just what I want  
b. It doesn't suit me  
c. The colour is wrong

132

9. Circle the right answer.

- When you buy trousers or jeans, you try them on in the  
a. trying room       b. changing room      c. living room
- Shop assistant: Can I help you find anything?  
Customer: No, thank you. We are just \_\_\_\_\_  
 a. browsing      b. window shopping      c. bargaining
- A mall is a  
 a. a big shopping centre      b. a clothes shop      c. a supermarket
- This sweater is \_\_\_\_\_, 50% discount.  
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- When I decide to buy something, I say to the shop assistant:  
 a. I'll take it      b. I'll leave it      c. It doesn't fit
- When I try something on and I like it very much, I say:  
 a. It's perfect. It's just what I want  
b. It doesn't suit me  
c. The colour is wrong

**10. Read the following text, then answer the questions.**

Samia's mother usually goes to the supermarket once or twice a week to buy vegetables, fruits, meat, and **groceries**. She usually needs a shopping cart to carry everything. She first picks up some cheese. When she buys fruits and vegetables, she chooses only fresh ones. Her children like milk, so she goes to the **dairy** section and buys a few cartons of milk. Also there are times when she doesn't have to cook, so she usually picks up frozen meals from the frozen food section. If the store is **out of stock** of any of the items she needs, then she **drops by** a different store on her way home. She always **pays with cash** because she doesn't have a credit card.



**1. What does each of the following words (which are in bold in the text) mean?**

- Groceries means items such as.  
a. sugar and rice      b. vegetables      c. fresh meat
- In the dairy section you can buy  
a. bread      b. milk and yogurt      c. apples
- When something is out of stock in a shop,  
a. there isn't any more of it  
b. you can buy as much as you need of it  
c. you can find only some of it
- "drop by" means  
a. break      b. buy something      c. go to
- When you pay with cash,  
a. you use a credit card  
b. you pay later  
c. you give money to the seller

**2. Answer the following questions.**

- How often does she go to the supermarket?
- Why does she take a shopping cart?
- What are the fruits and vegetables she buys like?
- What does she buy from the dairy section?
- What does she buy from the frozen food section?
- How does she pay?

133

**2. Answer the following questions.**

- How often does she go to the supermarket?  
**Once or twice a week.**
- Why does she take a shopping cart?  
**So that she can carry everything.**
- What are the fruits and vegetables she buys like?  
**Fresh only.**
- What does she buy from the dairy section?  
**A few cartons of milk.**
- What does she buy from the frozen food section?  
**Frozen meals.**
- How does she pay?  
**With cash.**

**10. Read the following text, then answer the questions.**

**1. What does each of the following words (which are in bold in the text) mean?**

- Groceries means items such as.  
 a. sugar and rice      b. vegetables      c. fresh meat
- In the dairy section you can buy  
a. bread       b. milk and yogurt      c. apples
- When something is out of stock in a shop,  
 a. there isn't any more of it  
b. you can buy as much as you need of it  
c. you can find only some of it
- "drop by" means  
a. break      b. buy something       c. go to
- When you pay with cash,  
a. you use a credit card  
b. you pay later  
 c. you give money to the seller

**11. Work in pairs. Look at the pictures and words below. Make dialogues like the example below.**

- Put students in pairs.
- Have the students look at the words and pictures.
- Students will ask and answer questions, using the words given and modeling the example given.
- Have the students act out their questions and answers.
- Monitor and check for common errors.

**11. Work in pairs. Look at the pictures and words below. Make dialogues like the example below**

Student 1: I was angry with my little sister.

Student 2: Why?

Student 1: For writing on my notebook.



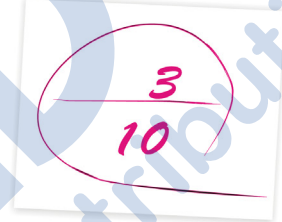
annoyed (play music)



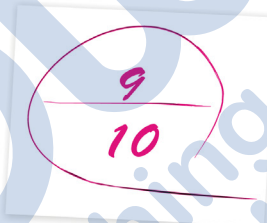
angry (break the vase)



proud (win the race)



ashamed of (not studying hard)



pleased (pass the exam)



proud (help)

**12. Then write the sentences on the lines below.**

- |  |      |                               |
|--|------|-------------------------------|
| 1. They were very annoyed              |      | being alone in the dark.      |
| 2. He was very pleased                 |      | climbing high places.         |
| 3. Many people are frightened          |      | his high marks in the exam.   |
| 4. My young brother is very interested | with | not seeing the film.          |
| 5. We were all delighted               | at   | having to wait two hours.     |
| 6. We were all glad                    | by   | having a picnic on Friday.    |
| 7. We were all disappointed            | in   | the news of an extra holiday. |
| 8. The boys were very excited          | of   | a rest.                       |

1. They were very annoyed at having to wait two hours.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**12. Then write the sentences on the lines below.**

1. They were very annoyed at having to wait two hours.

2. He was very pleased with his high marks in the exam.

3. Many people are frightened of being alone in the dark.

4. My young brother is very interested in climbing high places.

5. We were all delighted in having a picnic on Friday.

6. We were all glad of the news of an extra holiday.

7. We were all disappointed in not seeing the film.

**13. Complete the sentences with a suitable word from the list**

excited    nervous    disappointed    happy    sad

1. I always feel \_\_\_\_\_ before exams.
2. I always feel \_\_\_\_\_ the night before my birthday.
3. I felt \_\_\_\_\_ when my pet cat died.
4. I feel \_\_\_\_\_ when someone tells me good news.
5. I felt \_\_\_\_\_ when I failed the exam.

**14. Song: Listen to the song. then answer the following question.**

The baby bat woke up during the day,

The sun was shining, he couldn't see the way.

It was very frightened, the room was light,

"Turn on the dark, Mum", it cried out.

Why do you think the baby bat was afraid of the light?

136

**13. Complete the sentences with a suitable word from the list.**

1. I always feel \_\_\_\_\_ **nervous** \_\_\_\_\_ before exams.
2. I always feel \_\_\_\_\_ **excited** \_\_\_\_\_ the night before my birthday.
3. I felt \_\_\_\_\_ **sad** \_\_\_\_\_ when my pet cat died.
4. I feel \_\_\_\_\_ **happy** \_\_\_\_\_ when someone tells me good news.
5. I felt \_\_\_\_\_ **disappointed** \_\_\_\_\_ when I failed the exam.


**14. Song: Listen to the song. Then answer the following question.**

- Play the audio and have the students listen to the song.
- Students will answer the question that follows.
- Have the students share their answer with the class.

**Why do you think the baby bat was afraid of the light?**

**Because it was used to the dark.**



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