

BACK UP

Teacher Book

BOOK

4



AL-ROWAD

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BOOK MAKERS

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1

Routines

LESSON 1

Objectives

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

- Describe some daily routines.
- Identify the present tense.
- Recognize the present tense key words: usually, everyday, always, and often.

New language

Routine, Active, Before, After, Always, Usually, Often, Sometimes, Never.

Bring to the class

- The tape
- The flashcards for (Routine, active, before, after Always, usually, often, sometimes, never).

Warm-Up

- Ask the students what English words they can remember, from the previous class make this very informal and praise children for what they can say. Correct errors simply by repeating correctly yourself without drilling.
- Ask the students if they remember any song too.
- Review the verbs: wash, brush, put, help.

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.

1

Routines

LESSON 1



A. Listen and read.

Laila's Daily Routine

Laila is an active girl. She always gets up early. She washes her hands and face before breakfast. She brushes her teeth after breakfast. She usually makes her bed before she goes to school. She often puts on her school uniform and gets ready for school at half-past seven in the morning. Sometimes after breakfast, she helps her little brother get ready for school.

At eight o'clock, when the school bus comes, she says goodbye to her father and mother and goes to school. She is never late.



• routine, active, before, after
• always, usually, often, sometimes, never.

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- Explain to the students the difference between *always*, *never*, *sometimes*, *usually*, *often*.

(B) Introduce the sentence.

- Write on the board : always= 100%

Never= 0%

Usually= 80%

Sometimes=40%

- Introduce the sentence by saying she *always* gets up early= 100%= *everyday*, make sure students understand the equivalence.
- Write on the board: *sometimes* after breakfast she helps her little brother = 40%.
- Write on the board: *she is never late* = 0%
- **Remind** students that we use present tense when we talk about daily routines.

B. Match the words and phrases. The first one is done for you.

- | | | | |
|-----------|---|------------------------|---|
| active | ○ | everyday | ○ |
| after | ○ | six times a week | ○ |
| always | ○ | always doing something | ○ |
| before | ○ | later than | ○ |
| usually | ○ | three times a week | ○ |
| sometimes | ○ | not even once | ○ |
| never | ○ | four times a week | ○ |
| often | ○ | earlier than | ○ |

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- Ask each student to read part of the text. (ask each student to read couple lines. Then ask them to identify the verb in the sentence they read.)

B. Match the words and phrases, the first one is done for you.

- Read the words in each column and ask the students to match words with phrases.

He, She, it, Dana, Tom
Example: she gets up early everyday

Verb + s

We, they, you, students
We get up early everyday

Verb without s

(C) Introduce the lesson.

- Read the text loudly and while reading ask the students to underline the key words (always, usually, often, sometimes, never) and ask them to notice the verb tense (present tense).

BOOKS OPEN

A. Listen and read.

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

C. Read the text in exercise A and answer the following questions.

1. Is Laila an active girl?

Yes she is.

2. Does she get up early or late?

She gets up early.

3. Does she brush her teeth before or after breakfast?

She brushes her teeth after breakfast.

4. Does she always make her bed?

No she doesn't.

5. What does she sometimes do?

Sometimes she helps her little brother get ready for school.

D. Form sentences using: always, usually, often, sometimes, never.

1. I **sometimes** sleep in the classroom.

2. I **always** visit my grandma on Saturday.

3. I **always** brush my teeth before going to bed.

4. I **never** play football after midnight.

5. **Sometimes** I have lunch at school.

6. I **usually** go to zoo.

7. I **never** make noise in the class.

8. I **never** arrive at school before six o'clock in the morning.

9. I **never** leave school after seven o'clock in the evening.

C. Read the text in exercise A and answer the following questions.

1. Is Laila an active girl?

2. Does she get up early or late?

3. Does she brush her teeth before or after breakfast?

4. Does she always make her bed?

5. What does she sometimes do?

D. Form sentences using: always, usually, often, sometimes, never.

Then practice saying it with a partner.

1. sleep in the classroom.

2. visit my grandfather on Saturday.

3. brush my teeth before going to bed.

4. play football after midnight.

5. have lunch at school.

6. go to the zoo.

7. make noise in the class.

8. arrive at school before six o'clock in the morning.

9. leave school after seven o'clock in the evening.

Example: "I sometimes sleep in the classroom".

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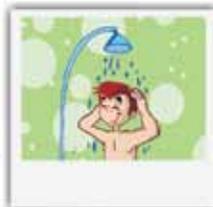


E. Listen to Sami talking about his daily routine. Tick the letter of the picture he mentions. Read the sentences to check your answers.

1

I have a shower before breakfast.

I listen to music after doing my homework.



(a)



(b)

2

I help my father in the garden.

I wash my father's car.



(a)



(b)

3

I play table tennis with my friends.

I go to the library in the morning.



(a)



(b)

E. Listen to Sami talking about his daily routine. Tick the letter of the picture he mentions. Read the sentence to check your answers.

- Play the audio and do this exercise.

Reading and writing

A. Read about Samia's mother's daily routine. Use the words below to complete sentences.

My mother is a teacher. She usually **gets up** at six.
She always **starts** work at eight o'clock and **finishes** at three in the afternoon. Then she **goes** home and **cooks** dinner.
Sometimes she **goes** shopping with my father in the afternoon.
She usually **reads** the newspaper and **watches** television before she **goes** to bed.
Sometimes she **helps** us do our homework.
My mother is always busy. She **works** hard all day.

B. Write the following adverbs in order of frequency.

- Explain to students the adverbs and that we use them according to how often we do the verb.
Never, sometimes, often, usually, always.

C. Write five sentences about your daily routine.

1. I always get up at six o'clock in the morning.
2. I wash my hand and face before breakfast.
3. I usually make my bed after breakfast.
4. I go to school at seven o'clock in the morning.
5. I never late for school.

READING AND WRITING

Remember! Verbs are written differently when using he, she, and it

A. Read about Samia's mother's daily routine.

Use the words below to complete the sentences.

work, get up, help, go, finish, start, go, watch, read, cook, go.

My mother is a teacher. She usually _____ at six.

She always _____ work at eight o'clock and _____ at three in the afternoon. Then she _____ home and _____ dinner.

Sometimes she _____ shopping with my father in the afternoon.

She usually _____ the newspaper and _____ television

before she _____ to bed.

Sometimes she _____ us do our homework.

My mother is always busy. She _____ hard all day.

B. Write the following adverbs in order of frequency.

Sometimes, often, never, usually, always

never _____

C. Write five sentences about your daily routine.

1. _____
2. _____
3. _____
4. _____
5. _____

LESSON 2

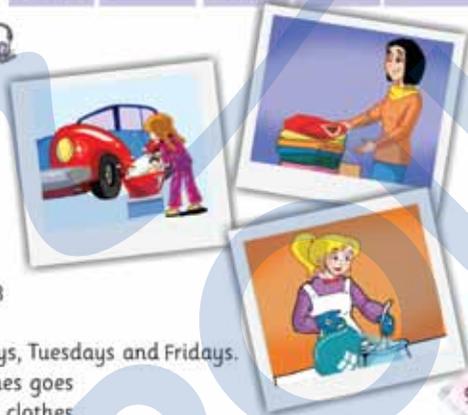
Dana's Family Chores

- How often?
Once, twice, three times
- everybody, busy, iron
the clothes, folds
the clothes.

Chore	Sunday	Monday	Tuesday	Thursday	Friday	Saturday
cook food	Mum	Mum	Mum	Mum	Mum	Mum
wash dishes	Mum	Mum	Mum	Mum	Dana	Dana
wash clothes	Mum	Mum	Mum	Mum	Mum	Mum
iron clothes		Mum			Dad	
fold clothes	Dana		Dana		Dana	
go shopping		Mum			Dad	
clean house	Mum		Dana	Mum	Dana	
wash the car		Dana		Dana		Dana

A. Listen and Read.

Dana's family are a very busy family. Everybody in the family has a chore. Her mother always cooks the food and washes clothes. Dana washes the car 3 times a week, and folds clothes on Sundays, Tuesdays and Fridays. Dana's father sometimes goes shopping and irons the clothes.



Objectives

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

- Describe how often we do some chores.
- Identify the present tense.
- Recognize some new chores: iron the cloths, folds the cloths.

New language

Once, Twice, Three time, Everybody, Busy, Iron the cloths, Folds the cloths.

Bring to the class

- The tape.
- The flashcard for (once, twice, three times, iron the clothes, folds the clothes).

LESSON 2

Warm-Up

- Review the daily routines, ask students to talk about there daily routines.

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 repeat each word several times.
- Explain to the students that we use *how often...?* To ask about the number of times we do some action.

(B) Introduce the question.

- Present the pattern by writing it on the board: how often does Dana wash the car?
- Answer by *she wash the car once a week, twice a week, or three times a week.*
- Have student practice asking and answering about number of times they do some chores or activities
S1: *how often do you wash the car?*
S2: *I wash the car once a week.*

(C) Introduce the lesson.

- Read the text loudly and while reading ask the student to underline the new words.
- Direct students' attention to the verb tense (present tense).

BOOKS OPEN

A. Listen and read.

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

- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the verb in the sentence they read.)

B. Learn the following.

- Read the words and ask the students to repeat after you, repeat several times until students say them fluently.

C. Read the text in exercise A and answer the following questions.

1. Who always cooks the food?
Dana's mother.
2. Who iron the clothes?
Mum and Dad.
3. Who folds the cloths?
Dana folds the cloths.
4. What does her father sometimes do?
Her father goes shopping sometimes.

B. Learn the following.



wash clothes



iron clothes



fold clothes



clean the house



wash the car



cook food

C. Read the text in exercise A, and answer the following questions.

1. Who always cooks the food ?
2. Who irons the clothes ?
3. Who folds the clothes ?
4. What does her father sometimes do ?

D. Ask and answer questions about the chart on page 9 using 'when'.

Example:

A. When does Dana's father go shopping?

B. He goes shopping on Fridays.

E. Ask and answer questions about the chart on page 9 using 'how often'.

Example:

- How often does Dana's mother cook food?
She cooks food three times a week.

- How often does Dana's father iron clothes?

1. _____

2. _____

3. _____

F. Ask your classmates questions about their chores.

Example:

Do you have chores at home?

-Yes, I do. I clean the dishes.

How often do you clean the dishes?

- I clean the dishes twice a week.

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1. How often does Dana's father iron the clothes?

He irons the clothes once a week.

2. How often does Dana wash dishes?

She washes the dishes twice a week.

3. How often does Dana wash the car?

She washes the car three times a week.

F. Ask your classmates questions about their chores.

• Divide the class into group of two, have them ask and answer questions about chores they usually do at home as in the example.

Do you have chores at home?

- Yes, I do. I clean the dishes.

How often do you clean the dishes?

- I clean the dishes twice a week.

D. Ask and answer questions about the chart on page 9 using 'when'.

• Divide the class into two groups, have them ask and answer questions using *when* as in the example.

A. When does Dana's father go shopping?

B. He goes shopping on Fridays.

A. When does Dana's mother iron the cloths?

B. She irons the cloths on Mondays.

A. When does Dana's father iron the cloths?

B. He irons the cloths on Fridays.

E. Ask and answer questions about the chart on page 9 using 'how often'.

• Divide the class into two groups, have them ask and answer questions using *how often* as in the example.

- How often does Dana's mother cook food?

She cooks food three times a week.

READING AND WRITING

A. Form sentences from the following groups of words as in the example. Begin the sentence with a capital letter.

- three times a week / cleans the house / my mother
- My mother cleans the house three times a week.

1. once / clothes / a week / my father / irons

2. folds clothes / my sister / in the cupboard / twice a week

3. cooks / three times / dinner / my mother / a week

4. my bed / everyday / I make

B. Dictation: Copy these sentences in your notebook and prepare for dictation.

My mother usually irons the clothes . I often tidy my room .

Reading and writing

A. Form a sentences from the groups of words as in the example. Begin the sentence with a capital letter .

1. Once/ clothes/ a week/ my father/irons

My father irons the clothes once a week.

2. Folds the clothes/my sister/in the cupboard/twice a week

My sister folds the clothes in the cupboard twice a week.

3. Cooks/ three times / dinner/my mother/ a week

My mother cooks dinner three times a week.

4. My bed/ everyday/ I make

I make my bed every day.

B. Dictation: copy these sentences in your notebook and prepare for dictation.

• Ask students to memorize these sentences for dictation.

My mother usually irons the clothes. I often tidy my room.

2

School Subjects

LESSON 1

A. Listen and read.

School Subjects

We learn many subjects at school. We learn Arabic, English, Maths, Science, Social Studies, Religion, and Physical Education (PE). In Arabic lessons, we learn how to read and write in elementary school. Later, in preparatory and secondary classes, we learn about grammar and literature. In English lessons, we learn how to speak, read, and write in English. In Math lessons, we learn about numbers, and how to do sums. In Science, we learn about animals and plants and how they live. In Social Studies, we learn how people live. In Religion lessons, we learn what is good and what is bad for us. In Physical Education (PE), we learn how to keep healthy and how to play games, such as football and volleyball. School is good for everybody. In it, we learn how to live a happy life.

- elementary,
- preparatory, secondary,
- grammar, literature,
- how



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2

School Subjects

LESSON 1

Warm-Up

- Ask students to talk about the chores they do, and how often they do them.

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 difference between elementary, preparatory, and secondary.

(B) Introduce the lesson.

- Read the text loudly and while reading ask the students to underline the key words (Elementary, preparatory, secondary, grammar, literature).

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the verb in the sentence they read.)

Objectives

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

- Recognize some school subjects.
- Ask and answer question with *how*.

New language

Elementary, Preparatory, Secondary, Grammar, Literature.

Bring to the class

- The tape
- The flashcard for (Elementary, preparatory, secondary, grammar, literature).

B. Read the text in exercise A and answer the following questions.

1. What are the subjects you learn at school?

We learn Arabic, English, Math, science, social studies, Religion, and PE.

2. What do you learn in Arabic lessons?

In Arabic lessons we learn how to read and write, and we learn about grammar and literature.

3. Do you learn Arabic literature?

Yes we do.

4. What do you learn in science lessons?

We learn about animals and plants and how they live.

5. What subject teaches you how to behave well?

In religion lessons.

6. What subject teaches you about numbers?

Math lessons.

7. What do religion lessons teach you?

A religion lesson teaches us what is good and what is bad for us.

8. What do we learn at school?

We learn how to live a happy life.

B. Read the text in exercise A and answer the following questions.

1. What are the subjects you learn at school?
2. What do you learn in Arabic lessons?
3. Do you learn Arabic literature?
4. What do you learn in science lessons?
5. What subject teaches you how to behave well?
6. What subject teaches you about numbers?
7. What do Religion lessons teach you?
8. What do we learn at school?

C. Draw a line between statements on the left and its subject.

7 + 9 = 16	Religion
We must help poor people.	Science
Write A, B, C.....	Maths
Read أ، ب، ت	English
Plants need water to live.	Arabic
People in villages raise cows.	PE
Play tennis	Social Studies

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C. Draw a line between statements on the left and its subject.

7 + 9 = 16	Religion
We must help poor people.	Science
Write A, B, C.....	Maths
Read أ، ب، ت	English
Plants need water to live.	Arabic
People in villages raise cows.	PE
Play tennis	Social Studies

READING AND WRITING

A. Complete the following sentences with words and phrases from the list.

how to play, Maths, teaches, how to draw, about trees, teach

1. We learn about numbers in _____ lessons.
2. The teacher _____ us how people live in Social Studies lessons.
3. In PE lessons we learn _____ games.
4. We learn _____ in arts lessons.
5. We learn _____ in science lessons.
6. Social Studies lessons _____ us how Bedouins live.

B. Form sentences from the following groups of words and write them.

1. English lessons, to speak, in, we learn, how, English.

2. Elementary school, the Arabic letters, we learn, in

3. English literature, we learn, secondary school, about, in

4. a happy life, how to live, at school, we, learn

B. Form sentences from the following groups of words and write them.

1. English lessons, to speak, in, we learn, how, English.
We learn how to speak English in English lessons.
2. Elementary school, the Arabic letters, we learn, in.
We learn the Arabic letters in elementary school.
3. English literature, we learn, secondary school, about, in.
We learn about English literature in secondary school.
4. A happy life, how to live, at school, we learn.
At school we learn how to live a happy life.

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Reading and writing

A. Complete the following sentences with words and phrases from the list.

1. We learn about numbers in Math lessons.
2. The teacher teaches us how people live in Social Studies lessons.
3. In PE lessons we learn how to play games.
4. We learn how to draw in arts lessons.
5. We learn about trees in science lessons.
6. Social Studies lessons teach us how Bedouins live.

LESSON 2

Objectives

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

- Identify the request pattern *can you help me...?*
- Recognize some new phrases: I am sorry, I am busy.

New language

Read the paper, Everybody, Study, I am busy, I am sorry.

Bring to the class

- The tape.
- The flashcards.

Warm-Up

- Ask students to talk about what they learn in each lesson.

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.

(B) Introduce the sentence pattern.

- Show the flashcard and say I am sorry, I am busy. Student repeat.

(C) Introduce the dialogue.

- Use a puppet or volunteer students to act the dialogue. And while reading ask the students to underline the key words.

LESSON 2

A. Listen and read

A Busy Family

Tamer: Can you help me, Dad. I can't do these sums. They are hard.

Dad: I'm sorry son. I am busy now. I am fixing the computer for your mom. Ask your brother, Sami.

Tamer: Sami, can you help me with my math problems?

Sami: Can't right now. I'm studying for my science exam tomorrow. Ask Samar, she's good at math.

Tamer: Samar, please help me with my math. I don't understand it.

Samar: Oh Tamer, you know I always help you, but today I can't. I have a volleyball game and I'm late. Ask mom.

Tamer: Mum, I know you are busy, but can you please help me with my sums?

Mother: I'm busy too, but Math is important. So if I help you, you must help me too. When we are finished you must help me fold the clothes.

Tamer: Sure Mum. Thanks for helping me!

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- Can you help me...?
- I am sorry, I am busy
- read the paper, study,
everybody.



B. Learn these words.



C. Listen and point to the words in exercise A.

D. Read the dialogue in exercise A and answer the following questions.

1. Who helps Tamer do his homework?
2. What is everybody doing? (father/ mother/ brother/ sister).
3. What is difficult for Tom?
4. Who is good at math?
5. What does Tamer do?

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3. What is difficult for Tom?
Math is difficult for Tamer.
4. Who is good at math?
His sister, Samar .
5. What does Tamer do?
He is studying math.

C. Listen and point to the words in exercise A.

- Say one word at a time and then ask the students to point to the proper picture in A.

D. Read the dialogue in exercise A and answer the following questions.

1. Who helps Tamer do his homework?
His Mum.
2. What is everybody doing? (Father /mother /brother/ sister).
His father is fixing the computer, his mother is folding the clothes, his brother is studying for the science exam, and his sister has a volleyball game.

E. Act out the dialogue in exercise A.

- Ask five students to come to the front and act the dialogue out.

F. In pairs, read the table and write questions about Tom and Basim. Then have your partner answer the questions.

1. How good is Tom in English? He is very good.
2. How good is Tom in Arabic? He is not good.
3. How good is Tom in Science? He is good.
4. How good is Basim in Social Studies? He is good.
5. How good is Basim in Math? He is good.
6. How good is Basim in Arabic? He is very good.

G. Write about yourself.

1. I am good in Math
2. I am very good in science.
3. I am not good in Social studies.
4. I am very good in English.

E. Act out the dialogue in exercise A.

F. In pairs, read the table and write questions about Tom and Basim. Then have your partner answer the questions.

Subject	Tom	Basim
English	very good	good
Arabic	not good	very good
Science	good	not good
Maths	not good	good
Social Studies	good	good

Example:

How good is Tom English? He is very good.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

G. Write about yourself.

1. _____
2. _____
3. _____
4. _____

READING AND WRITING

A. Read the following paragraph, then answer the questions that follow.

Amal is not good at listening to English, and she is not good at speaking and reading. She is very good at spelling and she is good at writing. She must try to speak more in class and read more at home.

1. How good is Amal at (listening / speaking / reading / spelling / writing)?
2. What must she do to be good at speaking?
3. What must she do to become good at reading?
4. What about you? Write a similar paragraph.

I am good at _____, but I am not good at _____.

I am not very good at _____ I must _____.

B. Look at the table below and write about your skills.

Join your sentences with "and", "but" or "or" as in the examples.

Example:

I am good at swimming and playing tennis.

I am not good at dancing or singing, but I am very good at acting.

Sports

swimming

riding a horse

playing football

playing tennis

Arts

acting

drawing

singing

dancing

Other Skills

cooking

using a computer

typing

playing computer games

1. _____
2. _____
3. _____
4. _____

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B. Look at the table below and write about your skills.

Join your sentences with "and", "but" or "or" as in the examples.

• Ask students to write about their skills.

1. I am good at playing tennis and riding a horse.
2. I am not good at singing or acting, but I am very good at drawing.
3. I am good at cooking and typing.
4. I am not good at using the computer or acting, but I am very good at playing computer games.

Reading and writing

A. Read the following paragraph, then answer the questions that follow.

1. How good is Amal at (listening/ speaking/ reading/ spelling/ writing)?

She is not good at listening, speaking and reading, she is very good at spelling and she is good at writing.

2. What must she do to be good at speaking?

She must try to speak more in class.

3. What must she do to become good at reading?

She must read more at home.

4. What about you? Write a similar paragraph.

I am good at Math, but I am not good at writing.

I am not very good at Art I must draw more in class and at home.

c. Listening.

• Ask the students to listen to Omar talk about his favorite sport. Then ask them to answer the questions that follow:

1. Which sport is he talking about?

He is talking about football.

2. How often does he do it?

Twice a week.

3. Where does he do it?

At the stadium during PPE lessons.

4. What does he need to do it?

A football boots and a ball.

C. Listening

Listen to Omar talk about his favourite sport. Then answer the following questions:

1. Which sport is he talking about? _____

2. How often does he do it? _____

3. Where does he do it? _____

4. What does he need to do it? _____

I play football, volleyball, and table tennis. My favourite sport is football because I can play it with my friends and enjoy it as a team. I am the goalkeeper of the school team. We usually have training at the stadium during PE lessons twice a week, but when we have a match with other teams, we go to a football pitch. It is an easy game. All you need to play is football boots and a ball.



3

Getting Ready for School

LESSON 1

A. Listen and read.

The summer holiday is over. School starts next week. Everybody is very busy this week. The Hamid children are getting ready for school. There are many things to do and many things to buy. Their dad is going to register them in a new school. First, he is going to pay the fees, then he is going to the bookshop to buy books for the children. Their mother is busy, too. Look at her diary. She is going to buy many things for the children.

Mum's Diary

- buy school uniforms for the children
- buy new school bags
- buy new shoes for the children
- buy a lunchbox and crayons for little Noor

- start, finish, draw money, pay fees
- today, tomorrow, this week, next week
- diary, term, bookshop, over



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Objectives

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

- Identify some new vocabulary.

New language

Start, Finish, Draw Money, Pay fees, Today, Tomorrow, This week, Next week, Diary, Term, Bookshop, Over.

Bring to the class

- The tape
- flashcards for (Start, finish, draw money, pay fees, today, tomorrow, this week, next week, diary, term, bookshop, over).

3 Getting Ready for School

LESSON 1

Warm-Up

- Ask students to talk about the school subjects.
- Conduct a quick drill; ask students what they learn in each subject.

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 repeat each word several times.
- Explain to the students the meaning for each new word. Use picture card or gesture to explain the meaning.

(B) Introduce the lesson.

- Read the text loudly and while reading ask the students to underline the key words (Start, finish, draw money, pay fees, today, tomorrow, this week, next week, diary, term, bookshop, over).

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the verb in the sentence they read.)

B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words and their definitions.
- Read the words again and ask the students to repeat after you.
- Ask the students to memorize these definitions.

C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the students to point to the proper picture in B.

D. Read the text in exercise A and answer the following questions.

1. What is Dan's father going to do first?

He is going to pay the fees first.

2. What is he going to do next?

He is going to bookshop to buy books for them.

3. What else he is going to do?

He is going to register them in a new school.

4. What is Dana's mother going to buy?

She is going to buy school uniform for the children, new bags, new shoes.

5. What is she going to buy for noor?

She is going to buy a lunch box and crayons for her.

6. Is she going to go to the clothes shop or shoe shop first?

She is going to go to the clothes shop first.

B. Learn these words.

- finish:** to end
The Math lesson will start at eight o'clock and finish at 8:50.
- today:** this present day
Today is Sunday.
- tomorrow:** the day after today
Tomorrow is Monday.
- next:** immediately following
This month's is January. Next month is February.



bookshop



register



pay fees

C. Listen and point to the words and pictures in exercise B.

D. Read the text in exercise A. Then answer the following questions:

1. What is Dana's father going to do first?
2. What is he going to do next?
3. What else is he going to do?
4. What is Dana's mother going to buy?
5. What is she going to buy for Noor?
6. Is she going to go to the clothes shop or shoe shop first?

E. Look at Dana's diary. Then ask and answer questions.

FRIDAY		SATURDAY	
8:00 - 10:00 a.m.	visit grandmother	9:00 a.m.	polish shoes
11:00 - 11:15 a.m.	drink tea with Mum	10:15 a.m.	tidy bedroom
1:30 p.m.	buy a tennis racket	4:20 p.m.	play tennis
4:15 p.m.	ring Samia	6:00 p.m.	have a hair cut
6:00 - 7:00 p.m.	meet Samia at the basement	6:30 p.m.	go to Noor's birthday party

Example:

- What is Dana going to do at eight o'clock in the morning on Friday?
- She is going to visit her grandmother.

F. In pairs, ask and answer questions about Dana's diary.

Example:

- A: What time is Dana going to visit her grandmother?
B: She is going to visit her grandmother at eight o'clock.

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E. Look at Dana's diary. Then ask and answer questions.

- Ask the students to look at Dana's diary in their books and divide them into pairs and have them ask and answer as in the example below:

What is Dana going to do at eight o'clock in the morning on Friday?

She is going to visit her grandmother.

What is Dana going to do at half past six o'clock in the evening on Saturday?

She is going to Noor's birthday party.

F. In pairs, ask and answer questions about Dana's diary.

- Divide the class into a group of two and have them ask and answer questions about Dana's diary as in the following example:

S1: What time is Dana going to visit her grandmother?

S2: She is going to visit grandmother at eight o'clock.

Reading and writing

A. What do you think each of the following people is going to do? You may use phrases from the list.

1. A writer is in the school on book day.

He is going to talk about his books.

2. Ali is at the bookshop.

He is going to buy books.

3. Sami's father is at the butcher.

He is going to buy meat.

4. Dana's mother is at the grocer.

She is going to buy sugar.

5. The children are at the football pitch.

They are going to play football

6. Sameer is at the barber.

He is going to have a hair cut.

7. Noor is at the library

She is going to borrow a book.

B. Dictation: Copy the following sentences in your notebook and prepare for dictation.

• Ask the students to memorize the sentences for dictation.

READING AND WRITING

A. What do you think each of the following people is going to do? You may use phrases from the list.

buy meat buy books play football
have a haircut borrow a book buy sugar

1. A writer is in the school on Book Day.

He is going to talk about his books.

2. Ali is at the bookshop.

3. Sami's father is at the butcher.

4. Dana's mother is at the grocer.

5. The children are at the football pitch.

6. Sameer is at the barber.

7. Noor is at the library.

B. Dictation: Copy the following sentences in your notebook and prepare for dictation.

We are getting ready for school this week.

My father is going to pay the fees, and my mother is going to buy new clothes and shoes for us.

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LESSON 2

A. Listen and read



What are you going to do at the weekend?
Are you going to go for a picnic?



No, we aren't. We are very busy. We are getting ready for school. My father is going to pay our fees for the school, and my mother is going to buy us new clothes.



My father is going to pay the school fees tomorrow. At the weekend we are going to go to our farm. We enjoy going to our farm and having picnics there.



I also enjoy picnics. My father says we can go next week. He is busy this week.



B. Learn these words.



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Objectives

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

- Talk about places they went to.

New language

At the weekend, Go for a picnic, Enjoy, Here, There.

Bring to the class

- The tape
- Flashcards for (picnic, enjoy).

Warm-Up

- Ask students to talk about back to school preparation.

LESSON 2

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 meaning for each new word. Use picture card or gesture to explain the meaning.

(B) Introduce the dialogue.

- Use a puppet or ask students to act out the dialogue.
- Read the dialogue and ask students to underline the new words they recognize.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the verb in the sentence they read.
- Have students practice reading each line at the same speed and intonation as the audio.

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 again and ask the students to repeat after you.

C. Read the text in exercise A, and say if each of the following sentences is true or false.

1. Tom and his family are going for a picnic next week. (F)
2. Tom doesn't like picnics. (T)
3. Tom's father is going to pay school fees at the weekend. (T)
4. Tom and his family are going to stay at home this weekend. (F)

D. Act out the dialogue in exercise A.

- Ask two students to act out the dialogue.

E. A game. A student mimes an activity and other students ask yes/ no questions to guess what the activity.

- Ask the students to ask and answer as in the example:

A: What am I doing?

B: Are you going to clean the board?

A: No, I'm not

C: Are you going to write on the board?

A: yes, I am.

C. Read the text in exercise A, and say if each of the following sentences is true or false.

1. Tom and his family are going for a picnic next week.
2. Tom doesn't like picnics.
3. Tom's father is going to pay school fees at the weekend.
4. Tom and his family are going to stay at home this weekend.

D. Act out the dialogue in exercise A.

E. A Game. A student mimes an activity and other students ask yes/ no questions to guess what the activity is.

Example:

A: What am I doing?

B: Are you going to clean the board?

A: No, I'm not.

C: Are you going to write on the board?

A: Yes, I am.



F. Listening 

Circle the number of the picture that matches the sentence you hear.

1. He is washing the car.
He is going to wash the car.



2. He is polishing his shoes.
He is going to polish his shoes.



3. She is ironing the clothes.
She is going to iron the clothes.



4. She is going to wear her black jacket.
She is wearing her black jacket.



5. He is riding a horse.
He is going to ride a horse.



F. Listening.

- Ask the students to listen to the audio and circle the picture that matches the sentence they hear.

Reading and writing

A. Form sentences from the following groups of words.

Remember: Begin the sentence with a capital letter.

1. We are going for a picnic next week.
2. We enjoy picnics very much.

B. Write four sentences about what you are going to do at the weekend. You can use the words and phrases in the list if you want.

1. At the weekend I am going to water the flowers.
2. At the weekend I am going to wash my father's car.
3. At the weekend I am going to tidy my room.
4. at the weekend I am going to go to a birthday party.

C. Dictation: Copy the following sentences in your notebook and prepare for dictation.

- Ask the students to memorize the sentences for dictation.

READING AND WRITING

A. Form sentences from the following groups of words.

Remember: Begin the sentence with a capital letter.
for a picnic / going / are / we / next week

1. _____

picnics / enjoy / we / very much

2. _____

B. Write four sentences about what you are going to do at the weekend. You can use the words and phrases in the list if you want.

water the flowers, wash my father's car, tidy my room, play football, visit my grandfather, go to the park, go to a birthday party

1. _____

2. _____

3. _____

4. _____

C. Dictation: Copy the following sentences in your notebook, and prepare for dictation.

We enjoy picnics. We usually go for a picnic every week,
but this week we are going to stay at home. My father is busy.

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4

Good Manners

LESSON 1

A. Listen and read.

Samir is a polite boy. He always behaves politely. He is kind to other students and has good manners.

He never laughs at people, but always respects them. When he is waiting for the bus, he queues and takes his turn. He doesn't push others. He always says "I'm sorry" when he makes a mistake. He says "please" when he asks for something. He listens to other people and does not speak when they are speaking. He does not talk loudly or laugh loudly in class. He uses a tissue when he sneezes or coughs.

- polite, kind, loud, quiet
- politely, kindly, quietly, loudly
- stand in line, push, make a mistake, laugh, cough, sneeze
- good manners, tissue paper
- "when" as a subordinating conjunction



Objectives

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

- Talk about good manners.
- Recognize some adverbs (politely, kindly, quietly, and loudly).
- Identify the magic words *Please* and *Sorry*.
- Recognize "when" as a subordinating conjunction.

New language

Polite, Kind, Loud, Quiet, Politely, Kindly, Loudly, Quietly, Laugh, Cough, Sneeze, Stand in line, Push, Make a mistake, Good manners, Tissue paper.

4

Good Manners

LESSON 1

Bring to the class

- The tape
- Flashcards (Polite, kind, loud, quiet, politely, kindly, loudly, quietly, laugh, cough, and sneeze Stand in line, push, make a mistake, good manners, and tissue paper).

Warm-Up

- Ask students to talk about what they are going to do or where they are going to go at the weekend.

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 repeat each word several times.
- Explain to the students the meaning for each new word. Use picture card or gesture to explain the meaning.

(B) Introduce the sentence pattern.

- Explain to students the meaning of "when" as a subordinating conjunction

(C) Introduce the lesson.

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

BOOKS OPEN

A. Listen and read.

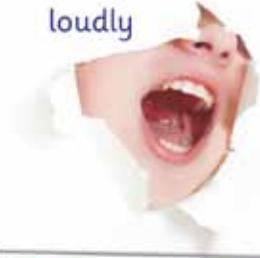
- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the adverb in the sentence they read.

B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words and their definitions.
- Read the words again and ask the students to repeat after you.

B. Learn these words.

loudly



sneeze



behave politely



push



cough



laugh



respect



tissue



make a mistake



C. Listen and point to the words and phrases in exercise B.

D. Read the text in exercise A, and say if the sentence is true or false. Correct the sentence if it is wrong.

A student with good manners,

1. laughs at other students.
2. says "I'm sorry" when asking for something.
3. says "thank you" when somebody gives him something.
4. speaks politely with teachers.
5. always talks loudly in class.
6. often pushes other students.
7. stands in line when waiting for the bus.
8. speaks when a person is speaking.

E. Match the parts of sentences.

- | | | |
|---|---|-------------------------------------|
| 1. A person with good manners uses tissues | ○ | when they speak. |
| 2. A person with good manners listens to other people | ○ | when they cough . |
| 3. A person with bad manners laughs at others | ○ | when they need help. |
| 4. A person with good manners helps other people | ○ | when they make a mistake. |
| 5. A person with good manners says "Thank you" | ○ | when somebody gives them something. |

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7. Stands in line when waiting for the bus. (True)

8. Speaks when a person is speaking. (False)

He listens when a person is speaking.

E. Match the parts of sentences.

- | | | |
|---|---|-------------------------------------|
| 1. A person with good manners uses tissues | ○ | when they speak. |
| 2. A person with good manners listens to other people | ○ | when they cough . |
| 3. A person with bad manners laughs at others | ○ | when they need help. |
| 4. A person with good manners helps other people | ○ | when they make a mistake. |
| 5. A person with good manners says "Thank you" | ○ | when somebody gives them something. |

C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the students to point to the proper picture in B.

D. Read the text in exercise A and say if the sentence is true or false. Correct the sentences if it is wrong.

A student with good manners,

1. Laughs at other students. (False)
They don't laugh at other students.
2. Says "I am sorry when asking for something. (False)
They say sorry when they make mistakes.
3. Says "thank you" when somebody gives him something. (True)
4. Speaks politely with teachers. (True)
5. Always talk loudly in class. (False)
He doesn't speak loudly in class.
6. Often pushes other students. (False)
Never push other students.

READING AND WRITING

A. Complete the following sentences with words and phrases from the list.

polite respect a tissue when
queue and take our turn behaves a mistake

1. We _____ our teacher. We stand up _____ he comes in.
2. A polite boy _____ politely. He says "please" when he asks for something.
3. We must use _____ when we cough.
4. A polite boy says "sorry" when he makes _____.
5. A _____ boy doesn't push other boys.
6. We must _____ when we wait for the bus.

B. Form sentences from the following groups of words.

laugh / doesn't / a polite boy / at other people

1. _____

helps / a kind boy / poor people

2. _____

says "sorry" / a boy with good manners / he makes / when / a mistake

3. _____

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Reading and writing

A. Complete the following sentences with words and phrases from the list.

1. We respect our teacher. We stand up when he comes in.
2. A polite boy behaves politely. He says "please" when he asks for something.
3. We must use a tissue when we cough.
4. A polite boy says "sorry" when he makes a mistake.
5. A polite boy doesn't push other boys.
6. We must queue and take our turn when we wait for the bus.

B. Form sentences from the following groups of words.

1. A polite boy doesn't laugh at other people.
2. A kind boy helps poor people.
3. A boy with good manners says sorry when he makes a mistake.

C. Complete the following sentences.

Example:

A quiet boy speaks quietly.

1. An impolite boy behaves _____
2. A polite girl behaves _____
3. An impolite girl speaks _____
4. The angry woman speaks _____
5. The happy boy plays _____
6. He has a loud voice. He speaks _____

D. Copy the following sentences in your notebook and prepare for dictation.

A polite boy behaves politely. He respects his teachers.

He doesn't speak loudly or angrily.

C. Complete the following sentences.

1. An impolite boy behaves badly
2. A polite girl behaves politely
3. An impolite girl speaks loudly
4. The angry woman speaks loudly
5. The happy boy plays quietly
6. He has a loud voice. He speaks loudly

D. Dictation: Copy the following sentences in your notebook and prepare for dictation.

- Ask the students to memorize the sentences for dictation.

LESSON 2

Objectives

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

- Identify table manners.
- Recognize some additional adverbs (good, well, slowly, nosily, angrily)
- Learn new words and phrases: fill, chew, blow his nose, and excuse me.

New language

Polite, Kind, Loud, Quiet, Politely, Kindly, Loudly, Quietly, Laugh, Cough, Sneeze, Stand in line, Push, Make a mistake, Good manners, Tissue paper.

Bring to the class

- The tape.
- Flashcards (good, well, slowly, nosily, angrily, fill, chew, blow his nose, and excuse me).

Warm-Up

- Conduct a quick drill, teacher asks and students answer:
T: boy with good manners speaks?
S: speaks quietly.

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 meaning for each new word. Use picture card or gesture to explain the meaning.

LESSON 2

A. Listen and read

Table Manners

Noor has good table manners.
She behaves well when she eats.
She cleans her hands with water and soap before she eats.
She brushes her teeth after she eats.
She uses a knife and a fork when she eats.
Sometimes she uses a spoon.
She doesn't fill her mouth with food.
She eats slowly and chews her food well.
She doesn't chew food noisily.
She doesn't speak when food is in her mouth.
She doesn't blow her nose at the table. She says 'Excuse me' and leaves the table.
People look angrily at you when you blow your nose at the table.

- table manners, food
- fill, chew, blow his nose, excuse me
- good, well, slow, slowly, nosily, noisily, angry, angrily



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(B) Introduce the lesson.

- Read the text loudly and while reading ask the students to underline the new words and phrases.
- Direct the students attention to the present tense.
- Explain to students the deference with between adjectives and adverbs: (polite, politely/ noisy noisily/ kind, kindly)

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the adverb in the sentence they read.

B. Learn these words and phrases.



blow her nose



chew food



fill the mouth

table manners: how you behave when you are eating.
He has excellent table manners.

well: to do something in good way.
He writes well.

noisily: to do something in a noisy way.
He noisily ran through the house.

C. Read the text in Exercise A, then answer the following questions.

1. What does 'table manners' mean?
2. What does Noor do before she eats?
3. What does she do after she eats?
4. What does she use when she eats?
5. How does she chew food?
6. Does she make noise when she chews food?
7. Does she blow her nose at the table?
8. How do people look at you when you blow your nose at the table?

D. Look at the text in Exercise A, and say from memory how Noor behaves at the table.

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4. What does she use when she eats?

She uses a knife and a fork when she eats.

5. How does she chew food?

She chews her food well.

6. Does she make noise when she chews food?

No she doesn't.

7. Does she blow her nose at the table?

No she doesn't.

8. How do people look at you when you blow your nose at the table?

They look angrily at me.

D. Look at the text in exercise and say from memory how Noor behaves at the table.

- Ask students to say how does Noor behaves at the table.

B. Learn these words and phrases.

- Show the picture cards or ask the students to look in their books and read the new words and their definitions.
- Read the words again and ask the students to repeat after you.
- Ask the student to memorize these definitions.

C. Read the text in exercise A then answer the following questions.

1. What does table manner mean?
Table manner: how you behave when you are eating.
2. What does Noor do before she eats?
She cleans her hands with water and soap before she eats.
3. What does she do after she eats?
She brushes her teeth after she eats.

Reading and writing

A. Form sentences from the following words and sentences.

1. I drink water when I a thirsty
2. I eat when I am hungry.
3. when I am sleep I go to bed
4. I sit when I am tired.
5. We stand up when the teacher comes into the room.

B. Fill the blank spaces using one of the words in the box.

1. I watch TV after I do my homework.
2. We brush our teeth before we go to bed.
3. Don't blow your nose when you are eating.
4. We wear our coats when winter comes.

READING AND WRITING

A. Form sentences from the following words and sentences.

1. when / I / thirsty / am / I drink /

2. I am / I eat / hungry / when /

3. go to bed / when / sleepy / I / I am /

4. I am tired / I sit / when

5. the teacher comes / stand up / when / we / into the room /

B. Fill the blank spaces using one of the words in the box.

1. I watch TV _____ I do my homework.
2. We brush our teeth _____ we go to bed.
3. Don't blow your nose _____ you are eating.
4. We wear our coats _____ winter comes.

after
when
before

C. Complete the sentence with the right word.

1. A girl with bad manners eats _____ .
(noisy, noisily)
2. A boy with good manners behaves _____ .
(polite, politely)
3. Ali is a _____ (quiet, quietly) boy.
4. A _____ boy helps his friends. (kind, kindly)
5. A girl with good table manners chews food _____ .
(good, well)
6. Kamal has _____ manners. He doesn't respect older people. (bad, badly)

D. Listening.

Put (✓) if the sentence the teacher says is true,
and (✗) if the sentence is wrong .

1. ()
2. ()
3. ()
4. ()
5. ()

Now read the sentences to check your answers.

1. A boy with bad manners makes noise when he is eating.
2. A boy with good manners speaks when his mouth is full.
3. A boy with good manners sits down on the bus when an old woman is standing
4. A boy with bad manners helps an old man cross the street.
5. A boy with good manners doesn't bother people by listening to loud music.

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D. Listening.

- Ask the students to listen to the sentences and say whether each sentence is right or wrong.

1. (✓)
2. (✗)
3. (✗)
4. (✗)
5. (✓)

C. Complete the sentence with the right word.

1. A girl with bad manners eats noisily .
(noisy, noisily)
2. A boy with good manners behaves politely .
(polite, politely)
3. Ali is a quiet (quiet, quietly) boy.
4. A kind boy helps his friends. (kind, kindly)
5. A girl with good table manners chews food well .
(good, well)
6. Kamal has bad manners. He doesn't respect older people. (bad, badly)

E. Lets sing.

- Play the song, have the students listen.
- Sing the song and have the students sing along.

E. Let's sing

Have good manners, have good manners.
Behave well, be polite, respect others.
Chew your food well when you eat.
Use tissue paper when you sneeze.
Say 'excuse me' and please.
Never blow nose at the table.
That's never acceptable.
Have good manners, have good manners
At school and at dinner.
Have good manners, have good manners.
Surely you're the big winner.



Revision (1)

1. Match the sentences to its picture.

- a. Basim always has a shower in the morning.
- b. He makes his bed when he gets up.
- c. His mother irons his clothes.
- d. His sister folds the clothes and puts them in the closet.
- e. He sometimes makes tea.



Revision

Objectives

. In this lesson students will review the new words and phrases.

Books open

1. Match the sentences to its picture.

- a. Basim always has a shower in the morning.
- b. He makes his bed when he gets up.
- c. His mother irons his clothes.
- d. His sister folds the clothes and puts them in the closet.
- e. He sometimes makes tea.



2. Read the following letter and answer the questions.

1. Who is writing the letter?

Samar.

2. Who do you think Leena is?

Samar's friend.

3. When does Samar's school begin?

Next Sunday.

4. What is Samar doing now?

She is eating ice-cream in a café in a mall.

5. What is she going to buy?

A new school uniform, sneakers and a tracksuit.

6. What are they going to buy for her sister?

New school bag, some crayons, and a drawing book.

7. What do you think her father must do to register his children?

He must pay the school fees.

2. Read the following letter and answer the questions.

Hi Leena,

I am getting ready for school.

The new school term starts next Sunday.

Everyday I go shopping with my mother to buy what I need for school.

Now I am in a café' in a mall, eating an ice cream. We are going to buy a new school bag, some crayons, and a drawing book for my little sister.

I am going to buy a new school uniform, sneakers and a tracksuit.

Tomorrow, my father is going to register me for the new term.

He is going to pay the school fees, too.

What about you?

Does your school start next week?

Are you going to stay in the same school?

My best wishes to you and to your dad and mum.

Samar

1. Who is writing the letter?

2. Who do you think Leena is?

3. When does Samar's school begin?

4. What is Samar doing now?

5. What is she going to buy?

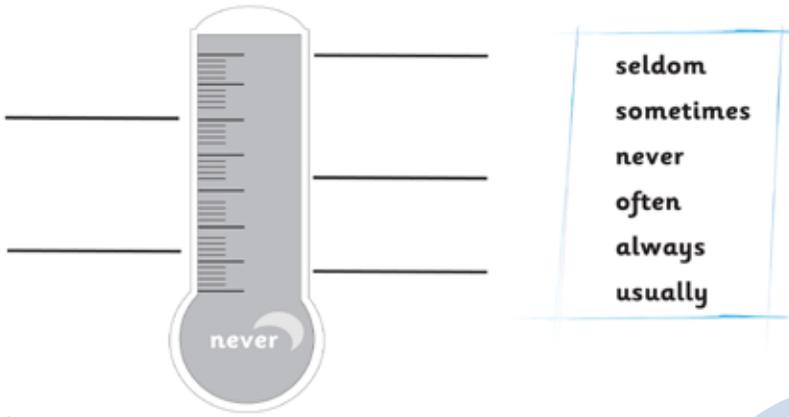
6. What are they going to buy for her brother?

7. What do you think her father must do to register his children?

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3. Look at the adverbs of frequency in the box. Label the picture.



4. Use each of the words in exercise 3 to write sentences about yourself.

Example:

I always do my homework before I come to school.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

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4. Use each of the words in exercise 3 to write sentences about yourself.

- a. I never late to school.
- b. I usually go early to bed.
- c. I often put my jacket on when it's raining.
- d. Sometimes I watch scary movies.
- e. I seldom eat fast food.
- f. I always brush my teeth after breakfast.

3. Look at the adverbs of frequency in the box. Label the picture.



5. Fill the blank spaces using one of the following words.

- a. Sunday comes before Monday.
- b. April comes after March.
- c. Students stand up when the teacher comes.
- d. I go to the dentist when I have toothache.
- e. We wash the dishes after dinner.

6. Classify the following words and expressions into polite and rude expressions.

Polite: Thank you / Please / I am sorry / Excuse me

Rude: Shut up / You are stupid / You are boring

7. Odd one out.

- a. polite, nice, quiet, rude
- b. speak loudly, speak angrily, respect others, chew noisily
- c. push others, queue, quietly, help others, share with others

5. Fill the blank spaces using one of the following words.

after

when

before

- a. Sunday comes _____ Monday.
- b. April comes _____ March.
- c. Students stand up _____ the teacher comes.
- d. I go to the dentist _____ I have toothache.
- e. We wash the dishes _____ dinner.

6. Classify the following words and expressions into polite and rude expressions.

Thank you, Please, Shut up, I am sorry, You are stupid,
You are boring, Excuse me.

Polite: _____

Rude: _____

7. Odd one out

Circle the one that does not belong.

- a. polite, nice, quiet, rude
- b. speak loudly, speak angrily, respect others, chew noisily
- c. push others, queue, quietly, help others, share with others.

5 Past Events

LESSON 1

A. Listen and follow

A Sad Incident

Hanadi's cat, Beenie, likes to play in the garden. There, it meets its friend, Coco. Usually, when Hanadi's mother opens the door, the cat goes out quickly to play with its friend. They often run after each other, and sometimes climb a tree, or sit near the door and watch the birds singing in the garden. Yesterday in the afternoon, Hanadi's mother opened the door, and Beenie ran out quickly to the garden. As usual, it met its friend there and they started to play. After some time, they got tired. They sat near the door and watched the birds. Then Beenie climbed a tree and Coco followed. But something happened. Beenie jumped on a branch of a tree and broke its leg. It couldn't climb down. Hanadi's mother heard it meowing. She brought a ladder and carried it down. She put a bandage around its leg. When it became healthy again it went to play again with its friend in the garden.

- past tense: meet, go out, run, get tired, follow, can (could), break.
- ladder, bandage, around, there, after, after each other, branch of a tree.



B. Learn these words.

branch of a tree

run

ladder



meet



follow



bandage

Objectives

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

- Recognize the past tense.

New language

Meet, Go out, Run, Get tired, Ladder, Bandage, Around, There, After each other, Branch of a tree, Break.

Bring to the class

- The tape
- Flashcards (ladder, bandage, around, after each other, branch of a tree).

Warm-Up

- Ask students to talk about what they are going to do or where they are going to go at the weekend.

5 Past Events

LESSON 1

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 repeat each word several times.
- Conduct a quick drill after you introduce each verb phrases. Use the flash cards, don't speak as you show the cards. Have students identify the new item plus all previously learned items..

(B) Introduce the sentence pattern.

- Write the words everyday and yesterday on the board. Stand under or point to *everyday* as you hold up the card for *open* Teacher: *I open the door everyday.* Move to or point to *yesterday* Teacher: *I opened the door yesterday.* Teacher say: *Open the door opened the door yesterday.* Student repeat.
- Emphasize the change from present to past tense by reinforcing the meaning with gestures. For example, point to the ground in front of you when you say *open the door* and point over your shoulder when you say *opened a door*. Have students use the same gestures when practice the verb phrases.

(C) Introduce the lesson.

- Read the text loudly and while reading ask the student to underline the present tense, and the past tense they recognize.

BOOKS OPEN

A. Listen and read

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the verb phrases in the sentence they read.)

B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words and their definitions.
- Read the words again and ask the students to repeat after you.

C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the student to point to the proper picture in B.

D. Read the story in exercise A and answer the following questions.

- Simple present verbs

1. Whose cat is Beenie?
It's Hanadi's cat.
2. What is the name of its friend?
Coco.
3. Where do they play?
They play in garden.
4. What does Beenie do when Hanadi's mother opens the door?
They go out quickly play.
5. What do they often do?
They often run after each other.

C. Listen and point at the pictures in exercise B.

D. Read the story in exercise A and answer the following questions.

- Simple Present verbs

1. Whose cat is Beenie?
2. What is the name of its friend?
3. Where do they play?
4. What does Beenie do when Hanadi's mother opens the door?
5. What do they often do?
6. What do they sometimes do?
7. What do they sometimes watch?

- Past tense verbs

8. What did Hanadi's mother do yesterday in the afternoon?
9. What did Beenie do?
10. What did the two cats do when they met?
11. What happened after some time?
12. What did they do? What did they watch?
13. What did they do then?
14. Where did Beenie jump?
15. What happened to it?
16. How could Hanadi's mother bring the cat down?
17. How did Hanadi's mother help the cat?
18. Did the cat stop playing in the garden?
19. Is this a sad story or a happy story?

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6. What do they sometimes do?

They sometimes climb a tree, or sit near the door.

7. What do they sometimes watch?

They sometimes watch the birds singing in the garden.

- Past tense verbs

8. What did Hanadi's mother do yesterday in the afternoon?
She opened the door.
9. What did Beenie do?
Ran out quickly.
10. What did the two cats do when they met?
They started to play.
11. What happened after some time?
They got tired.

E. Complete each statement. Change the first sentence to the past .

Example:

Hanadi's mother opens the door of the garden everyday.
She opened the door of the garden yesterday, too.

1. The cat and its friend start playing at six every morning.
They _____ this morning, too.
2. The two cats watch the birds everyday.
They _____ yesterday, too.
3. The cats always climb the apple tree.
They _____ last Friday, too.
4. Beenie usually follows Coco up the tree.
It _____ last Monday, too.
5. Beenie sometimes jumps on the branches of the tree.
It _____ yesterday, too.
6. Hanadi's mother often hears the meowing sadly.
She _____ it yesterday, too.
7. Hanadi's mother carries the cat everyday.
She _____ it yesterday, too.



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E. Complete each statement. Change the first sentence to the past.

1. The cat and its friend start playing at six every morning.
They played this morning, too.
2. The two cats watch the birds everyday.
They watched yesterday, too.
3. The cats always climb the apple tree.
They climbed last Friday, too.
4. Beenie usually follows Coco up the tree.
It followed last Monday, too.
5. Beenie sometimes jumps on the branches of the tree.
It jumped yesterday, too.
6. Hanadi's mother often hears the meowing sadly.
She heard it yesterday, too.
7. Hanadi's mother carries the cat everyday.
She carried it yesterday, too.

12. What did they do? What did they watch?

They sat near the door and watched the birds.

13. What did they do then?

They climbed a tree and Coco followed.

14. Where did Beenie jump?

Beenie jumped on a branch of a tree.

15. What happened to it?

It broke its leg.

16. How could Hanadi's mother bring the cat down?

She brought a ladder and carried it down.

17. How did Hanadi's mother help the cat?

She put bandage around its leg.

18. Did the cat stop playing in the garden?

No it didn't.

19. Is this a sad story or a happy story?

Its sad story.

Reading and writing

A. Write the irregular past tense of each of the following verbs.

Present	Past	Present	Past
run	ran	meet	met
get	got	sit	sat
break	broke	can	could
hear	heard	bring	brought
put	put	become	became
go	went	run	run

B. Complete the question as in the example.

- How did the cat run?
Quickly.
- Where did Beenie meet Coco in the garden?
- Where did coco and Beenie meet?
- What did Hanadi's mother hear the cat doing?
- What did Hanadi's mother put around the cat's leg?
- Where did Beenie go?

READING AND WRITING

A. Write the irregular past tense of each of the following verbs (You can find the past form in exercise A).

Present	Past	Present	Past
run	ran	meet	_____
get	_____	sit	_____
break	_____	can	_____
hear	_____	bring	_____
put	_____	become	_____
go	_____	run	_____

B. Complete the question as in the example. (Short answers are given).

- The cat ran quickly into the garden.
- How did the cat run?
- Quickly.
- Beenie met Coco in the garden.
- Where _____ ?
- In the garden.
- The two cats sat under a tree.
- Where _____ ?
- Under a tree.
- Hanadi's mother heard the cat meowing.
- What _____ ?
- The cat meowing.
- Hanadi's mother put a bandage around the cat's leg.
- What _____ ?
- A bandage.
- Beenie went to the garden again.
- Where _____ ?
- To the garden.

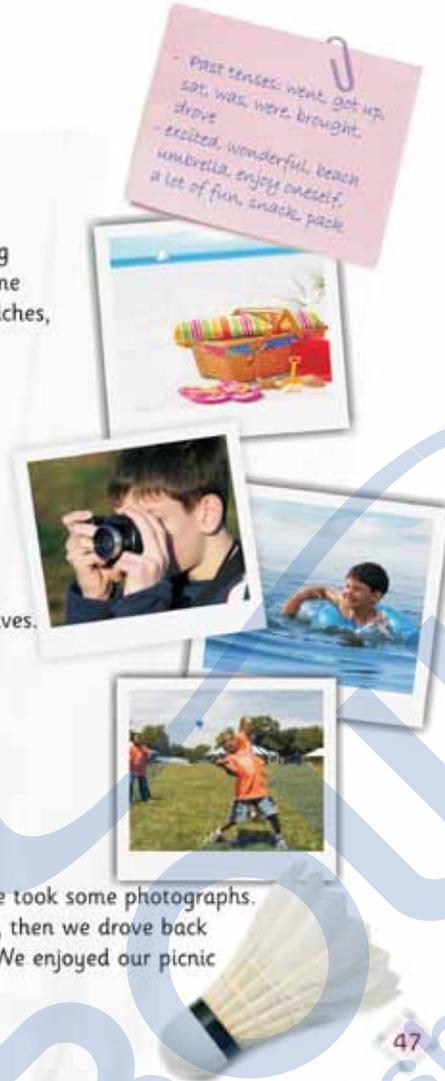
LESSON 2



A. Listen and read

A Picnic To The Beach

At the weekend, we went to the beach for a picnic. We got up early in the morning and packed a lot of drinks, some fruit, snacks, and some sandwiches, and put them in the car boot. We arrived at the shore at ten o'clock in the morning. We sat under a big beach umbrella. We were very excited. Everything was wonderful around us. There were many people there. They were all enjoying themselves. We had a lot of fun, too. We ran on the sand. We swam in the sea. We played badminton. The shuttlecock landed on the water in the sea. My brother, Sami, swam out and brought it back. Before we went back home, we took some photographs. We stayed there for five hours, then we drove back and arrived home at five pm. We enjoyed our picnic very much. It was great fun.



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Objectives

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

- Recognize the past tense.

New language

Went, Got up, Sat, Was, Were, Brought, Drove.

Bring to the class

- The tape
- Flashcards (car boot, beach umbrella, badminton, shuttlecock, enjoy, pack, sand).

Warm-Up

- Review the irregular verbs with the students. Say one verb and ask the students to say the past tense loudly.

LESSON 2

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 repeat each word several times.
- Conduct a quick drill after you introduce each verb phrases. Use the flash cards; don't speak as you show the cards. Have students identify the new item plus all previously learned items.

(B) Introduce the lesson.

- Read the text loudly and while reading, ask students to underline the past tense they recognize.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the verb phrases in the sentence they read.

B. Learn these words.

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 again and ask the students to repeat after you.



car boot



beach umbrella



badminton



take a photo



beach



shuttlecock



enjoy themselves



pack



sand

C. Listen and point to the words in exercise B.

D. Read the text in exercise A and answer the following questions.

1. Say if each of the following sentences is true or false.
Correct the wrong sentences.

- They went for a picnic last Monday.
- They bought some meat to cook on the beach.
- They put the picnic things in the box of the car.
- They sat under a tree on the beach.
- There were some people on the beach.
- Everybody was sad at the beach.
- They liked the picnic.

2. What did they do on the beach? (five things).

E. Ask and answer questions about the picnic using words and phrases in the table.

- When did they arrive?
- They arrived at ten o'clock.

What	they	get up/sit	?
When	did	pack/play	?
Where	the shuttlecock	go/take	?
Who (brought)		land	?
How long		stay/walk/arrive	?
		run/put/put /sit	?

f) Everybody was sad at the beach.
(False, they were happy).

g) They liked the picnic. (True)

2. What did they do on the beach?
(Five things).

- Sat under a beach umbrella.
- Ran on the sand.
- Swam in the sea.
- Played badminton.
- Took some photographs.

E. Ask and answer questions about the picnic using words and phrases in the table.

• Ask students to form questions as in the example. Then have them answer these questions.

- What did they pack?
- Where did they go?
- Where did they go?
- Where did the shuttlecock land?
- How long did they stay at the beach?

C. Listen and point to the words in exercise B.

• Say one word at a time and then ask the students to point to the proper picture in B.

D. Read the text in exercise A and answer the following questions.

1. Say if each of the following sentences is true or false.
Correct the wrong sentences.

- They went for a picnic last Monday. (False, they went to the beach at the weekend).
- They brought some meat to cook on the beach. (False, they brought some sandwiches).
- They put the picnic thing in the box of the car. (True)
- The sat under a tree on the beach. (False, they sat under a beach umbrella).
- There were some people on the beach. (True)

Reading and writing

A. Fill in the blanks.

1. We go for a picnic every week, but last week we went to my uncle's house.
2. I often run in the park, but yesterday, I run in the football pitch.
3. My friends and I meet every Friday, but last week we met on Saturday.
4. I sit next to Ali every day, but yesterday I sat next to Ihab.
5. We always drink milk at breakfast, but yesterday we drank tea.
6. My father always buys the fruit and vegetables, but last week my father bought everything.

READING AND WRITING

A. Fill in the blanks.

Example:

I usually get up at six o'clock, but yesterday I **got up** at seven o'clock.

1. We go for a picnic every week, but last week we _____ to my uncle's house.
2. I often run in the park, but yesterday, I _____ in the football pitch.
3. My friends and I meet every Friday, but last week we _____ on Saturday.
4. I sit next to Ali every day, but yesterday I _____ next to Ihab.
5. We always drink milk at breakfast, but yesterday we _____ tea.
6. My father always buys the fruit and vegetables, but last week my father _____ everything.

B. Fill the blanks with verbs from the list. Some words can be used more than once.

is am are was were has have had

1. There _____ some people on the beach now.
Yesterday, there _____ many people.
2. Amal _____ ten years old now. She _____ nine years old last year.
3. We _____ lunch at one o'clock everyday. Yesterday we _____ lunch at two o'clock.
4. Ali often _____ his breakfast at eight o'clock. Yesterday, he _____ his breakfast at seven.
5. I _____ very happy now at the wedding party.
I _____ happy at your birthday party last year.
6. We _____ a lot of fun at the beach every week.
Last week, we _____ a lot of fun, too.

C. Write four sentences about what you did at the weekend using the words in the list.

- I played football last week.

watch TV, help mother, go for a picnic, visit uncle/ grandfather, go shopping.

1. _____
2. _____
3. _____
4. _____

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B. Fill the blanks with verbs from the list. Some words can be used more than once.

1. There are some people on the beach now.
Yesterday, there were many people.
2. Amal is ten years old now. She was nine years old last year.
3. We have lunch at one o'clock everyday. Yesterday we had lunch at two o'clock.
4. Ali often has his breakfast at eight o'clock. Yesterday, he had his breakfast at seven.
5. I am very happy now at the wedding party.
I was happy at your birthday party last year.
6. We have a lot of fun at the beach every week.
Last week, we had a lot of fun, too.

C. Write four sentences about what you did at the weekend using the words in the list.

1. I watched TV yesterday.
2. I helped my mother last weekend.
3. I went for a picnic last Friday.
4. I visited my uncle last Monday.
5. I went shopping yesterday.

D. Listening.

- Play the song and ask students to listen and fill in the blanks.
- Play the audio again and have them double checked their answers.

Reema had a pretty sister. Her name was Little Kim.
Reema put her in the bath, to teach her how to swim.
Little Kim drank the water, Little Kim ate the soap.
She was about to eat the towel, but her mouth was very small.
Reema quickly called her mother,
and her mother called the nurse.
She held the baby upside down,
The water rushed out in reverse.
Now read the song and check your answers.

E. Lets sing.

- Play the song and have students listen.
- Play the song again and have them sing along.

D. Listening

Listen to the song then fill in the blank spaces with words from the list
**swim, mouth, water, drank, had,
towel, name, bath, nurse, mother, baby**

Reema _____ a pretty sister. Her _____ was Little Kim.

Reema put her in the _____, to teach her how to _____.

Little Kim _____ the water, Little Kim ate the soap.

She was about to eat the _____, but her _____ was very small.

Reema quickly called her _____,

and her mother called the _____.

She held the _____ upside down,

The _____ rushed out in reverse.

Now read the song and check your answers.

E. Let's sing

Reema had a pretty sister,
Her name was Little Kim,
Reema put her in the bath,
To teach her how to swim.
Little Kim drank the water,
Little Kim ate the soap,
She was about to eat the towel,
But her mouth was very small.
Reem quickly called her mother,
And her mother called the nurse,
She held the baby upside down,
The water rushed out in reverse.

6

The Weather

LESSON 1

A. Listen and follow.

There are four seasons in Jordan, spring, summer, autumn, and winter. Spring starts in March and ends in May. Summer starts in June and ends in August. Autumn starts in September and ends in November. Winter starts in December and ends in February. July and August are the hottest months of the year, especially in the Jordan Valley and the desert. Spring is the most pleasant season, with clear sunny days. The winter months are often very cold, and sometimes snowy.

1. Learn these words.

hot hotter hottest cold colder coldest



pleasant
clear sky
(makes me happy)



more pleasant
cloudy sky
(makes me happier)



most pleasant
the sun shines
(makes me the happiest)

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Objectives

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

- Talk about the weather in some places.
- Compare between objects and things.

New language

Start, End, Hot, Cold, Pleasant, Clear, Especially, The Jordan valley.

Bring to the class

- The tape.
- Flashcards (Start, end, hot, cold, pleasant, clear, especially, the Jordan valley, big, bigger, cold, colder, hot, hotter).
- Picture cards (big car, bigger car, very big car- house, big house, very big house).

6

The Weather

LESSON 1

Warm-Up

- Review the irregular verbs with the students. Say one verb and ask the students to say the past tense loudly.

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 repeat each word several times.

(B) Introduce the sentence pattern.

- Begin by introducing the comparative form of objectives. Hold the flashcard for the *car* and say *big*. Hold the picture card for the other car side by side and ask are these big? Students will say that both cars are not equally big, simply model the comparative form of the adjectives. Repeat for other adjectives (big, hot, and cold).
- **Explain** to the students that we add *er* to compare two adjectives:
cold colder
big bigger
hot hotter
- Direct the student's attention to the spelling of *bigger*, and *hotter*.
- Hold the three cards (the *car*, the *big* and the *biggest*) and explain to the student how we compare between three adjectives.
- This can be challenging sentence for students because of its length, but drilling *-er than the* until they can say it smoothly will help them to connect the phrases.

Say in a series of three several times:

Bigger than the, bigger than the, bigger than the.

- **Grammar tip:** short adjectives (all one-syllable and some two syllable adjectives) form the comparative by adding -er. If the vowel before the last consonant is short the final consonant is doubled in the comparative: *big, bigger*.
- If the adjective ends in Y, the final y changes to I before adding -er: *heavy, heavier*.

cold	Colder	Coldest
Hot	Hotter	Hottest
Big	Bigger	biggest

- Model the sentence while holding both cards: *this car is bigger than this car*.
- Hold the three pictures and say this car is the biggest.
- Ask student to repeat for the other adjectives.

(C) Introduce the lesson.

- Read the text loudly and while reading, ask students to underline the new words they recognize.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of

B. Listen and point to the pictures in exercise A.

C. Read the text in exercise A, and answer the following questions.

1. How many seasons are there in the year in Jordan?
What are they?
2. When does spring /summer/ autumn/ winter/ start and when does it end?
3. What are the hottest months of the year in Jordan?
4. What are the hottest places in Jordan in summer?
5. What is the weather usually like in spring?
6. What is the weather usually like in summer/ in winter?



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the text. (Ask each student to read couple lines. Then ask them to identify the comparative adjectives in the sentence they read.

1. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.

B. Listen and point to the words in exercise A.

- Say one word at a time and then ask the student to point to the proper picture in A.

READING AND WRITING

A. Complete the following sentences.



sunny



rainy



windy



snowy



dusty



cloudy

Example:

1. When it is sunny, the sun is shining.
2. When it is _____, the wind is blowing.
3. When it is _____, there are clouds in the sky.
4. When it is _____, it is raining.
5. When it is _____, it is snowing.
6. When it is _____, there is dust in the air.

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Reading and writing

A. Complete the following sentences.

1. When it is sunny, the sun is shining.
2. When it is windy, the wind is blowing.
3. When it is cloudy, there are clouds in the sky.
4. When it is rainy, it is raining.
5. When it is snowy, it is snowing.
6. When it is dusty, there is dust in the air.

C. Read the text in exercise A and answer the following questions.

- Ask the students to answer the questions on page 54 as the following.
1. There are four seasons in Jordan.
 2. Summer starts in June and ends in August. Autumn starts in September and ends in November. Winter starts in December and ends in February. Spring starts in March and ends on May.
 3. July and August are the hottest months of the year.
 4. Jordan valley and the desert.
 5. Spring is the most pleasant season, with clear sunny days.
 6. The weather is hot in summer, and very cold in winter.

B. Write a sentence about each season and say if you like it or not.

1. I don't like winter, because I have to stay at home.
2. I like spring because I go on picnics with my family, and smell flowers.
3. I like summer season, I like to swim and go on holiday.

C. Listening

- Play the audio and have students listen.
- Ask students to complete the sentences that follow:

1. In the Jordan Valley, it is sunny and warm
2. In Aqaba it is warm and sunny
3. In the desert it is windy and dusty
4. In Amman it is cloudy

B. Write a sentence about each season and say if you like it or not.

You may choose words from the list.

swim, go on picnics, flowers, dust, go on holiday, stay at home, play outside.

Example:

1. My favourite season is winter
I like rain and I like to play with snow.
2. I don't like _____

3. _____

4. _____

C. Listening 

Listen, then do the exercise that follows.

Good morning. This is the weather report for today. It is rainy and cold in Irbid, but sunny and warm in the Jordan Valley. Aqaba enjoys warm sunny weather. It is windy and dusty in the desert. It is cloudy in Amman .

What was the weather like?

Example: In Irbid, it is rainy and cold.

1. In the Jordan Valley, _____
2. In Aqaba _____
3. In the desert _____
4. In Amman _____

LESSON 2



A. Listen and read

Amal Telephones Her Father in Riyadh

- I miss you, study hard,
What's the weather
like? Come back, temperature
(in) degrees centigrade.

-  Hello, Dad. How are you?
-  I am fine, but I miss you very much.
How are you and your mum?
-  We are fine. We miss you very much, too.
-  How are you doing at school?
-  I am doing very well. My exams
started yesterday. I am studying hard.
-  What is the weather like in Amman?
-  It's very cold today. The temperature is 2°.
It snowed yesterday, and we couldn't go to
school. What is the weather like in Riyadh?
-  It's very sunny. Riyadh is very hot
in summer, but it is fine in winter.
-  When are you going to come back,
Dad? We miss you a lot.
-  I am going to come next summer.
-  See you then. Goodbye, Dad.
-  Goodbye.



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Objectives

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

- Talk about the weather.
- Ask and answer about the weather.

New language

What's the weather like?, Temperature, Degree centigrade.

Bring to the class

- The tape.
- Picture cards (Temperature, degree centigrade, study hard, snow).

LESSON 2

Warm-Up

- Review the weather with students: conduct a quick drill say for example the snow is falling down, the students should say snowy weather, say the wind is blowing, the students say it is windy and so on.

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 repeat each word several times.

(B) Introduce the sentence pattern.

- Ask two students to come to the front and act out the dialogue .Place the students so that they are facing away from each other (to support the idea that they are talking on the phone). Say both parts repeat three times and have students identify words they hear.
- Divide the class into two groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Divide students into a group of two and ask them to act out the dialogue.

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 again and ask the students to repeat after you.

C. Listen and point to the words and phrases in exercise B.

- Say one word at a time and then ask the student to point to the proper picture in A.

D. Read the dialogue in exercise A say if each of the following sentences is true or false. Correct the sentence if it is wrong.

1. False he is in Riyadh.
2. True.
3. False, her exam started yesterday.
4. True.

Now answer the following questions.

1. It was very cold.
2. It was sunny.
3. It was 2°.

B. Learn these words and phrases.



study hard



temperature



snow

C. Listen and point to the words and phrases in exercise B.

D. Read the dialogue in exercise A, and say if each of the following sentences is true or false. Correct the sentence if it is wrong.

1. Amal's father is in Amman.
2. Amal likes to see her father at home.
3. It was the summer holiday when Amal telephoned her father.
4. Amal couldn't go to school when it snowed.

Now answer the following questions.

1. What was the weather like in Amman?
2. What was the weather like in Riyadh?
3. What was the temperature in Amman?
4. What was the temperature like in Riyadh?

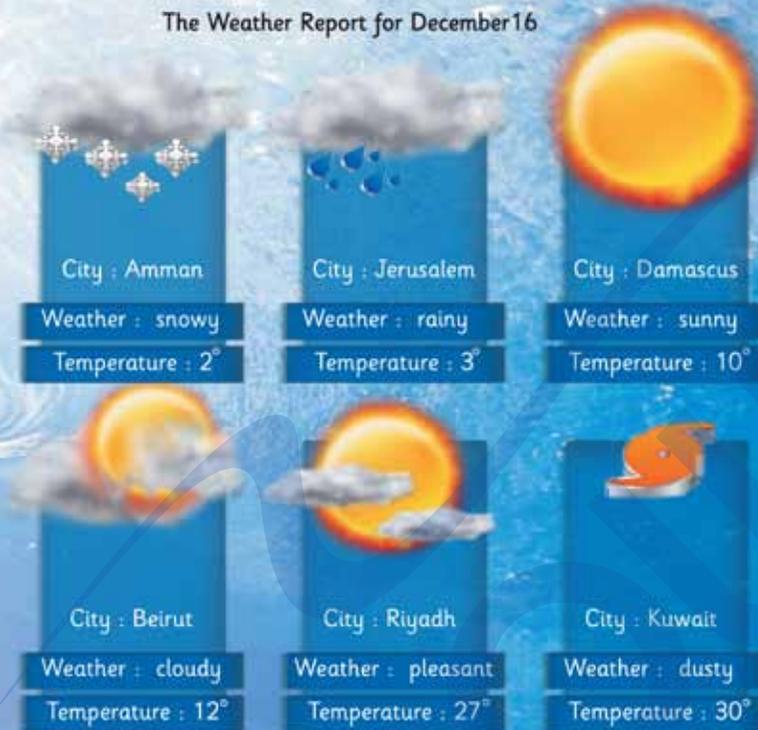
E. Act out the dialogue in exercise A.

F. Look at the weather report below, and ask and answer questions.

Example:

- What is the weather like in Amman?
- It's cold. The temperature is two degrees centigrade.

The Weather Report for December 16



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E. Act out the dialogue in exercise A.

- Ask two students to come to the front and act out the dialogue.

F. Look at the weather report below, and answer the questions.

1. What is the weather like in Amman?
It's cold. The temperature is two degrees centigrade.
2. What is the weather like in Jerusalem?
It's rainy. The temperature is three degrees centigrade.
3. What is the weather like in Damascus?
It's sunny. The temperature is ten degrees centigrade.
4. What is the weather like in Beirut?
It's cloudy. The temperature is twelve degrees centigrade.
5. What is the weather like in Riyadh?
It's pleasant. The temperature is twenty seven degrees centigrade.
6. What is the weather like in Kuwait?
It's dusty. The temperature is thirty degrees centigrade.

READING AND WRITING

Reading and writing

A. Look at the chart and complete the sentences about the weather for December 16.

1. The temperature in Jerusalem was 3 degrees.
2. The weather in Riyadh was fine.
3. The weather in Kuwait was dusty.
4. The weather in Riyadh was colder than the weather in Kuwait.
5. The weather in Damascus was colder than the weather in Riyadh.

B. Write two sentences, one about the weather now, and the other about the weather yesterday.

1. It is rainy today, it was cloudy yesterday.
2. It is dusty today; it was dusty yesterday, too.

C. Dictation: Read and copy, then prepare for dictation.

- Ask students to memorize the sentences for dictation.

A. Look at the chart and complete the sentences about the weather for December 16.

1. The _____ in Jerusalem was 3 degrees.
2. The _____ in Riyadh was fine.
3. The weather in Kuwait was _____.
4. The weather in Riyadh was colder than the weather in _____.
5. The weather in Damascus was _____ the weather in Riyadh.

B. Write two sentences, one about the weather now, and the other about the weather yesterday.

Example:

It is hot today. It was hot yesterday, too.

It is rainy today. It was cloudy yesterday.

C. Dictation: Read and copy, then prepare for dictation.

The weather was cold last weekend. We couldn't go for a picnic.

LESSON 1



A. Listen and read.

Basima Visits Abu Dhabi

During the summer holiday, my mother and I visited my brother in Abu Dhabi. We went to the airport by car, and from Amman to Abu Dhabi, we went by plane. I was very excited to travel by plane. When I looked from the window of the plane, I saw the desert, some valleys, and mountains. The journey took one hour. We arrived in Abu Dhabi in the evening. My brother took us in his car from the airport to his house. The first day, we were very tired. We stayed at home. On the second day, my brother took us on a tour of the city. How high the buildings were! They looked like towers. My brother took us to one of the big malls. How large it was! I got lost there, but my brother soon found me. We stayed there for two weeks, then we went back home.



- How long...? get lost,
go on a tour, take (one)
hour, excited, travel,
journey, by car, by
plane, look like, tower



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Objectives

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

- Talk about a places they visited.
- Ask and answer question about a journey.

New language

How long..?, Get lost, Go on a tour, Take (one) hour, Excited, Travel, Journey, By car, By plane, Look like, Tower.

Bring to the class

- The tape.
- Flashcards (excited, travel, journey, by car, by plane, look like, tower).
- Ask each student to bring a English to English dictionary.

LESSON 1

Warm-Up

- Review the weather with the students. Say one city and ask the students to say what the weather like in that city 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 repeat each word several times.

(B) Introduce the sentence pattern.

- Write the following sentences on the board :

How high the buildings were!

How large it was!

Then explain this type of surprise sentences (Exclamation mark!) read the sentence with sound show and explain that you are surprised.

(C) Introduce the lesson.

- Read the text loudly and while reading, ask students to underline the new words they recognize.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines.

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 again and ask the students to repeat after you.
- Ask the students to look up the definitions using dictionary, then ask them to memorize the definitions for these words.

C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the students to point to the proper picture in B.

D. Read the text in exercise A and then answer the following questions.

- Ask the students to answer the questions on page 62 as the following.

1. (False, he went with his mother).
2. (False, by plane).
3. (False, he saw the desert and the mountains and some valleys).
4. True.
5. True.
6. True.

2. Answer the following questions.

The answers:

1. They stayed at home.
2. They went on a tour on the city.
3. They were so high, they look like a towers.
4. They stayed for two weeks.

B. Learn these words.



travel by car

travel by plane

go on foot

a tower

journey: to travel from one place to another
I'd like to travel to France. It would be a nice journey.

tour: visiting a number of places in an area, city, or country.
We went on a tour of the city. We saw many famous places

C. Listen and point to the pictures in exercise B.

D. Read the text in exercise A, then answer the following questions.

1. Say if each of the following sentences is true or false.

Correct wrong sentences.

1. Basim and his father went to Abu Dhabi last summer.
2. They went to Abu Dhabi by car.
3. It was cloudy and he couldn't see anything from the window.
4. They arrived in Abu Dhabi after one hour.
5. The couldn't go out on the first day.
6. Basim got lost in the mall.

2. Answer the following questions.

1. What did they do on the first day?
2. What did they do on the second day?
3. What were the buildings like? What did they look like?
4. How long did they stay in Abu-Dhabi?

E. Basim's father travels a lot. Look at the chart below, then ask and answer questions about the chart on the lines.

City	Start	Arrive	Stay	Travel By
Damascus	6 am	9 am	2 days	car
Abu Dhabi	7 pm	9 pm	4 days	plane
Beirut	10 am	1 pm	2 days	car
Riyadh	6 am	11 am	4 days	plane
Dubai	7 pm	9 pm	1 day	plane

Example:

1. At what time did the journey to Damascus start?

It started at six o'clock.

2. At what time did he arrive?

3. How long did the journey to Damascus take?

4. How long did he stay in Damascus?

5. How did he travel to Damascus?

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E. Basim's father travels a lot. Look at the chart below, then ask and answer questions about the chart on the lines.

- Ask students to ask and answer as in the example.
- At what time did the journey to Damascus/Abu Dhabi/ Beirut/ Riyadh/ Dubai start?
It started at six o'clock / 7 o'clock.
- How long did the journey to (Damascus/Abu Dhabi/ Beirut/ Riyadh/ Dubai) takes?
It took 3 hours / 2 hours.
- How long did he stay in Damascus/Abu Dhabi/ Beirut/ Riyadh/ Dubai?
He stayed for 2 days / 4 days.
- How did he travel to Damascus/Abu Dhabi/ Beirut/ Riyadh/ Dubai?
By car/plan.

Reading and writing

A. Fill the blank spaces with the right form of verb.

Present	Past	Present	Past
arrive	arrived	visit	visited
go	went	look	looked
see	saw	take	took
arrive	arrived	stay	stayed
is	was	is	were
get	got	find	found

B. Fill in the blank spaces with words from the list.

- Basim was **Excited** when he saw the high buildings.
- We usually travel to Dubai **By plane**.
- We often **Travel** to Damascus by car.
- When we went to the mall, my little brother **Got lost** but we found him quickly.
- The high buildings in Dubai **Look like** towers.
- It **Takes** me half an hour to go to school.
- The tourists wanted to go on **A tour** to see the theatres and museums in the town.
- The **Journey** from Abu Dhabi to Damascus takes two hours by plane.

READING AND WRITING

A. Fill the blank spaces with the right form of the verb.

Present	Past	Present	Past
arrive	arrived	visit	_____
go	_____	_____	looked
see	_____	_____	took
arrive	_____	stay	_____
is	_____	_____	were
_____	got	find	_____

B. Fill in the blank spaces with words from the list.

a tour, excited, got lost, travel, look like, takes, by plane, journey

- Basim was _____ when he saw the high buildings.
- We usually travel to Dubai _____.
- We often _____ to Damascus by car.
- When we went to the mall, my little brother _____ but we found him quickly.
- The high buildings in Dubai _____ towers.
- It _____ me half an hour to go to school.
- The tourists wanted to go on _____ to see the theatres and museums in the town.
- The _____ from Abu Dhabi to Damascus takes two hours by plane.

LESSON 2

A Listen and read

An Interview with Mr. Najjar

- Nadia:** Good morning, Mr. Najjar. Can we ask you some questions about your travels?
- Mr. Najjar:** Certainly.
- Nadia:** Where are you going today?
- Mr. Najjar:** I am going to Qatar.
- Nadia:** Is Qatar far from Amman?
- Mr. Najjar:** No, it's not far. It takes only two hours.
- Nadia:** How often do you travel?
- Mr. Najjar:** I travel a lot. I am a businessman. I usually travel five times a month.
- Nadia:** Where did you travel last month?
- Mr. Najjar:** I travelled to Damascus, Abu Dhabi, Beirut, Riyadh, and Dubai.
- Nadia:** How was your trip to Damascus?
- Mr. Najjar:** It was great. I visited many theatres and museums there.
- Nadia:** How was your trip to Abu Dhabi?
- Mr. Najjar:** It was great, too. I enjoyed shopping and staying in big hotels.
- Nadia:** Thank you very much, Mr. Najjar.
- Mr. Najjar:** You are welcome. My pleasure.



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- certainly, You are welcome, my pleasure
- ask, question, trip, far from, travel, businessman.

LESSON 2

Warm-Up

- Conduct a quick drill to review the tenses with the students. Divide the class into two groups :
G1: Say the present tense.
G2: say the past tense.

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 repeat each word several times.

(B) Introduce the sentence pattern.

- Ask two students to come to the front and act out the dialogue. Have them say both parts repeat three times and have students identify words they hear.
- Direct the students attention to the new words and ask students to underline them.
- Divide the class into two groups and practice the entire dialogue. Reverse roles.

Objectives

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

- Recognize some additional new words.

New language

Interview, Certainly, You are welcome, My pleasure, Ask, Question, Trip, Far from, Travel, Businessman.

Bring to the class

- The tape.
- Flashcards (Certainly, you are welcome, my pleasure, ask, question, trip, far from, travel, businessman).

BOOKS OPEN

A. Listen and read.

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

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 again and ask the students to repeat after you.
- Ask the students to look up the definitions using dictionary, then ask them to memorize the definitions for these words.

C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the student to point to the proper picture in B.

D. Read then answer the following questions about the dialogue in A.

1. Nadia Asked Mr. Najjar where he is going to go today.
2. He was going to Qatar.
3. He visited many theatres and museums.
4. He enjoyed shopping and staying in big hotels.

E. Act the dialogue in exercise A

- Ask two students to come to the front and act out the dialogue.

B. Learn these words and expressions.

certainly you are welcome my pleasure

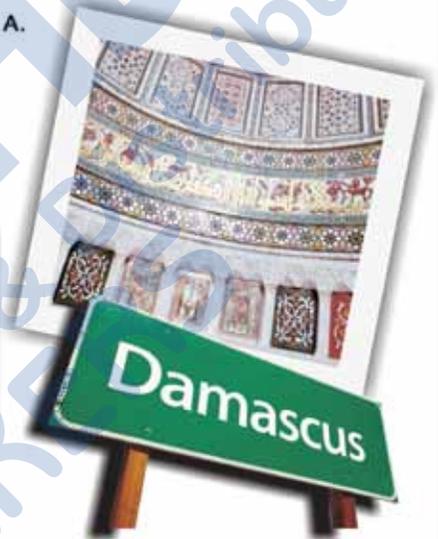
trip (a short journey) businessman (a man who buys and sells).

C. Listen and point to new words in exercise B.

D. Read, then answer the following questions about the dialogue in A.

1. What did Nadia ask Mr. Najjar about?
2. Where was he going to travel?
3. What did he visit in Damascus?
4. What did he enjoy in Abu Dhabi?

E. Act out the dialogue in exercise A.



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F. Listening

Listen. Then answer the questions.

1. Mervet: My home is about ten kilometers from school. I usually leave home at half past seven and arrive at school by eight o'clock. I go by bus.



2. Fadi's father: I am a teacher. I teach in Al-Islamiyyah school in Jabal Al Hussein. The school is about seven km from my home. I always drive to school. It takes me about ten minutes to arrive at work.



3. Aws's mother: I am a nurse. I live in Zarka, but I work in a hospital in Amman. Zarka is about thirty km from Amman. I go to hospital by car. It takes me half an hour to arrive at work. I leave at half past eight and arrive at my office at nine.



1. How does Mervet go to school?

Mervet goes to school _____.

2. How far is her school from home?

Her school is about _____ from home.

3. How long does it take her to arrive at school?

It takes her _____ to arrive at school.

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F. Listening.

• Play the audio and ask students to listen then answer the questions that follows.

1. How does Mervet go to school?

Mervet goes to school by bus.

2. How far is her school from home?

Her school is about 10 Km from home.

3. How long does it take her to arrive at school?

It takes her half an hour to arrive at school.

READING AND WRITING

A. Write similar questions and their answers about Fadi's father and Aws's mother.

1. a. How _____ ?

b. How far _____ ?

c. How long _____ ?

2. a. How _____ ?

b. How long _____ ?

c. How long _____ ?

B. Write sentences as in the example.

How high this mountain is! (It is a very, very high mountain)

1. Ahmed is very, very tall.

How _____ !

3. These boys are very clever.

_____ these boys are!

2. This building is very, very high.

_____ high _____ is!

4. These flowers are very nice.

Reading and writing

A. Write similar questions and their answers about Fadi's father.

1. a. How does Fadi's father go to school ?

- Fadi's father goes to school by car.

b. How far is his school from home ?

- His school is about 10 Km.

c. How long does it take him to arrive at school ?

- It takes him 10 minutes to arrive at school.

2. a. How does Aws's mother go to work ?

- Aws's mother goes to work by car.

b. How long is her school from home ?

- Her school is about thirty Km.

c. How long does it take her to arrive at office ?

- It takes her half an hour to arrive at office.

B. Write sentences as in the example.

1. How tall Ahmad is!

2. How high this building is!

3. How clever these boys are!

4. How nice these flowers are!

C. Dictation: Copy the following sentences and prepare for dictation.

How wonderful these buildings are! They look like towers.

D. Let's sing 

I'd like to travel, I want to see,
Quiet beaches by the sea.
I'd like to travel, I want to go,
To mountains covered with snow.
I'd like to travel, I want to see,
Mangos on a mango tree.

I'd like to travel by train,
To see great mountains and plains.
I'd like to travel, I want to fly,
Over clouds high in the sky.
I want to travel to bring toys,
To show my friends, girls and boys.



C. Dictation: copy the following sentences and prepare for dictation.

- Ask students to memorize the following sentences for dictation.

D. Lets sing.

- Play the song and have students sing along.

8 Planning a Holiday

LESSON 1

Objectives

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

- Ask and answer question about planning a holiday.

New language

How about...?, What about...?, Enjoy our time, Sea trip, Glass-boat, Aquarium, Palm trees, Among the trees, Scuba diving, Here, There, Kind, Fantastic, You know.

Bring to the class

- The tape
- Flashcards (enjoy our time, sea trip, glass-boat, aquarium, palm trees, among the trees, scuba diving, here, there, kind, fantastic, you know).
- Ask each student to bring English to English dictionary.

Warm-Up

- Review the How does...? How far...? And how long...? Questions. Practice asking and answering with students.

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.

8 Planning a Holiday

LESSON 1

A. Listen and read

Sami: Where are we going this summer holiday, Dad?

Father: How about going to Aqaba? We can stay a day or two there. The hotels in Aqaba are wonderful. You know, I always like to go scuba diving.

Samar: But we went to Aqaba last year, Dad. I want to visit a new place.

Suhad: I don't want to go to Aqaba, either. It is very hot there. I'd like to go to Turkey. The weather is very nice there in the summer, and we can go swimming any time.

Mother: Why don't we go and visit your brother in Dubai? We can stay with his family and enjoy our time there. There are fantastic malls in Dubai. You know I enjoy shopping in Dubai's markets.

Sameer: I always like to go to Aqaba. I enjoy everything there, walking among the palm trees in the evening, playing on the beach, visiting the museums, visiting the aquarium, and watching many kinds of fish.

Hanadi: I'd like to go to Aqaba, too. I like going on sea trips in the glass boat and watching fish in the sea.

Father: I think Aqaba is a good place. Let's go to Aqaba.

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How about, what about, enjoy our time, sea-trip, glass-boat, aquarium, palm trees, among the trees, scuba diving, here, there, kind, fantastic, you know.



(B) Introduce the dialogue.

- Ask two students to come to the front and act out the dialogue. Say both parts repeat three times and have students identify words they hear.
- Divide the class into two groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines.)

B. Learn these words.



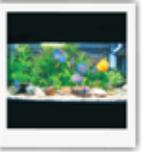
glass boat



scuba diving



among the trees



aquarium



palm trees



fantastic: When something or someone is more than wonderful, more than exciting
We had a fantastic time on our last vacation.

kind: A group of objects, animals, or people that can be classified
There are three kinds of animals: wild animals, farm animals, and pets

C. Listen and point to the words in exercise B.

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

1. Where does Father want to go?
What does he like in Aqaba?
2. Does Suha want to go to Aqaba?
Where does she want to go?
Why does she like in Turkey?
3. Where does Mother want to go?
What does she like there?
4. What does Hanadi like in Aqaba?
5. What does Sameer like in Aqaba?

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D. Read the text in exercise A and then answer the following questions.

• Ask the students to answer the questions on page 71 as the following.

1. He wants to go to Aqaba.
- The hotels and he likes scuba diving.
2. No.
- She wants to go to Turkey.
- Because the weather is very nice and they can go swimming.
3. To Dubai.
- Shopping at the malls.
4. She likes going on sea trips in the Glass boat and watching fish in the sea.
5. He enjoy everything there, walking among the palm trees in the evening.

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 again and ask the students to repeat after you.
- Ask the students to look up the definitions using dictionary, then ask them to memorize the definitions for these words.

C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the student to point to the proper picture in B.

E. Act out the dialogue in exercise A.

- Ask two students to come to the front and act out the dialogue.

F. In pairs make suitable suggestions as in the example. You may use the words in the list.

1. Why don't you go/ How about going to Aqaba.
2. Why don't you go / How about going to the mall.
3. Why don't you go/ How about going to Amman.
4. Why don't you go/ How about going to Jarash.
5. Why don't you go/ How about going to Zai.

E. Act out the dialogue in exercise A.

F. In pairs make suitable suggestions as in the example. You may use the words in the list.

The Dead Sea, Mall, Zai, Jarash, Aqaba, Amman

- I want to go to a warm place in winter.
- Why don't you go / How about going to the Dead Sea?

1. I enjoy swimming and playing on the beach.

_____ ?

2. I like shopping.

_____ ?

3. I like big hotels.

_____ ?

4. I want to see old cities.

_____ ?

5. I want to go for a picnic.

_____ ?



READING AND WRITING

A. Fill in the blank spaces with words from the list.

- _____ is a water sport.
- When you are in a _____ you can see fish in the sea.
- Sardine is a _____ of fish.
- The village is a quiet _____. You don't hear much noise there.
- There are many kinds of fish in the _____.
- Amal's father bought a new car. It is expensive, but it is a _____ car. Everybody likes it.
- People like to walk _____ the trees in spring.
- Don't sit _____. It is a dirty place.
Go and sit _____, under that tree.

scuba diving

fantastic
glass boat
aquarium
among
kind

place
here
there

B. Read the dialogue in exercise A and write two sentences about what you would like to see, and two sentences about what you would like to do in Aqaba .

- I'd like to see the aquarium.
- _____.
- _____.
- I'd like to play on the beach.
- _____.
- _____.

C. Dictation: Copy the following sentence and prepare for dictation.

I enjoy swimming and playing on the beach in Aqaba.

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B. Read the dialogue in exercise A and write two sentences about what you would like to see, and two sentences about would like to do in Aqaba.

- I'd like to see the aquarium.
- I'd like to see the palms tree.
- I'd like to see the beach.
- I'd like to play on the beach.
- I'd like to walk among the palm trees.
- I'd like to go on sea trip.

C. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

Reading and writing

A. Fill the blank spaces with the right form of verb.

- scuba diving is a water sport.
- When you are in a glass boat you can see fish in the sea.
- Sardine is a kind of fish.
- The village is a quiet place. You don't hear much noise there.
- There are many kinds of fish in the aquarium.
- Amal's father bought a new car. It is expensive, but it is a fantastic car. Everybody likes it.
- People like to walk among the trees in spring.
- Don't sit here. It is a dirty place.
Go and sit there, under that tree.

LESSON 2

Objectives

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

- Learn more about scuba diving.

New language

Coral reefs, Scuba tank, Goggles, Shell, Guide, Mars, Show, Breathe, Back.

Bring to the class

- The tape
- Flashcards (Coral reefs, scuba tank, goggles, shell, guide, mars, show, breathe, back).
- Ask each student to bring English to English dictionary.

Warm-Up

- Review the vocabulary of the previous lesson, say one word and ask the student to say its definition.

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 repeat each word several times.

(B) Introduce the lesson.

- Read the lesson loudly, and ask the students to identify the new words and underline them.
- Read the lesson one more time and ask students to underline the verbs they recognize, ask them to use red pen for present verbs and green for past verbs.

LESSON 2

A. Listen and read

Sameer Goes Scuba-diving

Our trip to Aqaba was wonderful. When we arrived there, I wanted to scuba-dive with my father. I was afraid at first. Before we started, the guide showed us how to breathe under water. When I put the scuba-tank on my back and the goggles on my eyes, I looked like a boy from Mars. Diving wasn't difficult. I dived around the coral reefs. They were fantastic. I saw many kinds of fish among the coral reefs. They were fantastic, too. I found a shell and carried it back with me. It was a very beautiful shell. Now I keep it in my room. Scuba-diving is a fantastic sport. I enjoyed it a lot.

B. Learn these words.



scuba-tank



goggles



coral reefs



Mars



back



shell

breathe: to take in air into the lungs
When I sleep, I breathe through my nose.

74 show: to make something seen
Show me your picture, please.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines.)

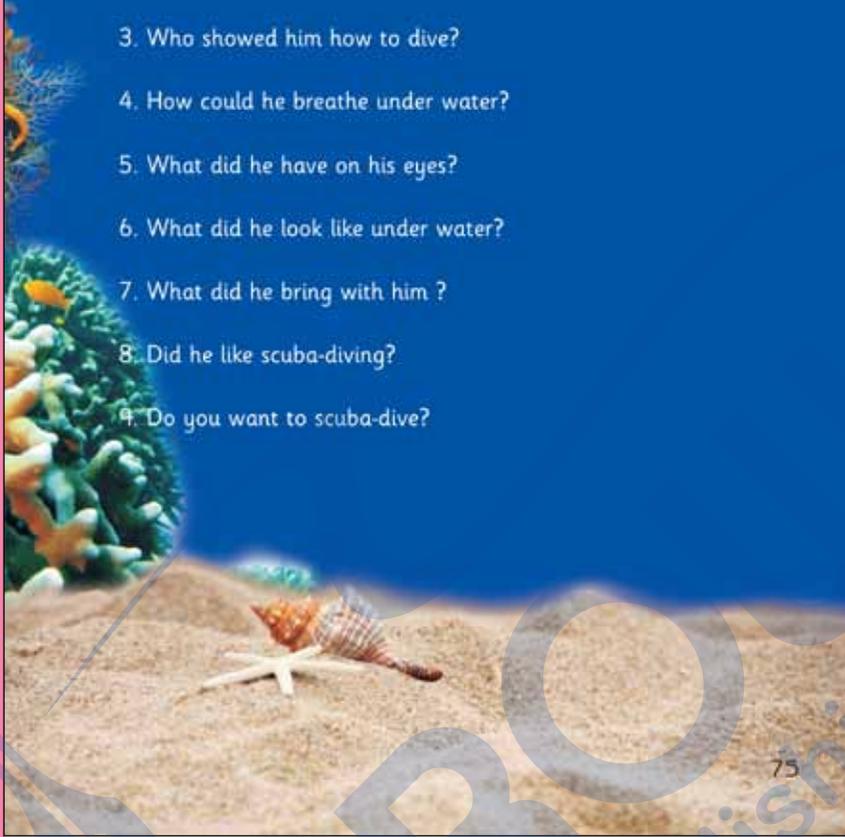
B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.
- Ask the students to look up the definitions using dictionary, then ask them to memorize the definitions for these words.

C. Listen and point to the pictures in exercise B.

D. Read the text in exercise A, then answer the following questions.

1. What did Sameer want to do?
2. Who was with him?
3. Who showed him how to dive?
4. How could he breathe under water?
5. What did he have on his eyes?
6. What did he look like under water?
7. What did he bring with him?
8. Did he like scuba-diving?
9. Do you want to scuba-dive?



C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the students to point to the proper picture in B.

D. Read the text in exercise A and then answer the following questions.

- Ask the students to answer the questions on page 71 as the following.
 1. He wanted to scuba dive.
 2. His father was with him.
 3. The guide showed him how to dive.
 4. He breathed using the scuba tank.
 5. He has goggles on his eyes.
 6. He looked like a boy from mars.
 7. He brought coral reefs with him.
 8. Yes he liked scuba diving.
 9. Yes I do.

READING AND WRITING

A. Fill in the blank spaces and answer the questions .

Example:

1. Look at it. What is it ?
- It is a scuba tank.
2. Look at _____. What are ____ ?
- _____ are goggles.
3. Look at _____. Who is ____ ?
- _____ is the guide.
4. Look at _____. Who is ____ ?
- _____ is Sameer's mother.
5. Look at _____. What is ____ ?
- _____ is Mars.
6. Look at _____. Who am ____ ?
- _____ are Basim.
7. Look at _____. Who are they ?
- _____ are my father and my mother.

B. What does the underlined pronoun refer to?

Example:

1. Ali is my friend. I showed him how to do the exercise.
him refers to Ali. I showed Ali how to do the exercise.
2. Saleem brought a shell. He kept it in his room.

3. Sameer said, "The guide showed me how to dive".

4. There were many kinds of fish in the water. I saw them
swimming among the reefs _____.

Reading and writing

A. Fill the blank spaces and answer the questions .

2. Look at them . What are these ?
- They are goggles.
3. Look at him . Who is he ?
- He is the guide.
4. Look at her . Who is she ?
- She is Sameer's mother.
5. Look at it . What is it ?
- It is Mars.
6. Look at me . Who am I ?
- I am are Basim.
7. Look at them . Who are they ?
- They are my father and my mother.

B. What does the underline pronoun refer to?

2. He: refers to Saleem.
3. Me: refers to Sameer.
4. Them: refers to fish.



C. Listening

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

We went to Latakia in Syria during the summer holiday. We went by bus. It was a long journey. It took six hours to arrive there.

We stayed in a nice hotel for three days. There was a nice restaurant in the hotel. Their food was delicious.

My brother and I had a lot of fun. We scuba dived in the clear water near the beach and played badminton on the sand.

We swam every day and had a lot of fun. We enjoyed our journey very much.



Put a tick (✓) if the sentence is true and (✗) if the sentence is false. Correct wrong sentences.

1. We went to Latakia by train. ()
2. The journey to Latakia was short. ()
3. We arrived in Latakia after six hours. ()
4. We stayed in a hotel. ()
5. My mother cooked for us in the hotel. ()
6. We came back home after two days. ()
7. The water in the sea was clear. ()
8. We couldn't swim in the sea. ()
9. It was a nice journey. ()

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C. Listening.

Play the audio and have students listen to the text then answer the questions that follow.

1. We went to Latakia by train. (✓)
2. The journey to Latakia was short. (✗)
3. We arrived in Latakia after six hours. (✓)
4. We stayed in a hotel. (✓)
5. My mother cooked for us in the hotel. (✗)
6. We came back home after two days. (✗)
7. The water in the sea was clear. (✓)
8. We couldn't swim in the sea. (✗)
9. It was a nice journey. (✓)

D. Lets sing

- Play the song and have students sing along.

D. Let's sing 

I see you and you see me
We see two little birds,
Singing happily in the tree.
We see them, they can't see us,
We are hiding in the bush.



2 REVISION

Revision (2)

1. Read the following dialogue, then answer the questions that follow.



Are you going on holiday this summer?



Yes, we are. We are going to Syria.



But you went to Syria last year.



That's right. Last summer we went to the beach. This summer we are going to stay in Damascus.



Are there beautiful things in Damascus?



Yes, there are. My father says there are many beautiful places in Damascus. There are beautiful old mosques. There are many theatres and museums. There are wonderful parks. Don't forget Al Hamidiya market. We can go shopping there.



a. Answer the following questions.

1. Where are Sami's family going this summer holiday?
2. What are they going to see in Damascus?

b. Act out the dialogue.

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2

Revision

Objectives

- In this lesson students will review the new words and phrases that we have learned in the previous lessons.

OPEN BOOK

1. Read the following dialogue then answer the questions that follow.

- Read the dialogue and ask the students to answer the two questions
1. They are going to Syria.
 2. They are going to mosque, the parks and al Hamidiya market.
- Act out the dialogue.
 - Ask two students to come to the front and act out the dialogue.

2. Ask three questions about each statement.

- Write short answers to your questions.

Sami went on a trip to Jarash at the weekend.

a. Where did Sami go?

To Jarash.

b. When did Sami go to Jarash?

At the weekend.

c. What did Sami do at the weekend?

He went to Jarash.

2. Ask three questions about each statement.

Write short answers to your questions.

Sameer took a photo of us at the museum yesterday.

a. What did Sameer do at the museum?

- He took a photo.

b. Where did he take a photo?

- At the museum.

c. When did he take a photo?

- Yesterday.

Sami went on a trip to Jarash at the weekend.

a. _____ ?

b. _____ ?

c. _____ ?

3. Read silently, then answer the questions below.

Last week, we went on a picnic to Zai. We got up early in the morning, packed our picnic things and put them in the car boot. First, we drove to Sweileh and bought meat for the picnic. The trip to Zai took half an hour. We arrived at Zai at ten o'clock in the morning. We sat under a big tree. We were very excited. How wonderful the flowers and trees around us were!

The grass was like a carpet with green, yellow, white, pink and red colours. We played badminton. The shuttlecock landed in a tree, and we couldn't climb the tree to get it. But we had a spare one. We stayed there for five hours and drove back home at five pm. We enjoyed the trip very much. It was great fun.



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3. read silently then answer the questions below.

1. Packed/ car boot.
2. Meat.
3. Big tree.
4. Flowers and trees.
5. Badminton.
6. Landed.
7. Took.
8. Enjoyed.

1. They **packed** their picnic things and put them in the **car boot**.
2. They bought **meat** in Sweileh.
3. They sat under a **big tree**.
4. There were wonderful **flowers and trees** around them.
5. They played **badminton**.
6. The shuttlecock **landed** in a tree.
7. They **took** some photos.
8. They stayed there **for five** hours.
9. They **enjoyed** the trip very much.

Fill in the blanks in the following sentences.

1. They _____ their picnic things and put them in the _____.
2. They bought _____ in Sweileh.
3. They sat under a _____.
4. There were wonderful _____ around them.
5. They played _____.
6. The shuttlecock _____ in a tree.
7. They _____ some photos.
8. They stayed there _____ hours.
9. They _____ the trip very much.

4. Listen to the text below. Then answer the questions that follow.



Good morning. This is the weather report for today. It is rainy and cold in Irbid and the temperature is ten degrees.

It is sunny and warm in the Jordan Valley, and the temperature is twenty degrees.

Aqaba will enjoy warm, sunny weather, with a temperature of twenty-five degrees.

It is windy and dusty in the desert and the temperature is thirty degrees.

In Amman, it is cloudy and the temperature is fifteen degrees.

Complete the following sentences. What was the weather like?

1. In Irbid it was _____. The temperature was _____.
2. In the Jordan Valley it was _____. The temperature was _____.
3. In Aqaba it was _____. The temperature was _____.
4. In the desert it was _____. The temperature was _____.
5. In Amman it was _____. The temperature was _____.

Now look at the text to check your answers.

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4. Listen to the text below. Then answer the questions that follow.

1. In Irbid it was rainy and cold. The temperature was ten degrees.
2. In the Jordan Valley it was sunny and warm. The temperature was twenty degrees.
3. In Aqaba it was sunny. The temperature was twenty five.
4. In the desert it was windy and dusty. The temperature was thirty.
5. In Amman it was cloudy. The temperature was fifteen degrees.

5. Fill in the blank spaces in the following sentences as in the example.

2. I always see a policeman at the crossroads.

Yesterday I Didn't see a policeman.

I saw a policewoman.

3. We usually go to Jarash for a picnic.

Last week we Didn't go to Jarash.

We went to Zai.

4. We often eat cheese for breakfast.

Yesterday we Didn't eat cheese.

We eat olives.

5. I always buy chocolate at the supermarket.

Yesterday I didn't buy chocolate.

I bought ice-cream.

6. Ali usually comes to school at eight o'clock.

Last Sunday he Didn't come at eight.

He came at seven.

5. Fill in the blank spaces in the following sentences as in the example.

1. I usually go to school by car,

Yesterday I didn't go to school by car. I went by bus

2. I always see a policeman at the crossroads.

Yesterday I _____ a policeman.

I _____ a policewoman.

3. We usually go to Jarash for a picnic.

Last week we _____ to Jarash.

We _____ to Zai.

4. We often eat cheese for breakfast.

Yesterday we _____ cheese.

We _____ olives.

5. I always buy chocolate at the supermarket.

Yesterday I _____ buy chocolate.

I _____ ice-cream.

6. Ali usually comes to school at eight o'clock.

Last Sunday he _____ at eight.

He _____ at seven.

6. Make suggestions for the people speaking using "Why don't you" or "How about".

1. I have got a toothache.

- Why don't you go to the dentist? (go)



2. I am very tired.

_____ ? (rest).



3. We want to go shopping at a big mall.

_____ to Amman Mall? (go)



4. We want a nice hotel in Amman.

_____ at Roses Hotel (stay)



5. I can't do these sums.

_____ (ask)



6. It is very cold today.

_____ ? (wear a jumper)



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6. Make suggestions for the people speaking using "why don't you" or "How about".

2. I am very tired.

Why don't you take a rest ? (rest).

3. We want to go shopping at a big mall.

How about going to Amman Mall? (go)

4. We want a nice hotel in Amman.

Why don't you stay at Roses Hotel (stay)

5. I can't do these sums.

Why don't you ask the teacher? (ask)

6. It is very cold today.

Why don't you wear a jumper? (wear a jumper)

9 Pet Animals

LESSON 1

Objectives

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

- Identify some pets.

New language

Pet, Hoopoe, Lovebird, Cage, Wing, Crest, Wild, Colourful, Striped, Spotted, Interesting, Friendly, Cheerful, Active.

Bring to the class

- The tape
- Flashcards Pet, hoopoe, lovebird, cage, wing, crest, wild, colourful, striped, spotted, interesting, friendly, cheerful, active).
- Ask each student to bring English to English dictionary.

Warm-Up

- Ask the students to make suggestions for you using "why don't you" or "How about"
T: I am very tired
S: what about taking some rest.

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 repeat each word several times.

(B) Introduce the dialogue.

- Ask two students to come to the

Pet Animals

LESSON 1

A. Listen and follow.

Amal Wants a Pet

I want a pet on my birthday, Dad.

What would you like to have?

I'd like to have a hoopoe. It has colourful wings and has a beautiful crest. I saw it when we went to Ajloun last week.

The hoopoe is a wild bird. It can't live in a cage. How about a fish? Some fish are colourful and beautiful. You may have a striped fish or a spotted fish.

Fish are not interesting to me.

How about a lovebird. It is colourful, cheerful and active. It is also a friendly bird. It likes people. It could become your good friend.

O.K, Dad. A lovebird is a good pet for me.

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- pet, hoopoe, lovebird, cage, wing, crest
- wild, colourful, striped, spotted.
- interesting, friendly, cheerful, active



front and act out the dialogue. Say both parts, repeat three times and have students identify words they hear.

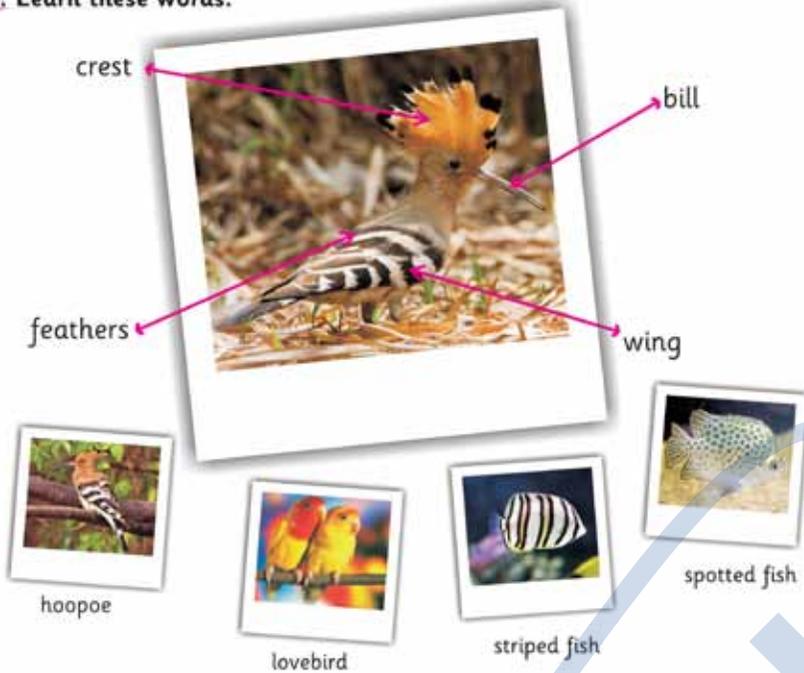
- Divide the class into two groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines.

B. Learn these words.



active: to move a lot
An active boy is not lazy. He likes to do things.

cheerful: to be happy and in a good mood
A cheerful girl is always smiling.

friendly: to be kind, helpful, and behave as a friend
The neighbors are very friendly. They always say hello to us.

interesting: when something or someone is enjoyable or holds your interest
The painting was interesting. I couldn't stop looking at it.

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B. Learn these words.

- Have students look at page 87 and explain to them each part of the hoopoe.
- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.
- Ask the students to look up the definitions using dictionary, then ask them to memorize the definitions for these words.

C. Listen and point to the words in exercise B.

- Say one word at a time and then ask the students to point to the proper picture in B.

D. Read the text in exercise A and then answer the following questions.

- Ask the students to answer the questions on page 88 as the following.
 1. Amal wants a pet on her birthday.
 2. Hoopoe has colorful wings and has a beautiful crest.
 3. No she can't.
 4. She can have striped fish or spotted fish.
 5. It is colorful, cheerful and active.
 6. No.
 7. I'd like to have a goldfish.

E. Act out the dialogue in exercise A.

- Ask two students to come to the front and act out the dialogue.

F. Ask and answer questions.

1. Cat: it is a small pet animal. It likes sleeping
2. Giraffe: it is a wild animal. It has a long neck.
3. Zebra: it is striped animal. It likes eating grass.
4. Monkey: it is a cheerful animal, it has a long tail.
5. Canary: it is a small bird, it is active and colorful.
6. Lion: it is a strong wild animal. It has a brown hair
7. Friend: he is tall. And has a short hair.

C. Listen and point to the words in exercise B.

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

1. What does Amal want?
2. What is a hoopoe like?
3. Can Amal have a pet hoopoe?
4. What kind of fish can Amal have?
5. What is a lovebird like?
6. Have you got a pet?
7. What would you like to have?

E. Act out the dialogue in exercise A.

F. Ask and answer questions.

Use words from the list. Give at least one sentence about its appearance and at least one sentence about character.

1. What is a cat like?
- It is a small pet animal. It likes sleeping.
2. What is a giraffe like?
(spotted, neck, eating, wild).
3. What is a zebra like?
(wild, striped, grass).
4. What is a monkey like?
(tail, long, cheerful).
5. What is a lion like?
(wild, strong, brown).
6. What is a canary like?
(small, pet, colourful, active).
7. What is your friend like?
(tall/short, hair, friendly, cheerful, active).

READING AND WRITING

A. Complete the following sentences with words from the list.

wild, pet, colourful, cheerful, friendly, spotted, striped, cage

1. A hoopoe has got _____ wings.
2. I don't like _____ shirts. They make me look like a zebra.
3. I like to wear plain pants. I don't like _____ pants.
4. Teachers usually like _____ students. They are always ready to help.
6. My friend is a _____ girl. She always looks happy.
7. A lovebird can be a _____, but a hoopoe is a _____ bird. It can't live in a _____.

B. Classify the following animals into pets, wild, and /or farm animals.

cat, cow, hoopoe, rabbit, lion, horse, canary, tiger sheep, bog, camel, lovebird, monkey

Pets _____

Farm Animals _____

Wild Animals _____

C. Form sentences from the following groups of words.

1. bird / the hoopoe / colourful / is / a

2. like / and / cheerful / teachers / active / students /

3. like / we / girls / friendly /

D. Dictation: Copy the following sentence and prepare for dictation.

I'd like to have a lovebird. It is an active and cheerful pet.

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B. Classify the following animals into pets, wild, and or farm animals.

Pets cat/ dog/ canary/ lovebird

Farm Animals cow/ horse/ sheep/ rabbit

Wild Animals lion/ monkey/ camel/ hoopoe/ tiger

C. Form sentences from the following groups of words.

1. The hoopoe is a colorful bird.

2. Teachers like active and cheerful students.

3. We like friendly girls.

D. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

Reading and writing

A. Complete the following sentences with words from the list.

1. A hoopoe has got colorful wings.
2. I don't like Striped shirts. They make me look like a zebra.
3. I like to wear plain pants. I don't like Spotted pants.
4. Teachers usually like friendly students. They are always ready to help.
6. My friend is a cheerful girl. She always looks happy.
7. A lovebird can be a pet, but a hoopoe is a wild bird. It can't live in a cage.

LESSON 2

Objectives

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

- Do Comparison of adjectives.

New language

Veranda, Better, Feather, Bill.

Bring to the class

- The tape
- Flashcards (Veranda, better, feather, bill, cheap, cheaper, friendly, friendlier, clever, more clever).
- Ask each student to bring English to English dictionary.

Warm-Up

- Conduct a quick drill, Teacher asks students what is (animal) like? Student should answer:
It is (small/big/active).
It likes (sleeping, eating).

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 repeat each word several times.

(B) Introduce the sentence.

- Explain to the students that the er form of objectives is used to compare two objects and is often followed by *than*.

Cheap Cheaper
Small Smaller
Tall Taller

LESSON 2

A. Listen and read.

Lovebirds and Cats.

- Amal: Come to the veranda. I want to show you my new pet.
- Dana: Oh! How wonderful it is! What is it?
- Amal: It's a lovebird.
- Dana: Is it cheap?
- Amal: Yes, it's cheaper than a cat or a rabbit.
- Dana: Isn't a cat better than a lovebird?
- Amal: Not at all. A lovebird is more active than a cat. A cat likes sleeping, but a lovebird likes jumping and playing all day.
- Dana: Can it be a good friend to you?
- Amal: A lovebird is friendlier and more social than a cat. When it sees me, it starts jumping and moving its wings up and down.
- Dana: Is it as clever as a cat?
- Amal: I think it is more clever than a cat. It can do many things.
- Dana: How often do you clean it?
- Amal: I don't clean it. It cleans its feathers with its bill daily.
- Dana: Now, I'd like to have a lovebird. It's more interesting than a cat.

- Comparison of adjectives. Which is (bigger)...?
- veranda, better, feathers, bill.



- In some adjective we have to change the whole word to form a comparison such as:

Good Better
Bad Worse

- The long adjectives we have to add more to form the comparison such as:

Expensive More expensive
Beautiful More beautiful
Active More active

(C) Introduce the question form.

- Show the students two different sized objects, and point to one of them and ask:
Which (pen/book/bag) is smaller /cheaper /taller?
Have the student repeat the question only in a series of three times: which is taller, a pen or a bag? Which is

B. Read the dialogue and answer the following questions.

1. Where does Amal keep her lovebird?
2. Which is cheaper, a lovebird or a cat?
3. Which is more active, a lovebird or a cat?
4. What does a cat usually do?
5. How does the lovebird show its love to Amal?
6. Which is more clever, a lovebird or a cat?
7. What does Dana want to buy?

C. Act out the dialogue in exercise A.

D. Learn these words.



E. Listen and point to the words in exercise D.

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taller, a pen or a bag? Which is taller a pen or a bag?

- Ask two students to come to the front and ask who is taller/younger/shorter (name) or (name)? Explain to the students the use of (which is and who is)?

(D) Introduce the dialogue.

- Ask two students to come to the front and act out the dialogue. Say both parts, repeat three times and have students identify words they hear.
- Divide the class into two groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Listen and read.

- Play the audio and ask the students to identify words

they recognize.

- Ask each student to read part of the text. (Ask each student to read couple lines.

B. Read the dialogue and then answer the following questions.

- Ask the students to answer the questions on page 88 as the following.

1. In the veranda.
2. The lovebird is cheaper.
3. The lovebird is more active than a cat.
4. Sleeping.
5. When it sees Amal it starts jumping and moving its wings up and down.
6. Lovebird is more clever than a cat.
7. A lovebird.

C. Act out the dialogue in exercise A.

- Ask two students to come to the front and act out the dialogue.

D. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.

E. Listen and point to the words in exercise D.

- Say one word at a time and then ask the student to point to the proper picture in B.

F. Ask and answer questions about the pictures as in the examples. You can use the words in the list.

3. Which is newer Salim's car or Karam's car?

Salim's car is newer than Karam's car.

4. Who is fatter Jumanah or Lila?

Jumanah is fatter than Lila.

5. Who is younger Karam or Kareem?

Kareem is younger than Karam.

6. Who is taller Saleem or Rasheed?

Rasheed is taller than Saleem.

7. Which is cheaper the cucumbers or the apples?

The Cucumber is cheaper than the apples.

8. Which is bigger the rabbit or the camel?

The Camel is bigger than the rabbit.

9. Which is more interesting Math or English?

English is more interesting than Math.

10. Which is more beautiful Nuha's car or Rawan's car?

Nuha's car is more beautiful than Rawan's car.

F. Ask and answer questions about the pictures as in the examples. You can use the words in the list.

1. Which is more frightening, a snake or a dog?

- A snake is more frightening than a dog.



2. Who is taller, Ali or Ahmed?

- Ali is taller than Ahmed.



beautiful, ugly, tall, short, new, old, interesting, boring, young, old, thin, fat, heavy, light, young, boring, noisy, quiet, clean, dirty.



3. Salim's car



Karam's car



4. Jumanah



Laila



5. Karam



Kareem



6. Saleem



Rasheed



7. cucumbers



apples



8. a rabbit



a camel



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English



10. Nuha's car



Rawan's car

READING AND WRITING

A. Form sentences using words from the list in exercise F.

Example:

1. The feathers of a hoopoe are more colourful than the feathers of a hen.
2. A monkey is _____ a cow.
3. A camel's tail is _____ a lion's tail.
4. A tiger is _____ a fox.
5. Football is _____ than volleyball.
6. A giraffe is _____ than a lion.
7. A lion is _____ a rabbit.
8. Dogs are _____ than cats.

B. Write four sentences comparing lions with monkeys.

You can use adjectives listed in previous exercises.

1. _____
2. _____
3. _____
4. _____

C. Dictation: Copy the following sentences, then prepare for dictation.

Which is a better pet, a lovebird or a cat?

A lovebird is better than a cat.

B. Write four sentences comparing lions with monkeys.

You can use adjectives listed in previous exercise.

1. A lion is faster than a monkey.
2. A monkey is more interesting than a lion.
3. A lion is bigger than a monkey.
4. A monkey is more clever than lions.

C. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

Reading and writing

A. Form sentence using words from the list in F.

2. A monkey is more interesting than a cow.
3. A camel's tail is longer than a lion's tail.
4. A tiger is faster than a fox.
5. Football is more interesting than volleyball.
6. A giraffe is taller than a lion.
7. A lion is faster a rabbit.
8. Dogs are more interesting than cats.

D. Listening

• Play the song and ask students to listen and fill in the blanks.

1. snake 2. rabbite 3. a hoopoe
4. a lovebird 5. cat 6. canary

D. Listening

Listen and write the letter.

a hoopoe a	a lovebird b	a canary c
a cat d	a rabbit e	a snake f

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

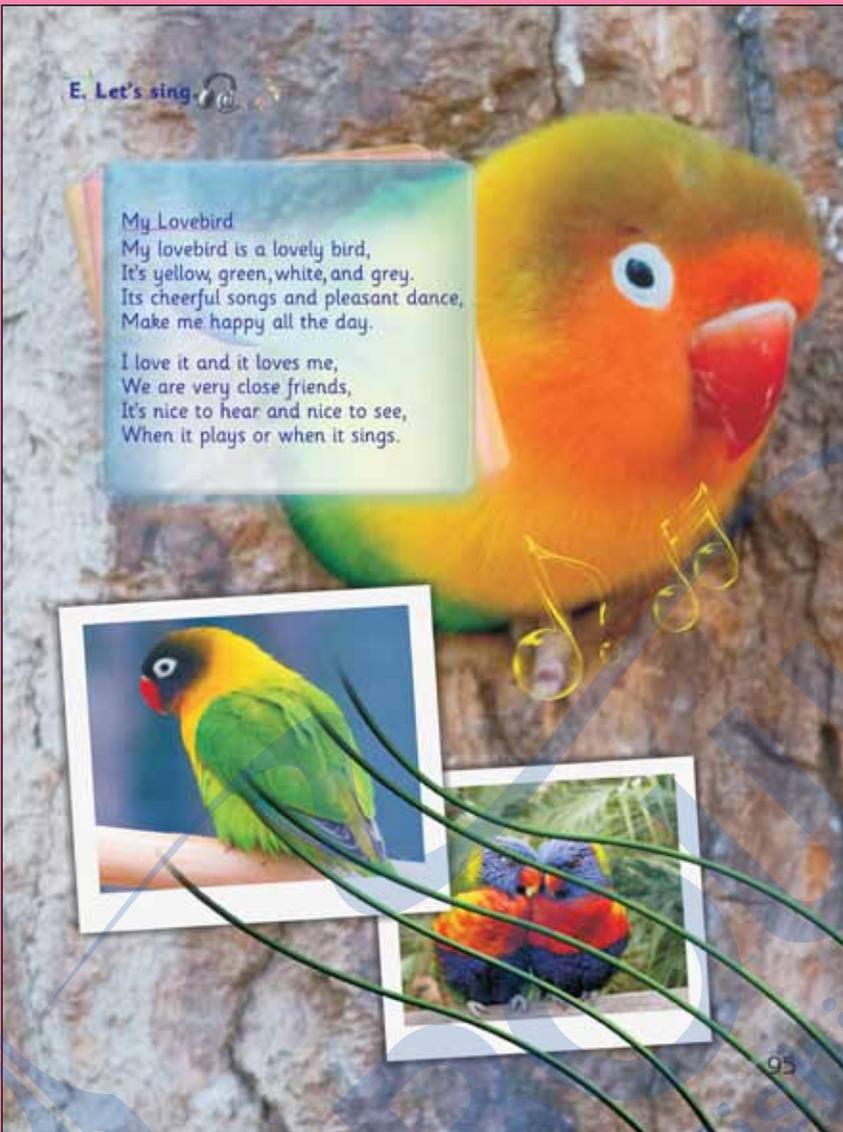
1. It is more frightening than a dog.
It's long and thin.
2. It's faster than a cat or a dog.
It's a quiet animal.
3. It has got a crest.
It is more colourful than a lovebird.
4. It is bigger than a canary, but smaller than a hoopoe.
It is active and cheerful.
5. It's smaller than a dog.
It looks like a tiger.
6. It is friendlier than a cat.
It is a cheerful animal.

E. Let's sing 

My Lovebird

My lovebird is a lovely bird,
It's yellow, green, white, and grey.
Its cheerful songs and pleasant dance,
Make me happy all the day.

I love it and it loves me,
We are very close friends,
It's nice to hear and nice to see,
When it plays or when it sings.



E. Lets sing.

- Play the song and have students listen.
- Play the song again and have them sing along.

10 The Biggest and The Best

LESSON 1

Objectives

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

- Compare between more than two objects.

New language

The world, Country, Cave, Pleasant, Inside, Outside, Fascinating.

Bring to the class

- The tape
- Flashcards (The world, country, cave, pleasant, inside, outside, fascinating).
- Picture cards (3 different sized balls/bottles/boxes).

Warm-Up

- Review the comparison of two objects.
- Ask the students: which is *bigger/smaller* (object) or (object)?
Students answer: (object) is *bigger/smaller* than (object).

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 repeat each word several times.

(B) Introduce the sentence pattern.

- Place three balls (small, medium, and large) on a table, or draw three circles (using colored chalk)

10

The Biggest and the Best

LESSON 1

A. Listen and follow.

Basim's Visit to Lebanon

Basim: Where did you go last summer holiday?

Tom: We went to Lebanon.

Basim: How exciting! Did you have a good time?

Tom: It was wonderful. I think Lebanon is the most exciting Arab country.

Basim: Are there interesting places in Lebanon?

Tom: There are many interesting places. There is Beirut. Its beach is one of the most fascinating beaches in the world.

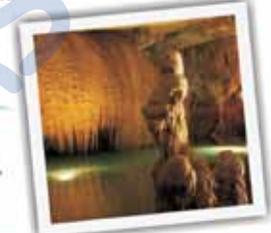
Basim: Did you have a good time there?

Tom: We had the best time! We visited Jejeta cave. It's the most wonderful place in Lebanon. We went on a boat trip inside the cave. It was a fascinating trip.

Basim: What was the weather like?

Tom: Beirut was the hottest and wettest city. We enjoyed swimming in the hot weather. We enjoyed the most pleasant weather at the cities on the mountains.

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on the board.

- Point to the medium sized ball and then the smaller ball and say the (red) ball is bigger than the green ball. Students repeat. Then point to the largest ball and model the new pattern the yellow ball is the biggest. Have students repeat the sentence several times. Point to each ball once more and focus on the adjectives form:
T: big, bigger. The biggest.
Students repeat. Then do the same for small, smaller, smallest.
- Show students several groups of three objects (bottles/boxes/bags) or draw groups of three objects on the board. Point to either the largest to the smallest object and have students make appropriate sentence.

B. Learn these words.



the world



country



cave



dangerous



more dangerous



the most dangerous

- have a good time:** to enjoy yourself for a period of time
The teacher wants us to have a good time at the match.
- exciting:** when something or someone makes your feel very happy
The fireworks were so exciting!
- fascinating:** when something is very, very interesting
It's fascinating to learn about my country's history.
- pleasant:** very nice
The weather last night was pleasant. Not hot and not cold.
- inside:** the inner part of something
When it rains, our mom makes us stay inside the house.
- outside:** the outer part of something
When it is sunny, our mom lets us play outside the house.

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BOOKS OPEN

A. Listen and follow.

- Play the audio and ask the students to identify words they recognize.
- Ask each student to read part of the text. (Ask each student to read couple lines. Then ask them to identify the comparative adjectives in the sentence they read.)

B. Learn these words.

- Say one word at a time and then ask the students to point to the proper picture in B.
- Read the words again and ask the students to repeat after you.
- Ask students to memorize the definitions for the new words.

- Explain to the students that we add *er* to compare two adjectives and is often followed by *than*. The superlative-est form is used to compare at least three objects and generally follows the: the yellow ball is the biggest (of the group of balls).

Small	Smaller	The smallest
Big	Bigger	The biggest
Large	Larger	The largest

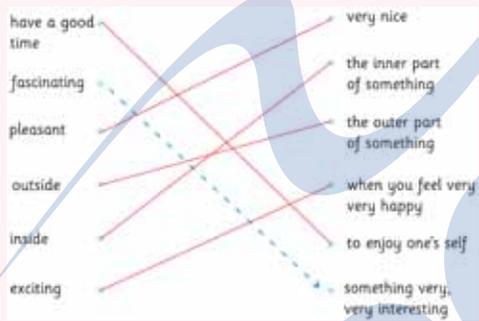
(C) Introduce the dialogue.

- Ask two students to come to the front and act out the dialogue. Say both parts, repeat three times and have students identify words they hear.
- Divide the class into two groups and practice the entire dialogue. Revise role.

C. Read the text, then say if each of the following sentences is true or false. Correct wrong sentences.

1. True.
2. True.
3. True.
4. False (they visited jeita).
5. False, It is cave.
6. False, by boat.
7. True.

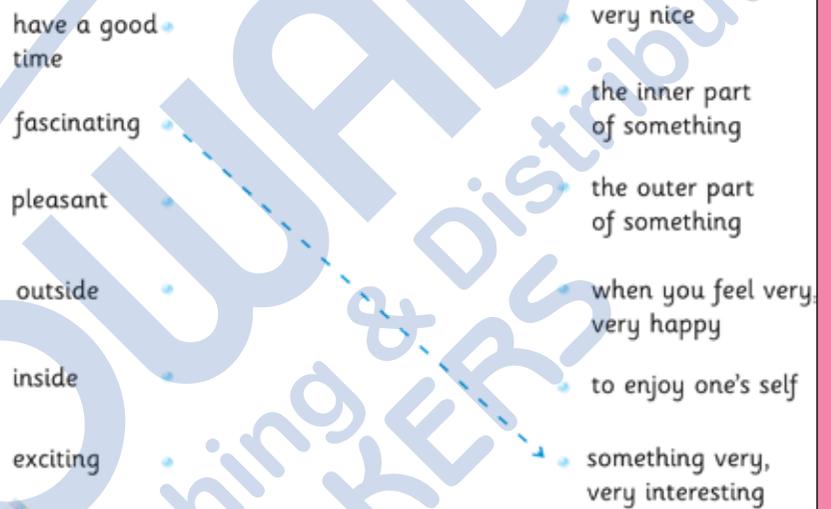
D. Draw a line between the word and its meaning.



C. Read the text, then say if each of the following sentences is true or false. Correct wrong sentences.

1. They went to Lebanon last summer.
2. They enjoyed their journey to Lebanon.
3. Lebanon is a wonderful city.
4. It was hot and they couldn't visit Jejeta.
5. Jejeta is a fascinating country.
6. They went inside the cave by car.
7. The weather was pleasant on the mountains outside Beirut.

D. Draw a line between the word and its meaning



E. Ask and answer about the pictures as in the example using the words in the list.

heavy/ light/ young/ old/ thin/ fat/ noisy/ quiet/ beautiful/ ugly/
interesting/ boring/ tall/ short/ old/ new/ clean/ dirty.

1. Who is taller, Salam or Samar?

- Samar is taller than Salam.

Who is the tallest girl?

- Samia is the tallest girl.



2. Which is more interesting, volleyball or table tennis?

- Volleyball is more interesting than tennis.

Which is the most interesting game?

- Football is the most interesting game.



E. Ask and answer about the picture as in the example using the words in the list.

1. Which is heavier the bag or the table?

The sofa is heavier than the table.

2. Which is the heaviest object?

The sofa is the heaviest.

3. Who is younger Lila or sameera?

Sameera is younger than Lila.

4. Who is the youngest girl?

Salma is the youngest girl.

5. Who is fatter Kamal or Samir?

Samir is fatter than Kamal.

6. Who is the fattest baby?

Jamal is the fattest baby.

7. Who is happier Salma or Zainab?

Salma is happier than Zainab.

8. Who is the happiest girl?

Salma is the happiest girl.

9. Which shoes is newer Kamal's or Samia's?

Samia's shoes is newer than Kamal's shoes.

10. Which are the newest shoes?

Ali's shoes is the newest shoes.

F. Act out the dialogue in exercise

A.

- Ask two students to come to the front and act the dialogue.

60 Kg



30 Kg



15 Kg



11 years
Lila



9 years
Sameera



7 years
Salma



Kamal



Samir



Jamal



Zainab



Salma



Zein



Kamal's shoes



Samia's shoes



Ali's shoes

F. Act out the dialogue in exercise A.

READING AND WRITING

A. Fill in the table with the correct form.

1. quiet	quieter	quietest
2. easy	easier	easiest
3. boring	more clever	the most boring
4. fascinating	_____	_____
5. _____	more clever	_____
6. frightening	_____	_____
7. _____	_____	the hottest
8. _____	better	_____
9. _____	_____	the most wonderful
10. dangerous	_____	_____

B. Complete the sentences. Use the comparative or superlative.

- Amman is _____ (big) city in Jordan.
- Zarka is _____ (large) Irbid.
- The Dead Sea is _____ (low) place in the world.
- The Jordan Valley is _____ (hot) place in Jordan.
- Petra is one of _____ (interesting) places in the world.
- A hoopoe is _____ (colourful) a lovebird.
- The monkey is _____ (cheerful) than a camel.
- The lion is _____ (dangerous) animal.

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B. Complete the sentences. Use the comparative or superlative .

- Amman is the biggest (big) city in Jordan.
- Zarka is larger than (large) Irbid.
- The Dead Sea is the lowest (low) place in the world.
- The Jordan Valley is the hottest (hot) place in Jordan.
- Petra is one of the most interesting (interesting) places in the world.
- A hoopoe is the most colourful (colourful) a lovebird.
- The monkey is more cheerful (cheerful) than a camel.
- The lion is the most dangerous (dangerous) animal.

Reading and writing

A. Fill in the table with the correct form.

1. quiet	quieter	quietest
2. easy	easier	easiest
3. boring	more clever	the most boring
4. fascinating	<u>more facinating</u>	<u>the most facinating</u>
5. <u>clever</u>	more clever	<u>the most clever</u>
6. frightening	<u>more frightening</u>	<u>the most frightening</u>
7. <u>hot</u>	<u>hotter</u>	the hottest
8. <u>good</u>	better	<u>the best</u>
9. <u>wonderful</u>	<u>more wonderful</u>	the most wonderful
10. dangerous	<u>more dangerous</u>	<u>the most dangerous</u>

C. Write sentences about places in Jordan as in the example.

1. The largest city in Jordan is Amman.
2. The cheapest fruit in Jordan is grape.
3. The most expensive sandwich in Jordan is the hamburger.
4. The most beautiful place in Jordan is Jarash.
5. The coldest month In Jordan is January.

D. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

C. Write sentences about places in Jordan as in the example.

1. (large city) The largest city in Jordan is Amman.
2. (cheap fruit) _____
3. (expensive sandwich) _____
4. (beautiful place) _____
5. (cold month) _____

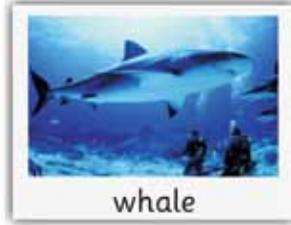
D. Dictation: Read the following sentence, copy, and prepare for dictation.

- The Dead Sea is the lowest place in the world.
- Petra is one of the most fascinating places in the world.
- _____
- _____
- _____
- _____

A. Learn these words.



shark



whale



insect



funny



falcon



snail



slow animal



fast animal

B. Listen and point to the words in exercise A.

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Objectives

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

- Compare between more than two objects.

New language

Shark, Whale, Insect, Funny, Falcon, Snail, Slow animal, Fast animal.

Bring to the class

- The tape.
- Flashcards (Shark, Whale, Insect, Funny, Falcon, Snail, Slow animal, fast animal).

LESSON 2

Warm-Up

- Review the comparison for more than two objects, ask the students: which is *the biggest/ most beautiful* (object)? Students answer: (object) is *the biggest/ the most beautiful* (object).

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 repeat each word several times.

(B) *Introduce the sentence pattern.*

- Ask three students to come to the front and act out the dialogue. Say both parts, repeat three times and have students identify words they hear.
- Divide the class into three groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.

B. Listen and point to the words in exercise A.

- Play the audio and ask the students to point to the word they hear.

C. Listen and read.

- Play the audio and ask the students to identify words they recognize.
- Play the audio again and have students repeat after each character.

C. Listen and read.

A School Contest: Think and Win

Teacher: What is the biggest animal in the sea, Ali?

Ali: The whale is the biggest animal

Teacher: Good, one point for Ali. What is the most dangerous animal in the sea, Sami?

Sami: The shark is the most dangerous fish.

Teacher: Good, one point for Sami. What is the fastest bird, Ali?

Ali: The lovebird is the fastest bird.

Teacher: Sorry. The falcon is faster than the lovebird. The falcon is the fastest. The lovebird is the most cheerful bird, not the fastest. What is the fastest animal, Sami?

Sami: The fastest animal is the cheetah.

Teacher: Right. One point for Sami. The score now is one point for Ali, two points for Sami. Now, it's Ali's turn. What is the slowest animal, Ali?

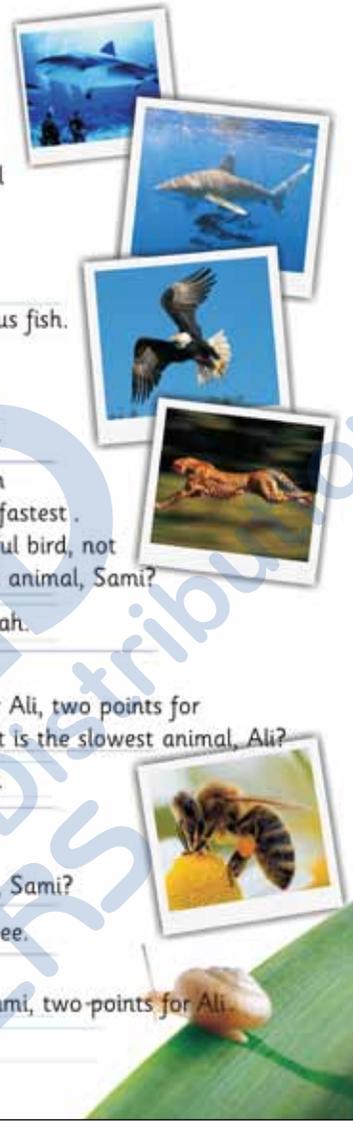
Ali: The slowest animal is the snail.

Teacher: Good, Ali. One point for Ali. Now, it's Sami's turn. What is the most clever insect, Sami?

Sami: The most clever insect is the bee.

Teacher: Good. One point for Sami. The score is, three points for Sami, two-points for Ali.

104 Sami: Hooray! I'm the winner.



READING AND WRITING

A. Read the text in exercise C, then complete sentences.

1. The _____ is the most dangerous fish in the sea.
2. The whale is _____ in the sea.
3. The _____ is the fastest bird.
4. The cheetah is _____.
5. The _____ is the slowest animal.
6. The _____ is the cleverest _____.

B. Write the answers to the following questions.

1. What is the tallest animal?
2. What is the heaviest animal?
3. What is the most cheerful animal?
4. What is the funniest animal you know?

1. _____
2. _____
3. _____
4. _____

C. Dictation: Copy the following sentence and prepare for dictation.

The rabbit and the deer are fast animals, but
the cheetah is the fastest of all animals.

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B. Write the answers to the following questions .

1. The whale is the tallest animal.
2. The elephant is the heaviest animal.
3. The lovebird is the most cheerful animal.
4. The monkey is the funniest animal.

C. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

Reading and writing

A. Read the text in exercise C, then complete sentences.

1. The shark is the most dangerous fish in the sea.
2. The whale is the biggest animal in the sea.
3. The lovebird is the fastest bird.
4. The cheetah is the fastest animal.
5. The snail is the slowest animal.
6. The bee is the cleverest insect.

D. Listening.

• Play the audio and have students listen to the text then answer the questions that follow.

1. False, she asked them about the Jordan.
2. True.
3. False, the score was two to Amal, and one to Dana.
4. False, Amal was the winner.

D. Listening

Listen to the teacher, then answer the questions.

In the school contest, the teacher asked Amal and Dana four questions each about Jordan. The questions were:

1. What is the lowest place in the world?
2. What is the warmest place in Jordan during winter?
3. What is the highest mountain in Jordan?
4. What is the most interesting place in Jordan?

Amal answered two questions correctly. Dana answered one question correctly.

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

1. The teacher asked Amal and Dana questions in the math lesson.
2. Amal got two points and Dana got one point.
3. The score was one point to Amal, two points to Dana.
4. The winner was Dana.

Can you answer the questions?

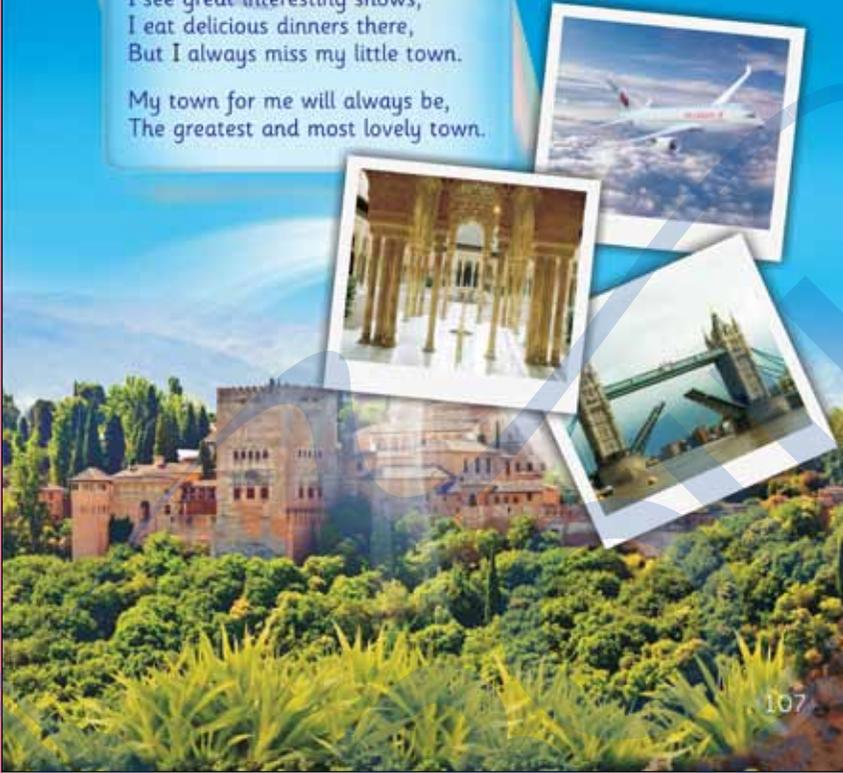


E. Let's sing 
My Town

I go on journeys every year,
To Britain, Canada and Spain.
I always have a good time there,
But the best place is my town.

I see great parks and great malls,
I see great interesting shows,
I eat delicious dinners there,
But I always miss my little town.

My town for me will always be,
The greatest and most lovely town.



E. Lets sing

- Play the song and have students listen.
- Play the song again and have them sing along.

11 Life in the Past

LESSON 1

Objectives

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

- Compare between different objects.
- Recognize verbs in the past tense.

New language

Same difference, Shed, Life, Stronger, Wall, Gate, Along, Outside, Inside, Through.

Bring to the class

- The tape
- Flashcards (same difference, shed, life, stronger, wall, gate, along, outside, inside, through).
- A poster for the picture in page 109.

Warm-Up

- Review the comparison between more than two objects.

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 repeat each word several times.

(B) Introduce the dialogue.

- Ask two students to come to the

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Life in the Past

LESSON 1

A. Listen and follow

My Grandpa's Life in the Past

Basima: Grandpa, tell us about your life when you were young.

Grandpa: I enjoyed my life when I was young, but my life in the past was different from my life in the present.

Basima: How was it different?

Grandpa: I lived in a village. Life in the village was not the same as life in the city.

Basima: Did you live in a flat or in a house?

Grandpa: We lived in a house. There were no high buildings in the village. People lived in houses, but houses in the village were not the same as houses in the cities. Most houses in the city are villas.

Basima: What was your house like?

Grandpa: It was a large house. There was a large garden around the house. There was a long wall around the garden. We planted many trees along the wall.

Basima: Where did you keep your sheep and goats?

Grandpa: There was a shed for them inside the wall. There were two gates in the wall. The animals went into the shed through one gate, and we went into the house through the other gate.

Basima: Did you have a pet?

Grandpa: We had a dog. But it was always outside the house near the shed. It was a frightening dog. Strangers could not get into the house.

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- same, different, present, past, shed, life, stranger, wall, gate, along, outside, inside, through



front and act out the dialogue.

Say both parts, repeat three times and have students identify words they hear.

- Divide the class into two groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Listen and follow.

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

B. Learn these words.



- present:** the time as of now
In the present, we listen to CDs. A long time ago there were no CDs or CD players.
- past:** before now
In the past, people wrote letters. Now we send emails.
- life:** a period of time from birth to death
He had a great life.
- stranger:** someone you do not know
My mother says to never talk to strangers.

Look at the picture and learn the words:



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B. Learn these words.

- Say one word at a time and then ask students to point to the proper picture in B.
- Read the words again and ask the students to repeat after you.
- Ask students to memorize the definitions for the new words
- Hang the poster on the board and ask the students to look at it and learn the new words.

C. Listen and point to the pictures and words in exercise B.

- Play the audio and ask the students to point to the word they hear.

D. Read the text in exercise A, then say if each of the following sentences is true or false. Correct wrong sentences.

1. True.
2. True.
3. False, they lived in a house.
4. False, it was outside.
5. False, the dog was frightening dog no stranger could get into the house.
6. True.

E. Draw a sketch to show what the house in the village was like.

- Ask the students to draw a sketch for the houses in the village.

F. Act out the dialogue in exercise A.

- Ask two students to come to the front and act out the dialogue.

G. Form sentences about your self, in the past and now.

- Have students write a sentence about themselves in the past and now.

C. Listen and point to the pictures and words in exercise B.

D. Read the text in exercise A, then say if each of the following sentences is true or false. Correct wrong sentences.

1. Grandpa lived a happy life when he was young.
2. Life in the village was different from life now in the present.
3. They lived in a flat in the village.
4. The dog usually slept inside the house.
5. It was easy for strangers to come into the house.
6. Strangers were afraid of the dog.

E. Draw a sketch to show what the house in the village was like.



F. Act out the dialogue.

G. Form sentences about yourself, in the past and now.

My hair/my favourite game/ my best friend/ I rode /
I like/ didn't like/ I wore/ I played/.....

Example:

When I was six years old my hair was long, but now it is short.

READING AND WRITING

A. Look at the pictures below, then complete the sentences with words from the list.

behind, through, into, inside, outside, out of, up, down, around, beside.

1. There is a wall _____ the house.
2. There is a shed _____ the house.
3. We can see many trees _____ the _____.
4. A boy is coming _____ the garden _____ the gate.
5. A girl is going _____ the steps.
6. A woman is looking _____ the window.
7. A boy is going _____ the steps.
8. The sheep are _____ the shed.
9. There is a camel _____ the wall.



111

Reading and writing

A. Look at pictures below, then complete the sentences with words from the list.

1. There is a wall Around the house.
2. There is a shed Beside the house.
3. We can see many trees Inside the wall.
4. A boy is coming Outside the garden through the gate.
5. A girl is going Up the steps.
6. A woman is looking Outside the window.
7. A boy is going Down the steps.
8. The sheep are Inside the shed.
9. There is a camel Outside the wall.

B. Form sentences as in the example. Use the key words.

1. In the past, people rode horses and camels.
In the present they ride cars.
2. In the past people only had a land telephones.
In the present they have mobile phones.
3. In the past people wrote letters.
In the present they write emails.
4. In the past people used to wash clothes by hand.
In the present they use washing machines.

C. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the first sentence in B for dictation.

B. Form sentences as in the example. Use the key words.

1. In the past, people rode horses and camels.

In the present, they ride in cars. (ride horses and camels).

2.

(only land telephones mobile phones).

3.

(write letters / send e-mails).

4.

C. Dictation: Copy the first sentence in exercise B, then prepare for dictation.

LESSON 2



A. Listen and follow

Our Life is Easier Now

- farmer, vacuum cleaner, sweep, by hand, washing machine, central heating, video, mobile phone.

Basima: I see now. Your life in the past was different from your life in the present.

Grandpa: Yes, it was different and more difficult.

Basima: How?

Grandpa: We were farmers. We worked all day.

Basima: Did grandma work?

Grandpa: A woman's life was more difficult than a man's life.

Basima: How?

Grandpa: She worked in the fields and she worked at home. In the past, we didn't have a washing machine. My mother washed our clothes by hand. We didn't have a vacuum cleaner. She swept carpets and floors by hand, too.

Basima: Poor grandma. Life was difficult for people back then.

Grandpa: I told you. We were happy, but our life was not easy. We didn't have mobile phones, we didn't have cameras, we didn't have videos, we didn't have computers, we didn't have video games, and we didn't have elevators.



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LESSON 2

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 repeat each word several times.

(B) Introduce the dialogue.

- Ask two students to come to the front and act out the dialogue. Say both parts, repeat three times and have students identify words they hear.
- Divide the class into two groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Listen and follow.

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

Objectives

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

- Compare between life in the past and nowadays.

New language

Farmer, Vacuum, Cleaner, Sweep, By hand, Washing machine, Central heating, Video, Mobile phone.

Bring to the class

- The tape.
- Flashcards (Farmer, vacuum, cleaner, sweep, by hand, washing machine, central heating, video, mobile phone).

B. Learn these words.

- Say one word at a time and then ask students to point to the proper picture in B.
- Read the words again and ask the students to repeat after you.

C. Listen and point to the pictures and words in exercise B.

- Play the audio and ask the students to point to the word they hear.

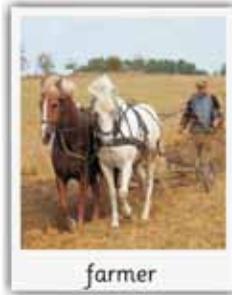
D. Read the text in exercise A, then say if each of the following sentences is true or false. Correct wrong sentences.

1. False, it was difficult.
2. False, it was more difficult than man's life.
3. True.
4. False, she swept carpets by hand.
5. False, they didn't have computers.

E. Act out the dialogue in exercise A.

- Ask two students to come to the front and act out the dialogue.

B. Learn these words.



C. Listen and point to the words in exercise B.

D. Read the dialogue and say if each of the following sentences is true or false. Correct wrong sentences.

1. Life in the past was easier than life in the present.
2. A woman's life was easier than man's life.
3. Grandma washed clothes by hand.
4. Grandma swept the floor with a vacuum cleaner.
5. Grandpa had an old computer in the house.

E. Act out the dialogue in exercise A.

READING AND WRITING

A. Fill in the blank spaces with words from the list.

up, by hand, a washing machine, down, easier, fields, clean

1. Now, we _____ the floor with a vacuum cleaner, but in the past they swept the floor _____.
2. Now, we wash our clothes with a _____, but in the past they washed clothes by hand.
3. Farmers usually work in the _____.
4. Life in the present is _____ than life in the past.
5. Now we use the elevator to go _____ or _____.

B. Complete the sentences using the phrases in the list.

to take photos, to send e-mails, to play video games, to sweep the floor, to wash clothes, to talk with people

1. We use a mobile phone to talk with people.
2. _____ a computer _____.
3. _____ a washing machine _____.
4. _____ a vacuum cleaner _____.
5. _____ a camera _____.
6. _____ a mobile phone _____.

B. Complete the sentences using phrases in the list.

1. We use a mobile phone to talk with people.
2. **We use** _____ a computer **to send e-mails** _____.
3. **We use** _____ a washing machine **to wash clothes** _____.
4. **We use** _____ a vacuum cleaner **to sweep the floor** _____.
5. **We use** _____ a camera **to take photos** _____.
6. **We use** _____ a mobile phone **to talk with people** _____.

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Reading and writing

A. Fill in the blank spaces with words from the list.

1. Now, we **clean** _____ the floor with a vacuum cleaner, but in the past they swept the floor **washing machine** _____.
2. Now, we wash our clothes with a **fields** _____, but in the past they washed clothes by hand.
3. Farmers usually work in the **fields** _____.
4. Life in the present is **easier** _____ than life in the past.
5. Now we use the elevator to go **up** _____ or **down** _____.

C. Write four sentences about life in the past and or life in the present.

1. In the past we had no video games.
2. We use dish washer to clean the dishes.
3. We use electric heater to heat the water.
4. In the past they send letters by the mail but now they send emails.

D. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

E. Listening.

- Play the audio and have students listen to the text then answer the questions that follow.

1. False
2. False.
3. True.
4. True.

C. Write four sentences about life in the past and/or life in the present.

1. _____
2. _____
3. _____
4. _____

D. Dictation: Copy the following sentence and prepare for dictation.

In the past, people lived a difficult life, but they were happy.

E. Listening 

Listen to the text, then tick the true statements about Basim below.
Read the text to check your answers.

1. When Basim was six years old, he didn't like school.
He wanted to stay at home and play with his toys.
He liked watching cartoons.
He didn't like watching football games.
He didn't like blue. He wore red clothes.
He didn't like cats. He was afraid of them.

When Basim was six years old,

- he liked school.
- he liked blue.
- he watched cartoons.
- he was afraid of cats.

LESSON 1

A. Listen and follow.

Hana is a Healthy Girl

Doctor: You look healthy Hana.
What is your weight?

Hana: It is 36 kilos.

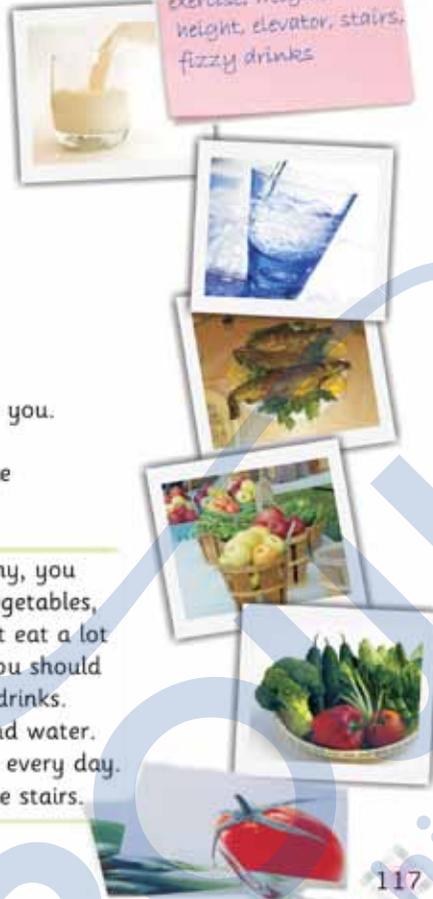
Doctor: Your height?

Hana: It is 136 centimetres.

Doctor: Just the right height for you.

Amal: How can I be healthy like
Hana, doctor?

Doctor: If you want to be healthy, you
should eat meat, fish, vegetables,
and fruit. You should not eat a lot
of bread or potatoes. You should
not drink a lot of fizzy drinks.
You should drink milk and water.
And you should exercise every day.
Don't use the lift, use the stairs.



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Objectives

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

- Students give advice using *should*.
- Talk about how to be healthy.

New language

If, Should, Exercise, Weight, Height, Elevator, Stairs, Fizzy drinks.

Bring to the class

- The tape.
- Flashcards (exercise, weight, height, elevator, stairs, fizzy drinks).

Warm-Up

- Conduct a quick drill say how people used to do something in the past, and have students say what people do it in the present. As in the example:
T: in the past we used to clean dishes by hand.
S: in the present we clean dishes by dishwasher.

LESSON 1

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 repeat each word several times.

(B) Introduce the sentence pattern.

- *Should* is generally used for advice. *Should* means it's a good idea to do something. To help students understand *should* make statement of advice for them. (*you should always do your homework*).
- Write on the board the sentence "I should take a rest" on the board and have the student read it. And direct their attention to the verb after *should*.
- Explain to students that that the verb should be infinitive after *should*.

(C) Introduce the dialogue.

- Ask three students to come to the front and act out the dialogue. Say both parts, repeat three times and have students identify words they hear.
- Divide the class into three groups and practice the entire dialogue. Revise role.

BOOKS OPEN**A. Listen and follow.**

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

B. Learn these words.

- Say one word at a time and then ask the student to point to the proper picture in B.

B. Learn These words.



Weight: 36 kilos



Height: 136 centimetres



fizzy drinks

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

1. Who is healthier, Hana or Amal?
2. What is the weight of Hana?
3. What is her height?
4. What kind of food does Hana eat?
5. What kind of food does she not eat?
6. What does she drink?
7. What does she not drink?

D. In pairs play the roles of doctor and student.

Example:

Student: How can I be healthy, doctor?

Doctor: Use the stairs. Don't use the elevator.

Student: Yes, doctor. I should use the stairs. I shouldn't use the elevator.

- Try to exercise. Don't watch a lot of TV.
- Eat _____. Don't eat a lot of _____.
- Buy _____. Don't buy _____.
- Walk. Don't _____.
- Play _____. Don't sit at home.

E. Ask and answer as in the example.

- A. What is your height?
B. It's one hundred and thirty centimeters.
- A. What is your weight?
B. It's thirty kilos.
- A. You are thin/ heavy /just the right weight.
You should/ shouldn't diet/ eat more meat/
eat a lot of bread.

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D. In pairs play the roles of doctor and student.

- Have students in pair act out each sentence as in the example page 119.

- Try to exercise. Don't watch a lot of TV.
- Eat meat. Don't eat a lot of potatoes.
- Buy juice. Don't buy fizzy drinks.
- Walk. Don't use the car.
- Play outside. Don't sit at home.

E. Ask and answer as in the example.

- Have students ask and answer as in the example,
- Ask them to write two of the questions their notebooks.
- Bring a meter and have students measure their height.

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

1. Hana is healthier than Amal.
2. She is 36 Kilos.
3. She is 136 cm.
4. She eats meat, fish, and vegetables.
5. She doesn't eat a lot of potatoes or bread.
6. She drinks water and milk.
7. She doesn't drink fizzy drinks.

READING AND WRITING

Reading and writing

A. Complete the following sentences. With phrases from the list.

- A. I am tired.
B. You should go to bed.
- A. I have a bad tooth.
B. You should go to dentist.
- A. I am fat.
B. You should do exercises.
- A. I am not good at maths.
B. You should study hard
- A. I don't feel very well.
B. You should go to the doctor
- A. I worked hard today.
B. You should take a rest

B. Dictation: Copy the following sentence and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

A. Complete the following sentences with phrases from the list.

go to the doctor/go to a dentist/ walk/ try to be friendly/
go to bed/ rest/study hard/ exercise.

- A. I want to have more friends.
B. You should try to be more friendly.
- A. I am tired.
B. _____.
 - A. I have a bad tooth.
B. _____.
 - A. I am fat.
B. _____.
 - A. I am not good at maths.
B. _____.
 - A. I don't feel very well.
B. _____.
 - A. I worked hard today.
B. _____.

B. Dictation: Copy the following sentence, then prepare for dictation.

You should go to the doctor when you have a headache.

LESSON 2



A. Listen and read.

Your Teeth

Teacher: Look at the first picture. Does Ali have good teeth or bad teeth?

Student: He has good teeth.

Teacher: Why does he have good teeth?

Student: Because he always brushes his teeth.

Teacher: Look at the second picture. Does Samar have good teeth or bad teeth?

Student: She has bad teeth.

Teacher: Why does she have bad teeth?

Student: Because she doesn't brush her teeth.

Teacher: Don't forget. If you want to have good teeth, you should take care of them. You should brush them after breakfast, lunch, and dinner.



LESSON 2

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 repeat each word several times.

(B) Introduce the Question pattern.

- Model the question: *why does he have good teeth?*

Have one student answer: *Because he eats healthy food/ he brushes his teeth/ he doesn't eat too much sugar.*

- Have students repeat the question in a series of three times for fluency. Then have students practice asking you the question. Answer using *because....*

(C) Introduce the dialogue.

- Ask two students to come to the front and act out the dialogue. Say both parts, repeat three times and have students identify words they hear.
- Divide the class into three groups and practice the entire dialogue. Revise role.

BOOKS OPEN

A. Listen and follow.

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

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

1. Ali has good teeth.
2. Because he always brushes his teeth.

B. Read the text in A, then answer the following questions.

1. Who has got good teeth?
2. Why does he have good teeth?
3. Who has got bad teeth?
4. Why does she have bad teeth?
5. Have you got good teeth or bad teeth?
6. What should you do if you want to have good teeth?

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Objectives

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

- Talk more about how to be healthy.

New language

Why? Because, First, Second, Take care of.

Bring to the class

- The tape.
- Flashcards (first, second, take care of).

Warm-Up

- Conduct a quick: say a statement and have students give you advice using *should*:

T: I am (*tired/ hungry*).

S: you should (*take a rest/ you should go and eat*).

3. Samar has bad teeth.
4. Because she doesn't brush her teeth.
5. I have good teeth.
6. I should always brush my teeth.

C. Match the statement on the left with a good reason on the right. Read the complete two-part sentence. For example:

D. Ask a "Why" question for each sentence in the left column above as in the example.

2. Why didn't Ali eat his lunch?
Because he had a stomachache.
3. Why did Sami go to the dentist?
Because he had toothache.
4. Why did Ali go to the doctor?
Because he was sick.
5. Why does Amal healthy?
Because she exercises everyday.
7. Why didn't you go out to play?
Because it was raining.

C. Match the statement on the left with a good reason on the right. Read the complete two-part sentence. For example:

Sami wasn't at school today because he was sick.

1. Amal sat down to rest • He had stomachache.
2. Ali didn't eat lunch. • She was tired.
3. Sami went to the dentist • He was sick.
4. Ali went to the doctor • He had toothache
5. Amal is healthy • It was raining.
6. We didn't go out to play • She exercises every day.

D. Ask a "why" question for each sentence in the left column above as in the example.

- Why did Amal sit down to rest?
- Because she was tired.

READING AND WRITING

A. Complete the following sentences with phrases from the list as in the example.

Example:

takes care of, our house, peoples' teeth,
take care of, his animals, their children

Example:

1. The doctor takes care of sick people.
2. The dentist takes care of _____.
3. The teacher _____ his students.
4. Fathers and mothers _____.
5. My mother _____.
6. The farmer _____.



B. Complete the sentences with phrases from the list as in the example.

1. If you want to be good at math, you should do your home work.
2. If you want to have many friends, you should be friendly.
3. If you want to have good teeth, you should brush you teeth.
4. If you want to keep fit, you should exercise daily.

B. Complete the sentences with phrases from the list as in the example.

do your homework, eat a lot of fruits, exercise daily,
drink fizzy drinks, brush your teeth, be friendly.

1. If you want to be good at maths, you should always do your home work.
2. If you want to have many friends _____.
3. If you want to have good teeth _____.
4. If you want to keep fit _____.

Reading and writing

A. Complete the following sentences. With phrases from the list.

2. The dentist takes care of people's teeth.
3. The teacher take's care of his students.
4. Fathers and mothers take care of their children.
5. My mother takes care of the house.
6. The farmer takes care of his animals.

C. Copy the first sentence in exercise B, and prepare for dictation.

- Ask the students to memorize the sentence for dictation.

D. Listening.

1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input checked="" type="checkbox"/>
4. <input checked="" type="checkbox"/>	5. <input checked="" type="checkbox"/>	6. <input checked="" type="checkbox"/>

C. Copy the first sentence in exercise B, and prepare for dictation.

D. Listening. 

Tick () if the sentence you hear is true and () if the sentence is wrong.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

1. If you want to have good health, eat a lot of bread and sweets.
2. If you want to have good teeth, brush them every day.
3. The dentist takes care of people's teeth.
4. The teacher takes care of sick people.
5. The nurse takes care of people's houses.
6. If you want to be healthy, exercise daily.

3 REVISION

Revision (3)

1. Read the following text silently and answer true or false.

When I was five years old, I got a great present from my father. It was a tank of water with three fish in it. It was the best birthday present. I liked the striped fish very much. It was like a zebra. The most beautiful fish was the spotted fish.

It was like the cheetah. The most active fish was a colourful fish. It was yellow, red, and pink. It swam up and down the tank all day. When I came back from school, I watched these fish. I was very happy when I watched them. I am ten years old now. My pet is a lovebird.

1. When he was six years old, his father brought him three fish.
2. His mother's present was better than his father's present.
3. The spotted fish was like a zebra.
4. The striped fish was like a cheetah.
5. The spotted fish was more active than the colourful fish.
6. The most beautiful fish was the colourful fish.
7. His pet now is a lovebird.



3

Revision

Objectives

- In this lesson students will review the new words and phrases that we have learned in the previous lessons.

OPEN BOOK

1. Read the following text silently and answer true or false.

1. False he was five years old.
2. False.
3. False. It was like a cheetah
4. False it was like zebra.
5. False.
6. False.
7. True.

2. Circle the odd word, then give the reason. Use the words in the box to describe the odd one.

- a. a lovebird, a canary, a cat, a lion (not a pet).
- b. a snake, a cheetah, a rabbit, a shark.
- c. a whale, a shark, a fish, a hoopoe.
- d. a doctor, a nurse, a dentist, a teacher.
- e. a falcon, a hoopoe, a lovebird, a cat.
- f. a snail, a deer, a cheetah, a falcon.
- g. a snake, a lion, a tiger, a camel.

- a. a lion. (not a pet).
- b. a rabbit. (not wild).
- c. a hoopoe. (not a fish).
- d. a teacher.(care for students).
- e. a cat. (not a bird).
- f. a falcon.(not an animal).
- g. a camel.(not frightening).

3. Write sentences about what you like in the past and what you like now.

- b. When I was six years old , I liked Tom and jerry, but now I like Dora .
- c. When I was six years old , I liked cat, but now I like fish.
- d. When I was six years old, I liked ..., but now I like....

2. Circle the odd word, then give the reason.

Use the words in the box to describe the odd one.

not wild, not dangerous, care for students, not frightening.
not a bird, not an animal, not a pet, not fast.

- a. a lovebird, a canary, a cat, a lion (not a pet).
- b. a snake, a cheetah, a rabbit, a shark.
- c. a whale, a shark, a fish, a hoopoe.
- d. a doctor, a nurse, a dentist, a teacher.
- e. a falcon, a hoopoe, a lovebird, a cat.
- f. a snail, a deer, a cheetah, a falcon
- g. a snake, a lion, a tiger, a camel.

3. Write sentences about what you like in the past and what you like now (as in the example).

Example:

a. game:

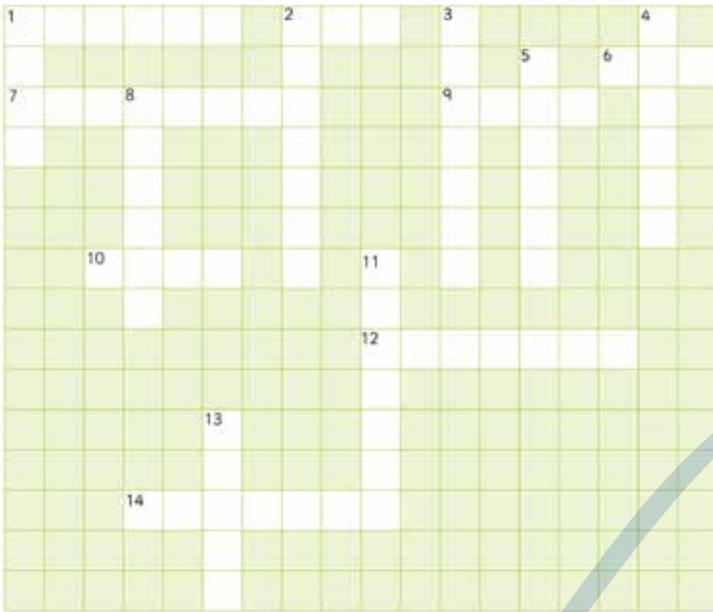
When I was six years old, I liked football, but now I like basketball

b. television programs:

c. pets

d. clo these

4. Write the opposites.



Across	Down
1. worse	1. worst
2. cold	2. coldest
6. near	3. lowest
7. biggest	4. shorter
9. bad	5. hotter
10. worst	8. smaller
12. shortest	11. coldest
14. smallest	13. smaller



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4. Write the opposites.

Across	Down
1. Better	1. Best
2. Hot	2. Hottest
6. Far	3. Highest
7. Smallest	4. Tallest
9. Good	5. Colder
10. Better	8. Bigger
12. Tallest	11. Hottest
14. Biggest	13. Bigger

5. Lets sing:

- Play the song and have students listen.
- Play the song again and have them sing along.
- Have them recognize words they already know.

5. Let's sing

I Am Healthy

I am healthy, I am strong,
I can run fast, I can jump.
Look at my face, pink and white,
Look at my eyes, cheerful and bright.

Do you know why?

I eat vegetables, I eat fruit,
Not much chocolate or junk food.
I drink juice, and I drink milk,
But not any fizzy drink.

If you want to have good health,
You should be wise and not a fool,
Exercise, and don't be lazy,
Drink fruit juice and eat good food.

