

#### **ALROWAD** for Publishing & Distribution

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## **LESSON 1**

## **Objectives**

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

- Recognise words related to sports.
- Know how to use 'as often as' in a sentence.
- Identify the past tense

## **New language**

kick, pass, shoot/shot, beat, forwards, backs, excellent, as often

## Bring to the class

- the tape
- the flashcards for Unit 1, Lesson 1 Sports

## Warm-Up

- Ask the students to talk about sports they like to play.
- Review the verbs: beat, scored, played, passed, shot.

## **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.

## Sports

## LESSON

## A. Listen and read.

A Football Match

Did you watch the Falcons - Lions Sami: football match yesterday?

I wanted to, but yesterday I was at my sister's wedding. I couldn't leave the party to watch the match. Did you watch the match?

Sami: Yes I did. It was an exciting match.

What was the score? Alia:

The Falcons beat the Lions one to zero. Sami:

Alia: How was the game?

The two teams played very well, but the Falcon's goalkeeper was better than the Lion's goalkeeper.

Who scored the Falcon's goal? Alia:

Nabhan scored the goal. Rami from the Falcon's team kicked the ball very high to Ramadan. Ramadan passed the ball quickly to Nabhan, and Nabhan shot it into the goal.

Alia: But the forwards on the Lion's team are excellent. Couldn't they score a goal?

They shot at the goal as often as possible, but the goalkeeper was very quick and always caught the ball.

• Explain to the students the meaning of each word.

### (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 recognise.
- Remind students that we use the past tense when we talk about past activities.

#### (C) Introduce the lesson.

• Read the text loudly and, while reading, ask the students to underline the past tense verbs.

### **BOOKS OPEN**

#### A. Listen and read.

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



kíck, pass, shoot/shot,

beat, forwards, backs, excellent,

as often as





#### B. Learn these words.

forward: In football, it is the person who takes the ball to the other goal.

I am good at scoring, That's why the coach made me a forward.

back: In football, it is the person that kicks the ball away from their goal.

I am good at kicking the ball far. That's why the coach made me a back.

beat: to win

We beat the blue team 3 to 1.

excellent: very, very good

Beckham is an excellent football player

as often as: It is how many times compared to another, or again and again

She practices football as often as she can. Ali visits his coach

as often as Omar.

kick: To hit the ball with your foot

Samar can kick the ball really far.

pass: To transfer to a teammate [in sports]

Omar will pass the ball to Zaid when he gets near to the goal.

shoot: [in sports] to kick or move a ball suddenly towards the goal

Did you see him shoot the ball into the goal?

C. Listen and repeat, then listen and point to the words in exercise B.

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

- 1. Who watched the match, Sami or Alia?
- 2. Why didn't Alia watch the match?
- 3. Did She want to go to the match?
- 4. Who won the game, the Falcons or the Lions?
- 5 What was the score?
- 6. Were the Lions a bad team or a good team?
- 7. Who scored the goal?
- 8 How did the Falcons score the goal?
- 9. Were the Lions' forwards bad players?
- 10. Why couldn't they score a goal?

 Role play. Have two students go in front of the board and read the dialogue. Each student will act as one of the characters and read that line.

#### B. Learn these words.

Read the words and their definitions.

## C. Listen and repeat, then listen and point to the words in exercise B.

 Play the audio and have the students repeat after the audio. Then play the audio again and have the students point to the words they hear in exercise B.

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

• Read the dialogue in exercise A or have the students act it out again.

- Have students read the questions in this exercise.
- Answer each question together or have the students answer individually.
- Review the answers with the class.
- 1. Who watched the match, Sami or Alia?

#### Sami

2. Why didn't Alia watch the match?

Because she was at her sister's wedding.

3. Did She want to go to the match?

Yes, she did.

4. Who won the game, the Falcons or the Lions?

The Falcons.

5. What was the score?
One to zero.

6. Were the Lions a bad team or a good team?A good team.

7. Who scored the goal?

8. How did the Falcons score the goal?
Rami from the Falcon's team kicked the ball very high to Ramadan. Ramadan passed the ball quickly to Nabhan, and Nabhan shot it into the goal.

Were the Lions' forwards bad players?No.

10. Why couldn't they score a goal?

They shot at the goal as often as possible, but the goalkeeper was very quick and always caught the ball.

## E. Act out the dialogue in exercise A.

 Have the students act out the dialogue in exercise A. Have different students be different characters.

## F. Complete the sentences using one of the words in the list.

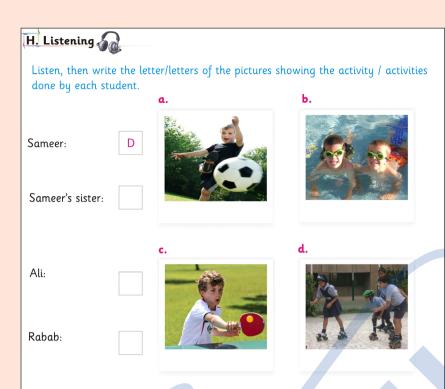
	me	him	her	them	us	
1. They ar	e good p	layers, bu	t we beat	them		
2. I am a strong player. He can't beat _me						
3. We have a good team. They can't beat <u>us</u> .						
4. I want to win. She can't beat _me						
5. We did	n't play v	ery well. 7	They beat	us		_last year .
6. She didn't play well. I easily beat_her						
7. Rajab can't play table tennis well. I always beat <u>him</u> .						

# G. Form sentences as in the example using "as ......as possible".

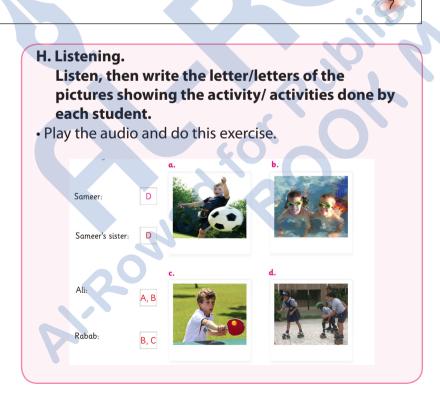
- 1. Pass the ball fast.

  If you want to win, you should pass the ball as fast as possible.
- 2. Kick the ball high. In long passes, you should kick the ball as high as possible.
- 3. Run fast.
  Football players should run as fast as possible.
- Shoot at the goal often.
   Forwards should shoot the goal as often as possible.

E. Act out the dialogue in exercise A.
F. Complete the sentences using one of the words in the list.
me him her them us
1. They are good players, but we beat
2. I am a strong player. He can't beat
3. We have a good team. They can't beat
4. I want to win. She can't beat
5. We didn't play very well. They beatlast year.
6. She didn't play well. I easily beat
7. Rajab can't play table tennis well. I always beat
G. Form sentences as in the example using "asas possible".
1. Pass the ball fast.
If you want to win, you should pass the ball as fast as possible.
2.Kick the ball high.
In long passes,
3. Run fast.
Football players
4. Shoot at the goal often.
Forwards
6



- Sameer likes skating. He goes skating at the weekends. Sometimes,
  if he doesn't have homework, he goes skating after school.
  His sister likes skating a lot, too.
   She goes skating as often as possible. She likes to go skating with Sameer.
- 2. Ali likes a lot of sports. He plays football on his school team. In the summer, he swims a lot. He likes to go swimming with his friend, Jamal.
- 3.Rabab goes swimming as often as possible. She can swim very well, but she is not on the swim team. Sometimes, she plays table tennis with her brother.



### LESSON 2

## **Objectives**

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

- Recognise new words and phrases.
- Learn the names of different sports.

## **New language**

coach, beach, volleyball, court, kneepad, fit, train, join the team, team game

## Bring to the class

- the tape
- the flashcards for this lesson

## **Warm-Up**

 Ask students to talk about their favourite sport(s).

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.



My Favourite Game

Khalid: What sports do you play, Ahmed?

Ahmed: I play football, basketball, volleyball, and table tennis, but my favourite

game is volleyball.

Khalid: Why is volleyball your favourite game?

Ahmed: Because it is a team game, and you can play it with your friends and enjoy it

as a team.

Khalid: When did you start playing this game?

Ahmed: Last year, when I was in the fourth grade. I am tall, and coach Hassan asked me to join the volleyball team and start training. I am fast and can jump high. I became a good player.

Now I am on the school volleyball team.

Khalid: How many players are there on the team?

Ahmed: Six players.

Khalid: Is it the same as beach volleyball?

Ahmed: No, it's very different. Instead of six players on the team, there are only two in beach volleyball.

Khalid: What do you need to play this game?

Ahmed: Not much. You need a ball, a net, and a court. You also need kneepads because players fall on their knees a lot.

Khalid: How often do you play volleyball?

Ahmed: Twice a week, on one day we train, and on the other day we play a match.

volleyball, court, kneepad, fit, train, join the team, team game









#### B. Learn these words.



coach



beach volleyball



volleyball court



kneepad

fit: healthy and in good physical shape

He is fit because he exercises everyday, and eats healthy food.

train: to prepare for an event

If you want to win a match, you should train a lot .

join the team: to become a player on a team

Only hard-working players can join the team.

team : when two or more players are on one side of a game

Football and basketball are team sports, but badminton

and table tennis are usually one - on - one sports.

## **BOOKS OPEN**

## A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Ask each student to read part of the 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 and their definitions. Have the students repeat reading each word and its definition.

## C. Complete the sentences.

#### C. Complete the sentences.

#### Example:

- 1. A place for swimming is a swimming pool.
- 2. The place for playing football is a football field
- z. The place for plaging journal is a justicular just
- 3. A group that plays football is a  $\underline{\hspace{0.1cm}}$  football team.
- 4. A group that plays volleyball a volleyball team
- 5. A group that plays for the school is a school team.
- 6. A group that plays for the class is a class team
- 7. A game played on a table with paddles and a net is table tennis
- 8. The protective gear you put on your knee is a kneepad

# D. Read the dialogue in exercise A. Then answer the following questions.

- What sport does Ahmed play?
   Football, basketball, volleyball, and table tennis.
- 2. What is his favourite sport? volleyball
- 3. Why is volleyball his favourite sport?Because it is a team game and you can play it with your friends.
- 4. Who is his coach?

  Hassan
- 5. Is Ahmed fit for the game? Yes.
- 6. What is he like?He is tall and fast. He can also jump high.
- What do you need to play volleyball?
   A ball, a net, a court, and kneepads.

#### C. Complete the sentences.

#### Example:

- 1. A place for swimming is a swimming pool.
- 2. The place for playing football is a \_\_\_\_\_\_.
- 3. A group that plays football is a \_\_\_\_\_
- 4. A group that plays volleyball a \_\_\_\_\_
- 5. A group that plays for the school is a \_\_\_\_\_
- 6. A group that plays for the class is a \_\_\_\_\_\_.
- 7. A game played on a table with paddles and a net is \_\_\_\_\_
- 8. The protective gear you put on your knee is a \_

### D. Read the dialogue in exercise A. Then answer the following questions

- 1. What sport does Ahmed play?
- 2. What is his favourite sport?
- 3. Why is volleyball his favourite sport?
- 4. Who is his coach?
- 5. Is Ahmed fit for the game?
- 6. What is he like?
- 7. What do you need to play volleyball?
- 8. Is volleyball the same as beach volleyball?
- 9. Why?
- 10 How often does he play volleyball?

10 //

- 8. Is volleyball the same as beach volleyball?
- 9. Why?

There are six players in volleyball, but only two players in beach volleyball.

How often does he play volleyball? Twice a week.

E. Read the following sentences. Then complete follow in the same way using " one and the		s that	
1. Ahmed plays football twice a week: one day is training and the other is a match.	Alia	Farrah	
2. Ahmed has got two sisters:			E. Read the following sentences.
3. In this picture, there are two flowers: is red,	yellow	red	Then complete the sentences that follow in the same way using "oneand the other".
and is yellow.	Sami	Jamal	Ahmed plays football twice a week: one day     is training and the other is a match.
4. The Falcons scored two goals:by Sami, andby Jamal.			2. Ahmed has got two sisters:  one is Alia and the other is Farrah.
5. In this picture there are two girls: is wearing and	pink skirt	yellow skirt	3. In this picture, there are two flowers:  one is red, and the other is yellow.
6. In this picture there are two girls: and	jumping	riding a bike	4. The Falcons scored two goals: <u>one</u> by Sami, and <u>the other</u> by Jamal.
		11	5. In this picture there are two girls: one is wearing a pink skirt and the other is wearing a yellow skirt.
	6/1/		6. In this picture there are two girls: one is jumping and the other is
Mag &			riding a bike.
RI.RO			

## F. Match the two parts of the sentence.



## G. Listening.

Listen to the teacher, then circle the sport she is talking about.

- Read the segment and have the students circle the sport that the segment is talking about.
- a. scuba diving
- b. swimming
- c. skating

#### d. beach volleyball

It's an excellent sport. It's fun and it's good exercise.

We usually practice it in summer. If you want to be good at this sport, you should learn how to hold your breath while under water. You should also learn how to use your arms and how to kick.

- H. Dictation: Copy the listening text in your exercise book, and prepare for dictation.
- Students will open their exercise books and copy the listening text from exercise G.

### F. Match the two parts of the sentence.

- 1. If you practice and play well, •you should train.
- 2. If a player wins,
- 3. If you want to learn to play well,  $\bullet$  he or she is happy.
- 4. If you want to get some exercise, • you can swim.
- 5. If the weather is hot,

## G. Listening

Listen to the teacher, then circle the sport she is talking about.

- a. scuba diving
- b. swimming
- c. skating
- d. beach volleyball

It's an excellent sport. It's fun and it's good exercise.

We usually practice it in summer. If you want to be good at this sport, you should learn how to hold your breath while under water. You should also learn how to use your arms and how to kick.

H. Dictation: Copy the listening text in your exercise book, and prep are for dictation.

# LESSON 1 Jahrend A. Listen and read

## Experiences

- ostrích, reserve, column, píne trees, vacatíon, such as.

## Have You Ever Been to Jordan?

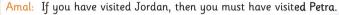
Amal: Where are you from, Samia?

Samia: I am from Qatar.

Amal: I am from Jordan. Have you ever been to Jordan?

Samia: Yes, I have. My family and I went to Jordan last year during the summer vacation.

We enjoyed the visit very much.



Samia: Yes, we did. It is a great city.

Amal: Have you visited Jarash?

Samia: Yes, we have. The trip to Jarash was exciting.

The weather was fine, and the pine trees along the road were fantastic. We liked the old city very much, especially the theater and the Street of Columns.

Amal: There are many other interesting places in Jordan, such as the Dead Sea, and Shaumari Reserve.

Have you visited any of them?

Samia: Yes, we visited the Shaumari Reserve.

Amal: Did you see the ostriches?

Samia: Yes, I did. It's the biggest bird I have ever seen.

It is a lovely animal. By the way, have you visited Qatar? It is a lovely place, too. There are many interesting places in it.

ll: No, I haven't. But my brother works in Qatar, and we are going to visit him in Qatar next summer.





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# 2 Experiences

## Warm-Up

 Ask students to talk about interesting places in their country.

# 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 dialogue.

 Have volunteer students act out the dialogue. While reading, ask the students to underline the key words.

#### **LESSON 1**

## **Objectives**

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

- Recognise some famous places in Jordan.
- Answer 'Yes/No' questions. (Yes, I have., No, I haven't., Yes, I did., No, I didn't., etc.)

## New language

ostrich, reserve, column, pine trees, vacation, such as

## Bring to the class

- the tape
- the flashcards for this lesson

## **BOOKS OPEN**

#### A. Listen and read.

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

#### B. Learn these words.

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

# C. Read the dialogue, then answer the following questions.

1. Are Amal and Samia from Jordan?

Amal is from Jordan, but Samia is from Oatar.

- Which places in Jordan has Samia visited?
   Petra, Jarash, and the Shaumari Reserve.
- 3. What did Samia see along the road to Jarash?

  Pine trees.
- What did she see in Jarash?
   The theater and the Street of Columns.
- Has Samia visited the Dead Sea?No.
- 6. Has Samia ever been to Qatar? Yes, she is from Qatar.
- 7. When is she going to visit Qatar?
  She is from Qatar. Amal is going to visit Qatar next summer.

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

 Have the students act out the dialogue in exercise A again.
 Have different students act it out.

#### B. Learn these words.









an ostrich

reserve

columns

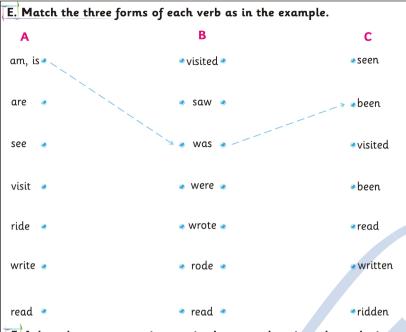
vacation: a time when people have no school or work

The summer vacation start in June. My father's vacation is 3 weeks long.

such as : We say "such as" when we want to give examples.
Wild animals, such as the okapi and the tiger,
live in the rainforest.

## C. Read the dialogue, then answer the following questions.

- 1. Are Amal and Samia from Jordan?
- 2. Which places in Jordan has Samia visited?
- 3. What did Samia see along the road to Jarash?
- 4. What did she see in Jarash?
- 5. Has Samia visited the Dead Sea?
- 6. Has Samia ever been to Qatar?
- 7. When is she going to visit Qatar?
- D. Act out the dialogue in exercise A.



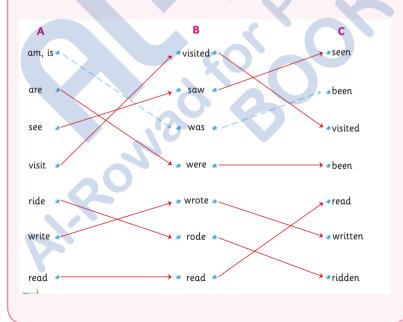
## F. Ask and answer questions as in the example using the verbs in exercise E.

- 1.A: Have you ever (been) to Syria?
  - B: Yes, I have been to Syria (once/twice/three times, etc).

No, I have never been to Syria.

	be		Syria?
	see		Lebanon?
	visit		Qatar?
Have you ever	ride		Yemen?
	write		a letter in English?
	read		a Chinese book?
			a camel?

# E. Match the three forms of each verb as in the example.



# F. Ask and answer questions as in the example using the verbs in exercise E.

- Put students in pairs.
- Have a student ask a question using the correct form of the verb given. Have the other student answer the question.

# G. Complete the conversation. Use the present perfect tense as in the example.

- 1. A: Have you ever seen an ostrich?
  - B: Yes, I have.
  - A: What is it like?
  - B :It's the biggest and fastest bird in the world It lays enormous eggs.
  - A: Where did you see it?
  - B: I saw it at the Shaumari Reserve in Azraq.
- 2. A: <u>Have you ever seen</u> a kangaroo?
  - B: Yes, I have
  - A: What are they like?
  - B: They hop because they have two short legs and two long legs. They keep their babies in pouches under their skin.
  - A: Where did you see them
  - B: I saw them at the zoo. (zoo)
- 3. A: Have you ever seen a penguin? (a penguin)

B:Yes, I have

A:What are they like?

- B: They are good swimmers, but they can't fly.
  They are funny when they walk.
- H. Dictation: Copy the following sentences in your exercise book, and prepare for dictation.
- Have the students open their exercise books.
- Have the students write the sentences in their exercise book.
- Make sure all the students write the sentences correctly.

## G. Complete the conversation. Use the present perfect tense as in the example.

- 1. A: Have you ever seen an ostrich?
  - B: Yes, I have.
  - A: What is it like?
  - B:It's the biggest and fastest bird in the world It lays enormous eggs.
  - A: Where did you see it?
  - B: I saw it at the Shaumari Reserve in Azrag.



a kangaroo?	2. A: _
	B: _
	A: _

B: They hop because they have two short legs and two long legs. They keep their babies in pouches under their skin.

B:\_\_\_\_\_(zoo)



B: They are good swimmers, but they can't fly.
They are funny when they walk.





H. Dictation: Copy the following sentence in your exercise book, and prepare for dictation.

We have visited all Arab countries, but we have never visited a country in Europe. We are going to visit France next year.



#### Have you done your chores?

Mother: Listen children! Today we are going to visit your grandparents, but before we go you must finish your chores.
Have you tidied your bedroom, Nada?

Nada: Yes, Mum. My bedroom is tidy now.

Mother: And you Ali, have you washed your father's car and watered the plants?

Ali: I have washed my father's car, but I haven't watered the plants yet.
I am going to water them now.

Mother: Have you washed the dishes, Maha?

Maha: ( in the kitchen speaking loudly). I am washing them, Mum. I haven't finished yet.

Mother: Where is Suha?

Nada: She is in the dining room.

Mother: (speaking loudly) Have you laid the table for breakfast Suha?

Suha: Yes, Mum. I have laid the table. Breakfast is ready. The present perfect tense: to describe an action in the past that is still true now. Not a specific time in the past.









## Warm-Up

• Ask students to talk about the chores they have to do at home.

# Presentation BOOKS CLOSED

(A) Introduce the word

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

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

## **LESSON 2**

## **Objectives**

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

- Recognise new words and phrases.
- Know how to use the Present Perfect tense in questions and answers.

## Bring to the class

- the tape
- the flashcards for this lesson

## **BOOKS OPEN**

### A. Listen and read.

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

- B. Read the dialogue in exercise A, then complete the sentences showing if each child is going to do, or is doing, or has done his chore.
- 1. Nada tidied her bedroom.
- 2. Ali has washed his father's car.
  Ali is going to water the plants.
- 3. Maha is washing the dishes.
- 4. Suha has laid the table.
- C. Circle the sentence that matches the picture.
- 1. a: Ali is taking a photo.
  - b: Ali is going to take a photo.
  - c: Ali has taken a photo  $\!.$
- 2. a: Jalal is going to play table tennis.
- 6) Jalal is playing table tennis .
- c: Jalal has played table tennis



- 3. (a) Samia has written an English word on the board b: Samia is going to write on the board.
  - $c\colon \mathsf{Samia}$  is writing on the board.



- 4. a: My mother is going to cook the meal.
- 6 My mother has cooked the meal.
- c: My mother is cooking the meal.



- B. Read the dialogue in exercise A, then complete the sentences showing if each child is going to do, or is doing, or has done his chore.
- 1. Nada <u>tidied her bedroom</u>
- 2. Ali \_\_\_\_\_\_
- 3. Maha \_\_\_\_\_
- 4. Suha
- C. Circle the sentence that matches the picture.
  - 1. a: Ali is taking a photo.
    - b: Ali is going to take a photo.
    - c: Ali has taken a photo.



- 2. a: Jalal is going to play table tennis.
  - b: Jalal is playing table tennis.
  - c: Jalal has played table tennis.



- 3. a: Samia has written an English word on the board.
  - b: Samia is going to write on the board.
  - c: Samia is writing on the board.



- 4. a: My mother is going to cook the meal.
  - b: My mother has cooked the meal.
  - c: My mother is cooking the meal.



D.Write down three sentences about things you have never done before, but you would like to do.

I have never travelled by train, but I would like to.

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

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

2

## E. Listening

Listen to Amal, Basim, and Dana to know which of them has done the math sums.

Amal: Have you done your math sums, Dana?

Dana: They were difficult. My mother helped me. I have done them.

Amal: What about you Basim? Have you done your math sums?

Basim: I was busy yesterday. I am going to do them tomorrow.

But I have finished the science project.

And you, have you done your math sums, Amal?

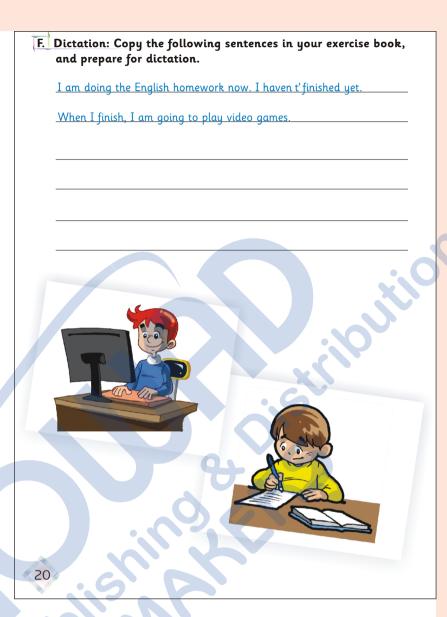
Amal: I am going to do them at the weekend. They are difficult.

- D. Write down three sentences about things you have never done before, but you would like to do.
- Have students write three sentences about things they have never done before, but would like to do.
- You could ask them questions before having them write in order for them to prepare what they will write.

## E. Listening.

 Play the audio and have the students listen carefully to the conversations.

- F. Dictation. Copy the following sentences in your exercise book, and prepare for dictation.
- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.



# 3

## LESSON 1

A. Listen and read

Hi everybody. I am looking for

an e-friend of any nationality

that speaks English. I want to

improve my English by writing

letters or e-mails and cards.

and chatting and to know more

My hobby is collecting pictures,

especially of interesting places

and countries all over the world. My name is Yoshi. I am eleven

years old. I am Japanese and

English, and Japanese. Please

to be my e-friend.

send me an e-mail if you want

live in Tokyo, the capital of Japan.

I speak three languages: Italian,

about the world. I'd like to exchange

from any country around the world

E-friend, exchange, all over the world, capital, hobby, collect, improve, especially

B. Learn these words.

E-friends

**E-friend:** someone who becomes

your friend through the internet.

exchange: to give or send back and forth

E-friends exchange

letters and pictures by e-mail.

capital: a city that holds the head of

government

Amman is the capital of

Jordan.

hobby: an activity you enjoy doing

My hobby is photography.

collect: to gather up

This man's hobby is collecting coins from countries all over

the world.

**improve:** become or make better. He got 4/10 in the first exam, but he got 7/10 in the second exam.

He has improved.

**especially:** to show that you prefer one thing more than another.
I'd like to have e-friends from

countries all over the world, especially from America.

21

## LESSON 1

## **Objectives**

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

- Recognise new words and phrases.
- Know how to use the Present Perfect tense in questions and answers.

## New language

e-friend, exchange, all over the world, capital, hobby, collect, improve, especially

## **Bring to the class**

- the tape
- the flashcards for this lesson

# 3 E-J

## E-friends

## Warm-Up

- Ask students if they have friends that they met on the internet and write e-mails to them.
- Ask students to talk about their internet friends.

# 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 text.

 Have students volunteer to read the text. While reading, ask students to underline the key words.

### **BOOKS OPEN**

### A. Listen and read.

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

#### B. Learn these words.

- Show the picture cards or ask the students to look in the book 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 answer the following questions.

- Why does this girl want to have an E-friend? (two reasons)
   Because she wants to improve her English and she wants to know more about the world.
- What languages does Yoshi speak? Italian, English, and Japanese.
- 3. What is the capital of Japan?
  Tokyo
- 4. What is her nationality?

  Japanese
- 5. What is Yoshi's hobby? Collecting pictures, especially of interesting places and countries all over the world.

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

- A boy from Jordan can be an E-friend of Yoshi.
   False. A boy from Jordan cannot be an E-friend of Yoshi.
- A girl from Syria can not be an E-friend of Yoshi.
   True.
- Yoshi would like to have an E-friend from England more than from Jordan. True.

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

- 1. Why does this girl want to have an E-friend? ( two reasons )
- 2. What languages does Yoshi speak?
- 3. What is the capital of Japan?
- 4. What is her nationality?
- 5. What is Yoshi's hobby?

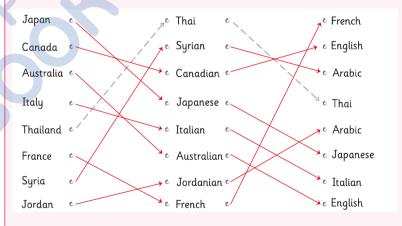
Say if each of the following sentences is true or false. Correct wrong sentences.

- 1. A boy from Jordan can be an E-friend of Yoshi.
- 2. A girl from Syria can not be an E-friend of Yoshi.
- 3. Yoshi would like to have an E-friend from England more than from Jordan.

## D. Draw a line between the country and nationality, and the nationality and language.

Countries	Nationalities	Languages
Japan c	7° Thai	© French
Canada c	Syrian o	e English
Australia •	c Canadian c	• Arabic
Italy	• Japanese •	° Thai
Thailand c	· Italian	• Arabic
France	<ul> <li>Australian</li> </ul>	• Japanese
Syria	Jordanian	<ul><li>Italian</li></ul>
Jordan c	c French	<ul><li>English</li></ul>
22/		

# D. Draw a line between the country and nationality, and the nationality and language.



E. Read th	is dialogue.
Samia:	What's your name?
Majdoleen:	My name is Majdoleen.
Samia:	What are you called for short?
Majdoleen:	I am called Majd.
Samia:	What nationality are you?
Majdoleen:	I am Jordanian.
Samia:	Where do you come from?
3	I come from Amman.
Samia:	What languages do you speak?
Majdoleen:	I speak Arabic and English.
dialogue d	Abd-alkareem from Damascus in Syria. Write a similar as in exercise E.
10u:	
Abd-alkare	em:
You:	
Abd-alkaree	em:
You:	
Abd-alkare	em;
You:	
Abd-alkare	em:
You:	•

## E. Read this dialogue.

Abd-alkareem:

- Have the students take turns in reading the dialogue in this exercise.
- After that, have the students write a similar dialogue. It will be between them and "Abdalkareem" from Damascus in Syria.
- Address common mistakes and help when needed.

# F. Choose three countries from exercise D, and write their capitals.

- Answers may vary.
- Answer suggestions are below.

Countries	Capitals
1. Japan	Tokyo
2. Syria	Damascus
3. Jordan	Amman
4. France	Paris

Choose three co	ountries from exercise	D, and write their capitals.
Countries	Capitals	
. Japan	Tokyo	Beirut
2		Damascus
		Jerusalem Amman
G. Complete the f	ollowing sentences w	ith words from the list.
	ria all over the world lect improve espe	capital ecially
She sends me pio	picture stures of important place send her pictures of im try.	es in
. I have E-friends_ Italy, Yemen, Qato	,from F	rance,
. Amman is the	of .	Jordan.
. My	is collecting p	pictures.
I have collected p	ctures from countries al	over the world.
. If you want to	your foot	ball skills, you should train.
. I like team games,	footb	all.
24	1, 1	
Canada O S	FIN O.	八二二二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十
-		tences with words
from the list		
She sends me p	I <u>exchange</u> pict pictures of important pl I I send her pictures of	aces in

I have E-friends <u>all over the world</u> ,from France, Italy, Yemen, Qatar, and <u>Syria</u>.

3. Amman is the <u>capital</u> of Jordan.

4. My hobby is collecting pictures.

6. I like team games, <u>especially</u> football.

I have collected pictures from countries all over the world.

5. If you want to <u>improve</u> your football skills, you should train.



## LESSON 2

## **Objectives**

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

Talk about places they went to.

## **New language**

send/sent, receive, show respect, soles, mud, take off, enter

## Bring to the class

- the tape
- the flashcards for this lesson

## Warm-Up

 Ask students to talk about the customs in their country.

# 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 recognise.

## **BOOKS OPEN**

### A. Listen and read.

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

## B. Learn these words and expressions.

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

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

- Who sent the e-mail?
   Dana's Japanese e-friend sent the e-mail.
- 2. Who received the e-mail?

  Dana
- 3. What was the e-mail about? Customs in her country.
- 4. Are the customs in Japan the same as the customs in this country? (Which customs are the same? Which customs are different?)

Some customs are the same and some are not. People in Japan take off their shoes before they enter a house. In this country, they don't. However, people in Japan and in this country both show great respect to old people.

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

 Have the students act out the dialogue in exercise A. Have different students be different characters.



show respect: to do things to show they are important

We show respect to our parents.

**custom:** what people in a country usually do

The bride puts on a white dress on her wedding day. This is the custom in countries around the world.

mud on shoes

take off shoes

**change:** when something becomes different

In the past, people wore kefiyas on their heads. Now most people don't. This custom has changed.

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

- 1. Who sent the e-mail?
- 2. Who received the e-mail?
- 3. What was the e-mail about?
- 4. Are the customs in Japan the same as the customs in this country? ( Which customs are the same? Which customs are different?)

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

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## E. Read the following examples of customs in other coutries and say if they are the same or different from the customs in your country. 1. In France, friends always shake hands when they meet and when the say goodbye. 2. In America, you should always say "Please" and "Thank you", and you shouldn't speak when you are eating. 3. In Pakistan, you shouldn't use your left hand when you are eating. 4. In Thailand, you should look down when you greet someone. F. Complete the following sentences using words from the list. show respect, soles, took off, received, mud, custom, enters, change 1. I \_\_\_\_\_\_ a letter from my brother in Dubai. 2. There is\_\_\_\_\_ on your shoes. Go and clean them. 3. Children kiss the hand of an old man to\_\_\_\_ to him. This is an old\_ 4. In Japan, you shouldn't show the\_\_\_\_\_ \_\_\_ of your feet when you are sitting. 5. In 100 years my country will\_\_\_\_\_\_ It will be different. 6. I \_ \_\_\_\_\_ my coat because it was very hot inside the room. 7. Students stand up when the teacher\_ the classroom. E. Read the following examples of customs in other countries and say if they are the same or different from the customs in your country. • The answers to this exercise will vary depending on where the students live. F. Complete the following sentences using the words from the list. 1. I \_\_ \_ a letter from my brother in Dubai. 2. There is <u>mud</u> on your shoes. Go and clean them.

## G. Listening.

1. Some guests bring presents with them.

true

2. The meal is usually chicken with vegetables.

false

- It is not good to put the head of the animal on the mansaf. false
- Some people cook meat with vegetables for their guests. true
- We usually invite people to have breakfast.false
- H. Dictation: Copy the following sentences in your exercise book and prepare for dictation.
- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.

## G. Listening

Listen to the following text to find out if the sentences are true or false

- 1. Some guests bring presents with them.
- 2. The meal is usually chicken with vegetables.
- 3. It is not good to put the head of the animal on the mansaf.
- 5. Some people cook meat with vegetables for their quests.
- 6. We usually invite people to have breakfast.

In our country, we usually invite people to dinner in the afternoon. When we invite one person, he usually brings a present with him. The meal is usually mansaf, especially when we invite many people. Sometimes we serve rice with vegetables and meat. The pieces of meat should be big. Some people put the cooked head of the animal in the middle of the rice to show respect to their guests.

H.Dictation: Copy the following sentences in your exercisebook and prepare for dictation.

Different countries have different habits, but habits change. Now many of our
habits are like habits in many countries around the world.

# 4

## Shopping

Supermarket, stall, mall, department store, shopping cart, shopping

basket, window shopping, escalator, restaurant, sales,

price, push, here, there

## LESSON 1



#### Shopping at a Mall

Basima: How fantastic your sweater is!
Where did you buy it?

Tom: I bought it at Al —Sabah Stores.

Basima: It looks very expensive. How much is it?

Tom: It's only 25 dinars.

Basima: Did you buy it at a sale?

Tom: Yes, and the sale ends tomorrow. If you want to buy some clothes you should go today or tomorrow

Basima: We usually buy things from small shops, markets and stalls. Aren't prices in these shops cheaper than in malls and department stores?

Tom: Maybe. I think a shopping centre is more enjoyable. When I go with my family to a shopping centre, I can play video games, and we can eat delicious food at the restaurants there. My mother and I also enjoy window shopping. When we are at the supermarket I enjoy pushing the trolley.

Basima: What can we buy at a shopping centre?

Anything. It has lots of stores such as clothing and shoe stores, flower shops, restaurants, video stores and a supermarket. You can buy anything you want, and you can use the escalator to go upstairs

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## **LESSON 1**

Tom:

## **Objectives**

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

- Talk about shopping.
- Recognise shopping- related words.

## **New language**

supermarket, stall, mall, department store, shopping cart, shopping basket, window shopping, escalator, restaurant, sales, price, push, here, there



## Shopping

## Bring to the class

- the tape
- the flashcards for this lesson

## Warm-Up

- Ask students to talk about what they usually like to shop for.
- Ask students what their favourite kind of store 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.
- Explain to the students the meaning for each new word.
   Use a picture card or gesture to explain the meaning.

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

### **BOOKS OPEN**

#### A. Listen and read.

- Play the audio and ask the students to identify words they recognise.
- Ask each student to read part of the dialogue, or act it out together.

#### 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. Read the dialogue in A, then answer the following questions.
- 1. Where did Basima buy his sweater?

At Al-Sabah Stores.

- 2. Does Basima's family usually go shopping at a shopping centre? No.
- 3. Where do they usually go shopping? At small shops, markets and

stalls.

- 4. Why don't they go shopping at a shopping centre? Because these shops are much cheaper than a shopping
- 5. Why does Tom like shopping at a shopping centre? (two reasons) Because he thinks it is more enjoyable. He can also play video games and eat delicious

food at the restaurants there.

#### B. Learn these words.

















supermarket

push a shopping cart

shopping basket

a sale: When goods or services are cheaper.

Big Sky Mall is having a sale. Everything has a 50% discount.

When something has a very good taste. delicious:

The kebsa you made last night was delicious.

I couldn't stop eating it!

shopping centre: A mall, or building that contains many stores

We had fun shopping for school clothes at the

shopping centre downtown.

Electric stairs that carry you up and down different floors escalator:

We took the escalator to the 2nd floor where we met our

friends for lunch.

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

- 1. Where did Basima buy his sweater?
- 2. Does Basima's family usually go shopping at a shopping centre?
- 3. Where do they usually go shopping?
- 4. Why don't they go shopping at a shopping centre?
- 5. Why does Tom like shopping at a shopping centre? ( two reasons)

- D. Act out the dialogue in exercise A.
- E. This is a plan of a department store / mall. Ask and answer in pairs. Use words from tables 1 and 2.
- A: Where can I buy a pair of shoes for my mother?
- B: At the shoe shop.
- A: Which floor is it on?
- B: It's on the third floor.



#### Table (1)

men's clothing	bananas
a supermarket	DVD
bookshop	shoes
shoe shop	a bouquet of flowers
music shop	a chair
flower shop	bread
home furniture	get your hair cut
women's clothing	pencils and pens

home furniture
women's clothing
baker
sports shop
hairdresser
get your hair cut
pencils and pens
have a meal
cheese
a pair of rackets
supermarket

Table (2)

Fourth Floor:	restaurant,
	arcade
Third Floor:	bookshop,
	shoe shop,
	sports shop

Second Floor: men's clothing, music shop, barber, flower shop

First Floor: women's clothing, hairdresser

Ground Floor: supermarket, home furniture,

bakery

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

home furniture

bakery

- Have the students act out the dialogue in exercise A.
   Have different students be different characters.
- E. This is a plan of a department store/ mall. Ask and answer in pairs. Use words from tables 1 and 2.
- Answers will vary.
- Divide students in pairs.
- Have them ask and answer similar to the examples above. They will use words from tables 1 and 2 to help in making question and answers.
- Have them share their questions and answers with the class.
- Correct any mistakes and errors as needed.

### LESSON 2

## **Objectives**

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

- Recognise new words and phrases.
- Know the names of different clothes items and where they are worn.

## **New Language:**

tight, sweater, expensive, cheap

## Bring to the class

- the tape
- the flashcards for this lesson

## Warm-Up

 Ask students to talk about what they are wearing today.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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



### **BOOKS OPEN**

## A. Look at the pictures below and find these clothes.

- Read each word and have the students find the picture that matches each word and point to it.
- Review it together as a class.
- Correct any mistakes.

В.	
	Write the words in exercise A in the correct groups. (Some clothes can go in more than one group).
1.	Clothes you wear on your top half.
	hat
2	Clothes you wear on your bottom half.
	shorts
3.	Clothes you wear on your top and bottom half.
	dress
Dr	raw or paste a picture of your favorite thing to wear.
	C 33
1	
	B. Write the words in exercise A in the correct
	average (Compa elether con we in many they are
	groups. (Some clothes can go in more than one group).
	<ul><li>group).</li><li>Have the students write the correct clothes for each</li></ul>
	<ul><li>group).</li><li>Have the students write the correct clothes for each question.</li></ul>
	<ul><li>group).</li><li>Have the students write the correct clothes for each</li></ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of</li> </ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of their favourite thing to wear.</li> </ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of their favourite thing to wear.</li> <li>1. Clothes you wear on your top half.</li> </ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of their favourite thing to wear.</li> <li>Clothes you wear on your top half. <ul> <li>hat, coat, jacket, sweater, T-shirt, blouse, scarf</li> </ul> </li> </ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of their favourite thing to wear.</li> <li>1. Clothes you wear on your top half.</li></ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of their favourite thing to wear.</li> <li>Clothes you wear on your top half. <ul> <li>hat, coat, jacket, sweater, T-shirt, blouse, scarf</li> </ul> </li> </ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of their favourite thing to wear.</li> <li>1. Clothes you wear on your top half.</li></ul>
	<ul> <li>group).</li> <li>Have the students write the correct clothes for each question.</li> <li>After that, the students will draw or paste a picture of their favourite thing to wear.</li> <li>Clothes you wear on your top half. <ul> <li>hat, coat, jacket, sweater, T-shirt, blouse, scarf</li> </ul> </li> <li>2. Clothes you wear on your bottom half. <ul> <li>shorts, skirt, socks, shoes, jeans, trousers, sneaker,</li> </ul> </li> </ul>

dress, tracksuit, suit, swimsuit

### C. Learn these words.

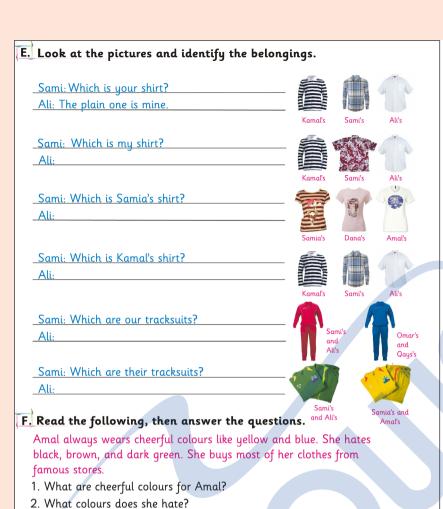
- Show the picture cards or ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.
- D. Look at the pictures in exercise A and C, then use the words to describe what you and others in your class are wearing.
- Students will look at the pictures and use the words to describe what they are wearing and what the others are wearing, modeling the example given.
- Students will share their descriptions with the class.



D. Look at the pictus in exercise A and C, then use the words to describe what you and others in your class are wearing.

#### Example:

I am wearing a plain shirt. Ali is wearing a plaid sweater.



4. Where does she buy most of her clothes?

Now write about yourself.

I always

F. Read the following, then answer the questions.

 What are cheerful colours for Amal?
 Yellow and blue.

- 2. What colours does she hate? Black, brown, and dark green.
- 3. Where does she buy most of her clothes?
  From famous stores.

E. Look at the pictures and identify the belongings.

Sami: Which is your shirt?
Ali: The plain one is mine.

Sami: Which is my shirt?
Ali: The flowered shirt is yours.

Sami: Which is Samia's shirt?
Ali: The striped shirt is hers.

Sami: Which is Kamal's shirt?
Ali: The striped shirt is his.

Sami: Which are our tracksuits?
Ali: The red ones are ours.

Sami: Which are their tracksuits?
Ali: The yellow ones are theirs.

## G. Listening

Basim and Tom are at the school show. Basim wants to know who people are. Match between people and what they are wearing.

1. Mr. Hamdan: a grey suit

2. Kareem's father: spotted shirt and black jeans

3. Tom's big brother: striped jacket and black trousers

4. Sami's brother: striped shirt

Basim: Who is that man?

Tom: Which one?

Basim: The one in the spotted shirt and black jeans.

Tom: That's Kareem's father.

Basim: Who is he talking to?

Tom: I can't see.

Basim: He is talking to the man wearing a grey suit.

Tom: The man in the grey suit is Mr Hamdan. He is our neighbour.

Basim: Who is that man over there near the door?

Tom: Which one? The man in the plain shirt or the man in the plaid shirt?

Basim: The man in the striped shirt.

Tom: That is Sami's brother . They live next to our flat.

Basim: And that big boy wearing a striped jacket and black trousers?

Tom: That is my big brother. Don't you know him?

Basim: I am sorry. I have never seen him.

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### G. Listening.

- Play the audio and have the students listen carefully.
- Students will then match the people to what they are wearing based on what they heard in the audio.



- 1. Mr. Hamdan:————a grey suit
- 2. Kareem's father: spotted shirt and black jeans
- 4. Sami's brother: striped shirt





#### A. Listen and read

Sameer goes shopping with his father at the clothes shop

Shop Assistant: Can I help you?

Sameer: I'd like a sweater.

Shop Assistant: All the sweaters are over there on the left.

Sameer: Can I try this one on?

Assistant: The changing rooms are over there.

( Sameer comes back wearing the trousers)

Sameer: Is it any good, Dad?

Father: I think it is too tight.

Sameer: ( to the assistant): Could you give me a larger one, please?

Assistant: Here you are.

Sameer: This sweater is green. I'd

like a blue one.

Assistant: What about this one?

Sameer: I think it's great. How much is it?

Assistant: Thirty dinars.

Father: I think it's too expensive.

Have you got a cheaper one?

Assistant: What about this one?

It is only twenty dinars.

It's cheaper, but good.

Sameer: I think I'll take it.



tight, sweater, expensive, cheap





#### Warm-Up

 Ask students to describe the shape(s) and colour(s) of their clothes.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

#### **LESSON 3**

#### **Objectives**

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

- Recognise new words and phrases.
- Know the proper use of "one/ones" in the lesson.

#### **New Language:**

tight, sweater, expensive, cheap

#### Bring to the class

- the tape
- the flashcards for this lesson

#### **BOOKS OPEN**

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

#### B. Learn these words.

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

# C. Read the dialogue and answer the following questions.

- What would Sameer like to buy?
   A sweater.
- 2. Where does he try the sweater on?

In the changing room.

- 3. What's wrong with the sweater? It is too tight.
- 4. Which sweater does he buy, the green one or the blue one?

  A blue one.
- 5. How much is the sweater?
  Thirty dinars.
- 6. Does he buy the expensive one or a cheaper one?The cheaper one.

#### B. Learn these words.



#### C. Read the dialogue and answer the following questions.

- 1. What would Sameer like to buy?
- 2. Where does he try the sweater on?
- 3. What's wrong with the sweater?
- 4. Which sweater does he buy, the green one or the blue one?
- 5. How much is the sweater?
- 6. Does he buy the expensive one or a cheaper one?
- D. Look at the pictures and say what is wrong with the clothes.

  Use the words and expressions in the list.

tight, large, small, long, short, the colour is wrong, suit him/her.

The (shirt) is too (large).

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#### D. Look at the pictures and say what is wrong with the clothes. Use the words and expressions in the list.

Answers may vary.

The sweater is too short.

The bike is too expensive.

The colour of the sweater is wrong.

The ball is too cheap.

#### E. Act out the dialogue in exercise A.

#### F. Complete the dialogue with words and expressions from the list.

Basim: Can I \_\_\_\_\_\_?

Assistant: The changing rooms are over there on the left.

Assistant:

Amal: No, I am afraid it's too tight.

G. Dictation: Copy the following sentences in your exercise book, and prepare for dictation.

I enjoy shopping with my parents in a shopping centre.

I like to push the trolley.

After shopping we go to a restaurant there and have delicious sandwiches



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#### E. Act out the dialogue in exercise A.

• Have the students act out the dialogue in exercise A. Have different students be different characters.

# F. Complete the dialogue with words and expressions from the list.

Assistant: Can I help you?

Basim: Yes, please. I'd like a blue jacket.

Assistant: What size do you take?

Basim: Size 12.

Assistant: How about this one? I think it <u>suits</u> you perfectly.

Basim: Can I try it on ?

Assistant: The changing rooms are over there on the left.

Assistant: Is it any good ?

Amal: No, I am afraid it's too tight.

# G. Dictation: Copy the following sentences in your exercise book, and prepare for dictation.

- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.

### H. Listening.

- Open the audio to the listening exercise.
- Have the students listen carefully to the dialogue.
- Have the student circle the correct answer to each question based on what they heard in the dialogue.
  - 1. What does the girl want to buy?
    - a. a present for her father.
    - b.a present for her mother.
  - 2. How much is the blouse?
    - a. 5
    - (b.)15
  - 3. Why doesn't she buy the blouse?
    - a.)It is too expensive for her.
    - b. It is too large.
  - 4. Does she buy the black blouse?
    - a. yes
    - b.)no
  - 5. What does she buy?
    - (a.) a scarf
    - b. a blouse

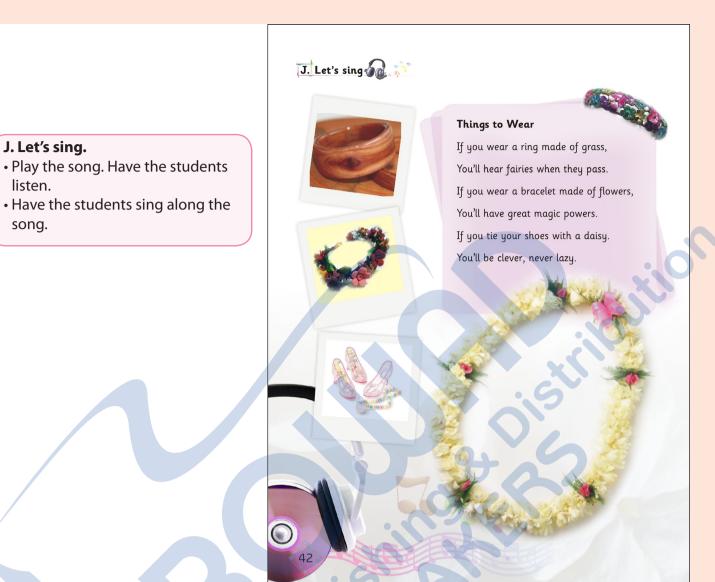
#### H. Listening

#### Listen to the dialogue, then answer the following questions.

- 1. What does the girl want to buy?
  - a. a present for her father.
  - b. a present for her mother.
- 2. How much is the blouse?
  - a. 5
  - b. 15
- 3. Why doesn't she buy the blouse?
  - a. It is too expensive for her.
  - b. It is too large.
- 4. Does she buy the black blouse?
  - a. yes
  - b. no
- 5. What does she buy?
  - a. a scarf
  - b. a blouse

40





J. Let's sing.



Revision

# 1. Label the pictures of the sport or activity.

- Review the different sports and activities.
- Have the students write the activities under their correct pictures.
- Address common mistakes and errors.

# 2. Ask and answer the following questions (in pairs), then write about yourself.

- Put the students in pairs.
- Have the students ask and answer the questions about themselves.
- After that, on a separate sheet of paper (or in their notebooks), have the students write about themselves.
- Have the students share what they wrote with the class.

about yourself.	
_ a. What is your favourite game?	
b. Why do you like it?	
c. How often do you play it?	
d. Where do you play it?	0
e. What do you need to play it?	

2. Ask and answer the following questions ( in pairs), then write

#### 3. Make a dialogue with a partner. Choose from the list.

A: Have you ever been to America?

B: Yes, I have/ No, I haven't. I've never been there.

A: When did you go?

B: Last year.

be/America, be/Syria, go/scuba diving, eat mujaddara, travel by train, travel by plane, see a bat, write an e-mail, lose your bag, play chess, drive a car, score a goal, get zero in the exam

#### 4. Make a dialogue with your partner. Choose from the list.

A: What's the matter?

B: I've lost my bag.

A: Have you looked in your desk?

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

lose bag, look in the desk/ get headache,go to the doctor/ get toothache, go to the dentist/ lose pen,look in bag

# 4. Make a dialogue with your partner. Choose from the list.

- Put students in pairs.
- Students will make a dialogue, modeling the example given and using the words/phrases in the list.
- Students will share their answers with the class.
- Monitor and address common errors.

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## 3. Make a dialogue with a partner. Choose from the list.

- Put students in pairs.
- Students will make a dialogue, modeling the example given and using the words/phrases in the list.
- Students will share their answers with the class.
- Monitor and address common errors.

6. Form sentences about e- friends from the following groups of words.
is/ my E-friend/ Palestine/ from
1
collecting pictures/ our hobby/ is/ of interesting places
2
exchange/ my E-friend/ pictures/ and/ I
3 a letter / I received/ yesterday/ my Palestinian friend/ from /
4
sent/ pictures of his house/ to me/ he/
5.
very much/ I liked/ especially/ the pictures/ the picture of their garden
6,
7. Fill in the blank spaces with words from the list.
take off, enter, show respect, mud, soles, impolite
a. You must notyour friend's home if there is
on the of your shoes. You must your shoes.
b. You mustto old people. It isto make them
stand on the bus.
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# 6. Form sentences about e-friends from the following group of words.

is/ my E-friend/ Palestine/ from

- My E-friend is from Palestine.

  collecting pictures/ our hobby/ is/ of interesting places.
- 2. Our hobby is collecting pictures of interesting places.  ${\it exchange/ my E-friend/ pictures/ and/ I}$
- 3. My E-friend and I exchange pictures.

  a letter / I received/ yesterday/ my Palestinian friend/ from /
- 4. I received a letter from my Palestinian friend yesterday.

  sent/ pictures of his house/ to me/ he/
- 5. He sent pictures of his house to me.

very much/ I liked/ especially/ the pictures/ the picture of their garden

6. I liked the pictures very much, especially the picture of their garden.

# 7. Fill in the blank spaces with words from the list.

- a. You must not <u>enter</u> your friend's home if there is <u>mud</u>
  on the <u>soles</u> of your shoes. You must <u>take off</u> your shoes.
- b. You must <u>show respect</u> to old people. It is <u>impolite</u> to make them stand on the bus.

#### 8. With a partner, make a conversation. Use the words in the list.

a pair of skis, a watermelon, some stickers, a sweater, a bar of chocolate, a training suit, some crayons, some bread, a burger or sandwich.



vegetable market



supermarket





mall/department store



restaurant



clothes shop



stall



sports shop



fruit shop



shoe shop



bakery



butcher



- B: You can get some at the supermarket.
- A: I want a tennis racket.
- B. You can get one at the sports shop.

#### 8. With a partner, make a conversation. Use the words in the list.

• Divide in the class in pairs.

N.Rows

• Students will make conversations as the ones in the examples. They will use the words and pictures to help them form sentences.

, stribution

- 9. Read the following text then write about yourself.
- Students will read the text and then write about themselves in a similar way as the text.
- 10. Write the suitable word in the blank space using one of the words on the list.
- 1. A <u>box</u> of tissues.



2. A <u>loaf</u> of bread.



- 3. a <u>bag</u>
- bottle of water.
- \_of chocolate.∡
- 7. A <u>carton</u> of orange juice.

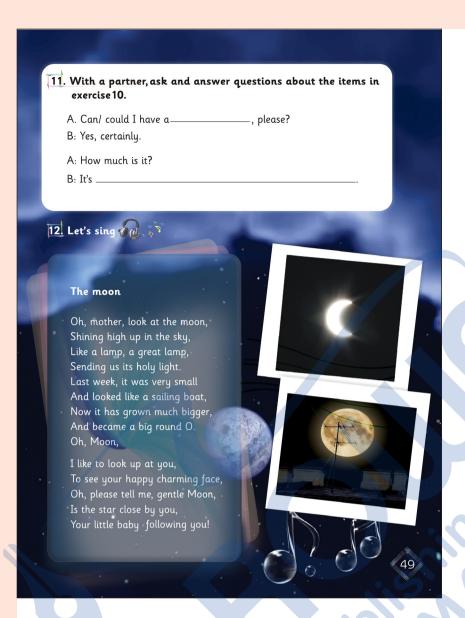
6. A <u>tube</u> of toothpaste



8. A <u>container</u> of yogurt.



9. Read the following text then write about yourself. My name is George, I am British and I am from London. Languages are my hobby. I speak English, French, Italian, and a little Spanish. My French is good, but my Italian is bad. 10. Write the suitable word in the blank space using one of the words on the list. bottle, bag, loaf, tube, box, bar, carton, container. of tissues. of bread. of chips. of water. 5. a of chocolate. 6. A of toothpaste of orange juice. 7. A of yogurt. 48



## 11. With a partner, ask and answer questions about the items in exercise 10.

- Put students in pairs.
- Students will ask and answer by filling in the blanks of this exercise with the information about the items in exercise 10.
- Students can share their answers with the class.

#### 12. Let's sing.

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

# 5 Places LESSON 1 and Directions

#### **Objectives**

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

- Recognise new words and phrases.
- Know the names of different places and where they are.

#### **New Language:**

exactly, far, modern, east, west, north, south, famous, library, stadium, centre, How high/far...., What is it famous for?

#### Bring to the class

- the tape
- the flashcards for this lesson

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

#### Places and Directions

LESSON 1



- exactly, far, modern, east, west, north, south

-famous,

- library, stadium, centre -how high/far..., What is it famous for?

A. Listen and read Ali meets Sami on the plane on their way to Dubai

Ali: Where are you from?

Sami: I am from Nablus.

Ali: Where is that exactly?

Sami: It's in the north of Palestine.
It is about 63 kilometres north
of Jerusalem, 110 kilometres

west of Amman.

Ali: Is it by the sea?

Sami: No, it's about 40 kilometers away from the sea.

Ali: What is it like?

Sami: It lies in a big valley running from east to west, between Ebal Mountain in the north, and Gerizim mountain in the south. Ebal is about 800 metres high, and Gerizim is about 60 metres high.

In the centre of Nablus lies the old city, and

the modern city lies on the mountains in the north and in the south.

Ali: What is Nablus famous for?

Sami: Nablus is most famous for its kanafeh and soap. People all over the Arab countries know about Nabulsi Kanafeh and Nabulsi Soap.

Ali: Are there good places for children there?

Sami: Yes, there is The Children Happiness Centre. There we can learn how to draw and play music. We can read in the children's library, and we can play some games.

Ali: It seems Nablus is a beautiful city.

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#### **BOOKS OPEN**

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

#### B. Learn these words.







on a compass, it's the direction to the right east:

The sun rises in the east.

on a compass, it's the direction to the left. west:

The sun sets in the west.



on a compass, it's the direction that points up. north:

Canada is north of the United States.

on a compass, it's the direction that points down. south:

Saudi Arabia is south of Syria.



how far: when you want to know the distance from one place to another How far is your house to your school?

exactly: precise, no guess or mistake

His house is exactly 1.2 kilometers from the school.

[when talking about places] where a place is lie:

Amman lies on seven mountains.

famous: everybody knows of it/them

Jerusalem is a famous city. People around the world know about it.

in the middle of something

The "4" is in the centre of the circle.

#### B. Learn these words.

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

# C. Read the dialogue, then answer the following questions.

- 1. What is the nationality of Sami? Palestinian
- 2. In which part of Palestine does Nablus lie?

In the north of Palestine.

- 3. How far is it from Amman? 100 kilometres.
- 4. How far is it from Jerusalem? 63 kilometres.
- 5. How far is it from the sea? 40 kilometres.
- 6. How high is Ebal mountain? 800 metres high.
- 7. How high is Gerizim mountain? 60 metres high.
- What is Nablus famous for? Nablus is famous for its kanafeh and soap.
- 9. Where can children in Nablus go?
  To the Children Happiness Centre.
- D. In pairs, write a list of important places in your city, and say how far each place is from your home. You may need some of the following words.
- Students will write a list of important places in their city, modeling the examples given and using some of the words in the list to help them.
- Students can share their answers with the class.
- Monitor and address common errors.

#### C. Read the dialogue, then answer the following questions.

- 1. What is the nationality of Sami?
- 2. In which part of Palestine does Nablus lie?
- 3. How far is it from Amman?
- 4. How far is it from Jerusalem?
- 5. How far is it from the sea?
- 6. How high is Ebal mountain?
- 7. How high is Gerizim mountain?
- 8. What is Nablus famous for?
- 9. Where can children in Nablus 90?
- D. In pairs, write a list of important places in your city, and say how far each lace is from your home. You may need some of the following words.

There is (one) supermarket.

There aren't any malls or hotels in my town.

supermarket, mall, shopping centre, library, restaurant, cinema, bank, park, theatre, hotel, museum, football stadium, children's centre

#### E. Ask and answer about towns in your country.

- A: Where does (the name of the town) lie?
- B: It lies in the (north/south /east/west/ centre) of (name of country), on the sea/ mountain/ in a valley/ between two mountains etc..
- A: How far is it from the capital?
- B: It's about / exactly\_\_\_\_\_kilometres.

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#### E. Ask and answer about towns in your country.

- Put the students in pairs.
- Have the students ask and answer about the towns in their country. The students will use the questions given to help them ask and answer. They will substitute with the town they are asking about.

F. Write the answers to the following questions using "about" and "exactly" as in the example.
Ex. How far is the beach from your home?
It's about 4 hours from my home.
It's exactly 408km from my home.
1. When will you finish this unit?
(about)
2. How many days until the end of school?
(exactly)
3. How long does it take to do your homework?
(about)
4. How far is your grandparent's house.
(exactly)
G. Write two sentences using "about" and "exactly".
1.
2.

F. Write the answers to the following questions using "about" and "exactly" as in the example.

- Students will answer each question individually.
- Answers will vary.

G. Write two sentences using "about" and "exactly".

• Students will write two sentences of their own using "about" and "exactly", modeling the sentences in the previous exercise.

#### **LESSON 2**

#### **Objectives**

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

- Recognise new words and phrases.
- Know how to give directions.

#### **New Language:**

opposite, next to, between, turn left/right at/into, take the \_\_\_\_\_ turn, go along, as far as, on your left/right

#### Bring to the class

- the tape
- the flashcards for this lesson

#### Warm-Up

 Have the students look at the diagram and ask them how to go to a certain place in the diagram.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

#### (B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.



#### **BOOKS OPEN**

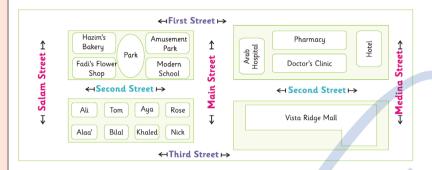
- Play the audio and ask the students to identify words they recognise.
- Ask each student to read part of the dialogue.

## B. Learn these words and expressions. Look at the town plan in exercise A. Try to use the words below.

**opposite:** Riham's house is opposite the supermarket. **next to:** Hala's house is next to al-Najah School.

between: Hala's house is between the school and the fruit shop.

C. Label the places according to the directions. The first one is done for you.



- From the Doctor's clinic, go along Second Street. Turn left at Main Street.
   Turn right on Third Street. Go along Third Street. He lives in the last house on the right.
- 2. From Vista Ridge Mall, go along Second Street. After you pass Main Street, she lives in the 2nd house on the left.
- 3. From Ali's house, go up Salam Street. Turn right at First Street.

  Go all the way to Medina Street. You can see it after the Pharmacy.
- 4. From Nick's house, go up Main Street and turn left at the Amusement Park. It's between the bakery and Amusement Park.
- 5. From the Flower Shop, go up Salam Street and turn right on First Street.

  Turn right at Main Street. It's across from the school.

# B. Learn these words and expressions. Look at the town plan in exercise A. Try to use the words below.

- Students will read the words and the sample sentences using the words.
- Have the students look at the diagram in exercise A.
- Students will try to use the words to give directions to a specific place in the diagram.

# C. Label the places according to the directions. The first one is done for you.

- Students will look at the diagram and try to find the place depending on the directions given.
- Students will label the place they find.
- Review the answers with the class.
- Address common mistakes and errors.
- 1. Alaa'
- 2. Aya
- 3. Hotel
- 4. Park
- 5. Arab Hospital

# D. Look at the diagram on the right and finish the directions.

1. Excuse me, could you tell me how to get to the library?

- Yes, you go <u>along Salem</u>

Street as far as <u>the traffic lights.</u>

Turn <u>left</u> into <u>Rasheed Street.</u>

The library is at the end of <u>Rasheed</u>

<u>Street</u> on your <u>right.</u>

2. Excuse me, could you tell me the way to the mall?

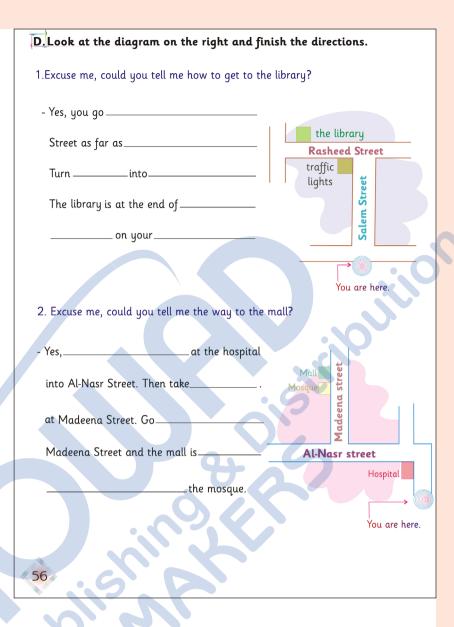
- Yes, <u>turn left</u> at the hospital

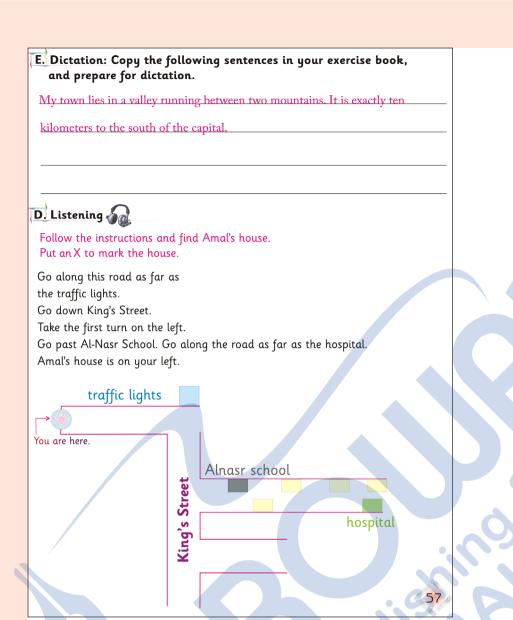
into Al-Nasr Street. Then take <u>right</u>.

at Madeena Street. Go<u>along</u>

Madeena Street and the mall is on the

<u>left next to</u> the mosque.





# E. Dictation: Copy the following sentences in your exercise book, and prepare for dictation.

- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.

#### D. Listening. traffic lights Read the directions. Play the audio and have the You are here. students listen carefully, while looking the map diagram. Alnasr school King's Street Students will find the location of Amal's house by following the directions they hear, and put an X on its location. Move around the class and make sure every student put an X on the correct place.

# My Family LESSON 1

#### **Objectives**

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

- Recognise new words and phrases.
- Know family-related words and family members.

#### **New Language:**

family tree, husband, wife, son, daughter, parents, grandparents, uncle, aunt, nephew, niece, relative

#### **Bring to the class**

- the tape
- the flashcards for this lesson

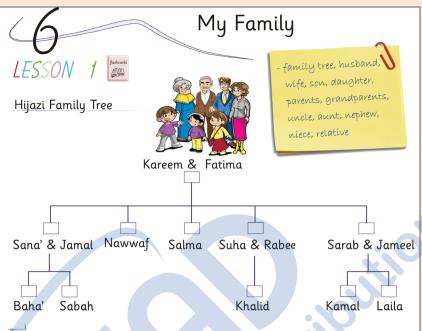
#### Warm-Up

 Ask the students to name the people in their family and what each person's relationship is to them.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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



A. Look at Hijazi family tree, and learn the following words.

Kareem is married to Fatima. Kareem and Fatima are husband and wife.
They have three sons: Jamal, Nawwaf and Rabee, and two daughters:
Salma and Sarab. Jamal is married to Sana'. They have got two children:
Baha' and Sabah. Kareem and Fatima are the grandparents
(the grandfather and the grandmother) of Baha', Sabah, Khalid, Kamal and Laila, and these children are their grandsons and granddaughters. Baha'
Sabah, Khalid, Kamal, and Laila are cousins. Jamal, Nawwaf, Rabee', Salma and Sarab are their uncles and aunts, and their children are their nephews and nieces. All the people in the family tree are relatives.

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#### (B) Introduce the lesson.

- Have students look at the Hijazi family tree.
- Discuss the relationships between the family members with the students.

#### **BOOKS OPEN**

- Play the audio and ask the students to identify words they recognise.
- Have the students look at the diagram of the Hijazi family tree and then read the paragraph.
- Have the students recognise the relationship between each family member and know the new family words to name each family relationship.

## B. Look at the family tree. Then, in pairs, ask and answer questions. Use words in the list.

father, mother, parent, grandparent, grandfather, grandmother, brother, sister, uncle, aunt, cousin, nephew, husband, wife, son, daughter.

- A. Who is Sabah's father?
- B. Kareem is Sabah's father.
- A. Who are Sabah's cousins?
- B. Khalid, Kamal, and Laila are Sabah's cousins.
- C. Classify the relatives in the list in exercise B into males and females. Notice that some of them are both males and females.

Males: father, son, cousin		_
• • •		
		-

Females:

Males and Females:

- D. Ask and answer questions about the people in the family tree using "how many" as in the example.
  - A. How many cousins has Sabah got?
  - B. She's got three cousins.

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- B. Look at the family tree. Then, in pairs, ask and answer questions. Use words in the list.
- Put the students in pairs.
- Have the students look at the Hijazi family tree diagram on page 58 again.
- Students will ask and answer questions like the examples in this exercise based on the diagram. They will use the new words listed in this exercise to ask and answer.
- C. Classify the relatives in the list in exercise B into males and females. Notice that some of them are both males and females.

Males: father, son, cousin, husband, grandfather,

uncle, nephew, brother, parent, grandparent

Females: mother, parent, grandparent, grandmother,

sister, aunt, cousin, wife, daughter

Males and Females: parent, grandparent, cousin

- D. Ask and answer questions about the people in the family tree using "how many" as in the example.
- Put the students in pairs.
- Have the students look at the Hijazi family tree diagram on page 58 again.
- Students will ask and answer questions like the example in this exercise based on the diagram. They will begin their questions with "How many".

T	E. Complete the sentences about Hijazi family.	
	1. Kareem and Fatima are Sabah's	
	2. Jamal and Sana' are and	
	3. Jamal is the of Sana'.	
	4. Khalid and Sabah are	
	5. Jamal is Khalid's	
	6. Salma is Kamal's	
	7. Khalid is Nawwaf's	
	8. Laila is Salma's	
1	F Write the names of ten different relatives, and heside each name	n <i>e</i>
Ī	F. Write the names of ten different relatives, and beside each name write his/her/ their relationship to you.  Example:	ne
Ţ	write his/her/ their relationship to you.	ne
T THE RESERVE TO SERVE THE RESERVE TO SERVE THE RESERVE TO SERVE THE RESERVE TO SERVE THE RESERVE THE	write his/her/ their relationship to you.  Example:	ne
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	write his/her/ their relationship to you.  Example:	ne
	write his/her/ their relationship to you.  Example:	ne
	write his/her/ their relationship to you.  Example:	ne

#### E. Complete the sentences about Hijazi family.

1. Kareem and Fatima are	Sabah's <u>grandpar</u>	grandparents	
2. Jamal and Sana' are	their father and	mother .	
3. Jamal is the	husband	of Sana'.	
4. Khalid and Sabah are	cousins		
5. Jamal is Khalid's	uncle		
6. Salma is Kamal's	aunt		
7. Khalid is Nawwaf's	nephew		
8. Laila is Salma's	niece		

- F. Write the names of ten different relatives, and beside each name write his/her/ their relationship to you.
- Students will write the names of ten relatives and write the relationship of each to them.



# A. Listen and read The Elephant Family

Some animals, such as elephants and monkeys, have families like us. The elephant family consists of the mother, her daughters and their young. The mother is the oldest and wisest one in the family. She teaches the other ones in the family how to behave in the forest. The father does not stay with the family. He leaves the family to live with other males. When young males grow up and become adults, they also leave the family to live with other males. They don't go far; they stay

nearby. Females stay with their young.

Sometimes, one of her sisters and her children join her family and make a bigger family. Relatives of the same family have good relationships. Older elephants help younger ones. When they travel, young elephants stay beside their mother in the middle of the group. Older elephants are at the back and at the front to protect the young elephants from lions and tigers.

- consist of, at the front, at the back, in the middle, beside, next door, grow up, adult, protect







#### **LESSON 2**

#### **Objectives**

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

- Recognise new words and phrases.
- Know the meanings of different prepositions of place and how to use them in sentences.

#### **New Language:**

consist of, at the front, at the back, in the middle, beside, next door, grow up, adult, protect

#### Bring to the class

- the tape
- the flashcards for this lesson

#### Warm-Up

• Review the names of members in a family.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

#### (B) Introduce the lesson.

- Have students look at the pictures and say what they see.
- Ask the students what they think the lesson is about according to the pictures.

#### **BOOKS OPEN**

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

#### B. Learn these words.

- Show the picture cards or ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.
- C. Read the text in exercise
  A, then say if each of the
  following sentences is true
  or false. Correct the wrong
  sentences.
- Elephants have families, but monkeys don't have families.
   False. Elephants and monkeys have families.
- 2. There aren't adult males in the elephant family.

True

3. An elephant family consists of father, mother, and their children.

False. An elephant family consists of the mother, her daughters, and their young.

4. Aduit males don't live far from their mothers.

True

5. Young elephants may have an aunt in their family.

True

6. Young elephants may have cousins in their family.

True

- 7. Young elephants are at the front of the group when they travel. False. Young elephants are in the middle of the group when they travel.
- 8. Mothers protect their children. True

B. Learn these words.

consist of: made up of

This family consists of the father, the mother, and two children.

the front: the part that faces forward and everything else is behind

When we go in the car, my mother sits in the front.

the back: the part that is behind something else

My mother sits in the front and we sit in the back of the car.

beside: next to

My mother sits beside my father in the car.

middle: the part that has something in front and in back of it.

I like cookies that have cream in the middle.

next door: a place that is next to another place

My brother's house is next door to my house.

nearby: close to

The park is nearby my house.

grow up: to reach an age when you don't need your parents to take care of you

When I grow up, I want to be an engineer.

adult: when you reach your full size and strength, an age that you can vote

When I am an adult, I will vote in the parliamentary elections.

**protect:** to take care of and not let harm happen

Police Officers protect people from criminals.

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

- 1. Elephants have families, but monkeys don't have families.
- 2. There aren't adult males in the elephant family.
- 3. An elephant family consists of father, mother, and their children.
- 4. Adult males don't live far from their mothers.
- 5. Young elephants may have an aunt in their family.
- 6. Young elephants may have cousins in their family.
- 7. Young elephants are at the front of the group when they travel.

8. Mothers protect their children.

- D. Ask and answer questions about the picture. Use: at the front, at the back, in the middle, next to, beside.
  - A: Where is the teacher standing?
  - B: She is standing in front of the class.
  - A: Who is sitting next to Ali?
  - B: Sami is sitting next to Ali.



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- D. Ask and answer questions about the picture.
  Use: at the front, at the back, in the middle, next
  to, beside.
- Put the students in pairs.
- Have the students look at the picture in this exercise.
- Students will ask and answer questions like the examples in this exercise based on the picture. They will use the words listed in this exercise to ask and answer.

# E. Read the following text silently, then answer the questions that follow.

- a. Dr. Jane watched a chimpanzee family to know how they lived.
- b. The father and mother of young chimpanzees live in the same family.

False. The mother only lives with her family.

- c. The mother in a chimpanzee family plays with her baby in the same way as our mothers.

  True.
- d. There is a strong relationship between mother and child in a chimpanzee family, but the relationship is weak between brothers.

False. There is a strong relationship between mother and child and between brothers in a chimpanzee family.

## E. Read the following text silently, then answer the questions that follow.

#### The Chimpanzee Family

Dr. Jane studied the life of a chimpanzee family. The family consisted of the mother, Flo, her two sons, Figan and Faben, and her daughter Fifi. Flo often played with her children, just like our mothers. While resting on her back, she would hold her baby with one foot, and tickle its neck with her fingers, just like any mother playing with her baby.

When Figan grew up, he wanted to be the boss of all adult males living nearby. His mother and his brother, Faber, joined with him and helped him in his fights against other adult males. This showed relationships in a chimpanzee family are not different from our families.



## Write if each of the following sentences is true or false. Correct wrong sentences.

- a. Dr. Jane watched a chimpanzee family to know how they lived.
- b. The father and mother of young chimpanzees live in the same family
- c. The mother in a chimpanzee family plays with her baby in the same way as our mothers.
- d. There is a strong relationship between mother and child in a chimpanzee family, but the relationship is weak between brothers.

#### F. Learn these:



- 1. A young cat is called a kitten.
- 2. A young hen is called a chick.
- 3. A young dog is called a pup.
- 4. A young cow is called a calf.
- 5. A young sheep is called a lamb.
- 6. A young bear is called a cub.

#### F. Learn these:

- Ask the students to look in the book and read the sentences.
- Read the new words and ask the students to repeat after you.

#### G. Listening 🞧

Listen to the following dialogue, then circle the right word (s).

- 1. Sami's family consists of (three, four, two) people.
- 2. Sami (hasn't got any brothers or sisters, has got only one brother, has got only one sister).
- 3. Sami (is happy, isn't happy) because he hasn't got any brothers or sisters.
- 4. Sami's grandfather is (alive, dead).
- 5. Sami's grandmother is (alive, dead).
- 6. Sami's grandparents live (with them, nearby, in the next town).

Ali: Tell me about your family, Sami.

Sami: Well, there's my mother. Her name is Basma, and my father, his name is Osama.

Ali: Haven't you got any brothers or sisters?

Sami: No, I haven't. I am an only child.

Ali: Are you happy to be an only child?

Sami: No, I am not. I'd like to have a brother or sister. We can play together.

Ali: Are your grandparents alive?

Sami: Yes, they are. They are old now, but they are still strong.

My grandfather is about seventy, and my grandmother is about sixty-five.

Ali: Do your grandparents live with you?

Sami: No, they don't, but they live next door.

They often come to our house and have dinner with us.

#### H. Writing

Write 5-7 sentences about your family.

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#### G. Listening.

- Read the directions to the class.
- Play the audio and have the students listen carefully.
- Have the students circle the correct answer in each sentence, based on what they read.
- 1. Sami's family consists of (three four, two) people.
- 2. Sami (hasn't got any brothers or sisters) has got only one brother, has got only one sister).
- 3. Sami (is happy, isn't happy) because he hasn't got any brothers or sisters.
- 4. Sami's grandfather is alive dead).
- 5. Sami's grandmother is (alive) dead).
- 6. Sami's grandparents live (with them, nearby) in the next town).

#### H. Writing.

- Read the directions to the students.
- The students will write 5 7 sentences about their family.
- Correct any mistakes or errors.

# My Home

### Objectives

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

- Recognise new words and phrases.
- Know the names of different rooms and parts of a house.

#### **New Language:**

balcony, furniture, fresh, overlook

#### Warm-Up

 Ask the students to describe their home.

#### Bring to the class

- the tape
- the flashcards for this lesson

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the lesson.

- Have students look at the pictures and say what they see.
- Ask the students what they think the lesson is about according to the pictures.

# My Home

### ESSON 1

#### A. Listen and read

Tom lives in a big yellow house near King's Park.

Their house has got five rooms and two balconies.

The balconies overlook a big garden.

On the ground floor, there is a kitchen, a hall, a living room, a dining room, a bathroom, a computer room, and a garage. There are beautiful pictures on the walls of the living room. They have their meals in the dining room. There is a big bookcase with lots of books in the computer room.

On the first floor, there are three bedrooms, and a bathroom.They have a large basement, too.

They keep old furniture in this basement.

In front of the house, there is a garden
with all kinds of flowers. In the back, there
is a vegetable garden. Tom's mother usually
gets fresh lettuce and tomatoes
from this garden to make salad.











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

#### B. Learn these words.

balcony: a platform on the outside of a house, above the ground

When I stand on the balcony, I can see the sea and

mountains in front of me.

overlook: to see out over a distance

The hotel balcony overlooks the beach.

furniture: items in a room that are used for sitting

Chairs and sofas are furniture.

fresh: new

We ate fresh figs from Ali's garden.

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

- 1. What is Tom's house like?
- 2. How many rooms does it have?
- 3. What's on the ground floor?
- 4. What's on the first floor?
- 5. What's at the front of the house?
- 6. What's at the back of the house?
- 7. What do the balconies overlook?
- 8. What's in the living room?
- 9. What's in the computer room?
- 10. Where do they have their meals?

#### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

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

- 1. What is Tom's house like? It is big and yellow.
- How many rooms does it have?It has got five rooms and two balconies.
- 3. What's on the ground floor? There is a kitchen, a hall, a living room, a dining room, a bathroom, a computer room, and a garage.
- 4. What's on the first floor?

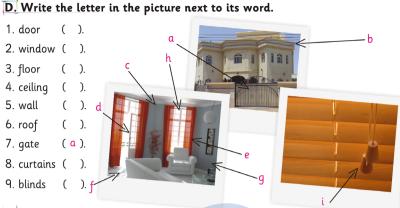
  There are three bedrooms and a bathroom.
- 5. What's at the front of the house? There is a garden with all kinds of flowers.
- 6. What's at the back of the house? There is a vegetable garden.
- 7. What do the balconies overlook?

  A big garden.
- 8. What's in the living room?

  There are beautiful pictures on the wall.
- 9. What's in the computer room? There is a big bookcase with lots of books.
- 10. Where do they have their meals?In the dining room.

## D. Write the letter in the picture next to its word.

- 1. door ( d ).
- 2. window ( h ).
- 3. floor (f).
- 4. ceiling (c).
- 5. wall (q).
- 6. roof (b).
- 7. gate ( a ).
- 8. curtains (e).
- 9. blinds ( i ).



E. Write where we can see each of the following in a house.

table, chair, armchair, sofa, wardrobe, bath, bed, television, toilet, dressing table, lamp, bookcase, fridge, curtain, blind, cooker, shower, carpet, cupboard, sink, washbasin, freezer, towels, dining table Example:

- 1. (kitchen): a freezer, a cooker, a sink, a cupboard.
- 2. (sitting room):
- 3. (dining room):
- 4. (bathroom)
- 5. (bedroom)

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# E. Write where we can see each of the following in a house.

- 1. (kitchen): a freezer, a cooker, a sink, a cupboard.

  fridge
- 2. (sitting room) : armchair, sofa, television

  lamp, bookcase, curtain, blind, carpet
- 3. (dining room) : table, chair, curtain, carpet,
  dining table
- 4. <u>(bathroom)</u>: bath, toilet, shower, sink, washbasin, towels
- 5. <u>(bedroom)</u>: wardrobe, bed, dressing table, curtain

F. Read the following, then write one of your own.
We live in a flat on the second floor near Al-Arabi bank in Rasheed Street.
There are three bedrooms, two bathrooms, a sitting room, and a dining room
in our flat. There are also two balconies. One balcony overlooks the high
mountains in the south, and the other balcony overlooks the sea. My room is
small. It's yellow and white, and there is a table near the window.
There is also a large mirror on the wall above the table.

G. Dictation: Copy the following in your exercise book, and prepare for dictation.

We have two balconies in our flat. One veranda overlooks the high mountains in the south, and the other overlooks the green forest in the north.

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#### F. Read the following, then write one of your own.

- Students will read the paragraph in this exercise.
- Have students write a paragraph that describes their own home. It will include where they live and how many rooms they have in their home.

## G. Dictation: Copy the following in your exercise book, and prepare for dictation.

- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.

#### **LESSON 2**

#### **Objectives**

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

- Recognise new words and phrases.
- Know names of some parts in a house.

#### **New language**

miss, rent a house, think/thought, fix, tap, pipe, leak, sink, clogged, suburb

#### Bring to the class

- the tape
- the flashcards for this lesson

#### Warm-Up

 Review with the students the names of rooms and parts of a home.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

#### LESSON S



#### A. Listen and read

Amal: Why didn't you come to Samia's birthday party yesterday? We missed you.

- miss (you), rent a house, think/ thought, fix, tap, pipe, leak, sink clogged, suburb

Dana: We were very busy. We have rented a new house,and moving to a new house needs a lot of work.

Amal: What was wrong with your old house? I thought you liked it.

Dana: It was good at first, then many things went wrong. The central heating did not work,and the pipes leaked. Also, a tap dripped and the sink in the kitchen was clogged most of the time.



Amal: Why didn't you fix them?

Dana: We tried to fix them many times, but they went wrong again and again. So, we rented a new house.

Amal: Where did you move to?

Dana: To the centre of the town, in Al-Rasheed Street.

Amal: What's the address?

Dana: Apartment 56, two blocks after Najah Mall.

It is on the second floor, flat number 2. I like it.

There is a park nearby. We can play in the park.

Amal: I don't like to live in the centre of the city.

It is better to live in the suburbs because it is quieter and cleaner.

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#### **BOOKS OPEN**

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

#### B. Learn these words.

miss: to not be present

Don't miss Huda's party next week!

rent a house: to pay money to live in a house or apartment you do not own

Next summer we will rent a house in Aqaba.

think/ thought: to have an idea in your mind

I think the movie starts at 7.

I thought you called the cinema to check.

fix: to repair if something is broken

The plumber will come tomorrow and fix the sink.

tap: a faucet in a sink where water comes out.

We never drink water from the tap.My mother buys bottled water.

drip: to let drops fall

Water is wasted if you don't fix the drip in your faucet.

pipe: a hollow tube used for the movement of water

The pipes in my house are old. My father will replace the water pipes.

leak: a hole or crack where liquid or air enters or escapes

My football has a leak. We can't play until the leak is fixed.

sink: A place where you wash dishes or wash your hands.

He left the dishes in the sink.

clog / clogged: to prevent liquid or air from passing

The sink clogged.

suburb: a small town on the edge of a city

Jabal Hussein is a suburb of Amman

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

- 1. Why didn't Dana come to the party?
- 2. What was wrong with the central heating?
- 3. What was wrong with the pipes?
- 4. What was wrong with the tap?
- 5. What was wrong with the sink?
- 6. Could they fix them?
- 7. Why did they move to a new house?
- 8. Where is Amal's new home?
- 9. Where does she live exactly?

#### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

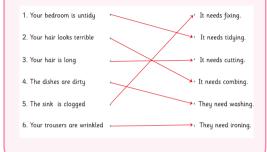
# C. Read the dialogue in exercise A, then answer the following questions.

1. Why didn't Dana come to the party?

Because she moved to a new home.

- 2. What was wrong with the central heating?
  - It did not work.
- 3. What was wrong with the pipes? The pipes leaked.
- 4. What was wrong with the tap? The tap dripped.
- 5. What was wrong with the sink? It was clogged most of the time.
- 6. Could they fix them?
  They tried to fix them many times, but they went wrong again and again.
- 7. Why did they move to a new house?
  - Because many things in the old house went wrong.
- 8. Where is Amal's new home? In the centre of the town, in Al-Rasheed Street.
- 9. Where does she live exactly? In apartment 56, two blocks after Najah Mall.

# D. Match sentences in the first column with sentences in the second column.



## D. Match sentences in the first column with sentences in the second column.

- 1. Your bedroom is untidy
- 2. Your hair looks terrible It needs tidying.
- 3. Your hair is long . It needs cutting.
- 4. The dishes are dirty
- 5. The sink is clogged They need washing.
- 6. Your trousers are wrinkled They need ironing.

#### E. Choose from the list to complete the following sentences using "so".

we registered at a new school, we went shopping there, we used heaters, we bought a new one, we walked up the stairs,

- 1. The washing machine did not work,
- 2. The lift was not working,
- 3. The central heating in our house was not working,
- 4. There was a sale at the supermarket,
- 5. The fees in our school were very high,

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# E. Choose from the list to complete the following sentences using "so".

- 1. The washing machine did not work, so we bought a new one.
- 2. The lift was not working,
  - so we walked up the stairs.
- 3. The central heating in our house was not working,
  - so we used heaters.
- 4. There was a sale at the supermarket,
  - so we went shopping there.
- 5. The fees in our school were very high,
  - so we registered at a new school.

F. Make sentences using the words in brackets.
Example:
A. Live in the suburbs ( noisy, quiet, clean).  It is better to live in the suburbs because it is cleaner and quieter there.
B. the centre of the city / the suburbs ( noisy, quiet, clean, nearby markets).
C. the city / the village ( quiet, fresh air, parks, theatres).
Dr a villa a house / a flat ( safe, garden, do what you like, can play with many children).
G. Listening
Listen to Maram and Manal describe their homes, then answer the questions that follow.
Maram: We live in a big white house with a red roof. There are ten rooms, a gymnasium, a swimming pool, and a large garden.
I like our house because I can play table tennis and swim.
Manal: We live in a flat on the fifth floor in the centre of the city. There are five rooms and two balconies in our house. I like our house because it is near our school, and there is a big supermarket and a park only two blocks from our home.
1. Why does Maram like her house?
2. Why does Manal like her home?
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F. Make sentences using the words in brackets.  Answers will vary.
G. Listening.
<ul> <li>Read the directions to the class.</li> </ul>
<ul> <li>Play the audio and have the students listen carefully.</li> </ul>
<ul> <li>Have the students answer the questions, based on what they heard.</li> </ul>
1. Why does Maram like her house?
Because she can play table tennis and swim.
2. Why does Manal like her home?  Because it is near her school and there is a big

supermarket and a park only two blocks from her home.

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

- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.

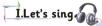
#### I. Let's sing.

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

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

Most people in my city live in flats. Not many of them live in villas.

A lot of them have got central heating. Almost all of them have got
televisions, washing machines, and showers.









I take her to school with me, She is now in KG 2, I'm always proud of her, She can draw, write, and count, too.

She knows many English words,
She can say "please" and "thank you",
She can sing and she can dance,
She is lovely and so cute.

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### My City



### A. Listen and read 🔏

Amal meets an English girl on holiday

Hello, I am Mary. I am from Southampton in England.

Amal: Have you ever visited Amman?

Yes, we went on vacation to Mary: Jordan last year. We stayed in Amman for one week. I know

it very well.

Did you like it? Amal:

Yes, I liked it very much. Mary:

It's a nice city.

Amal: What did you like most about Amman?

First, it's a safe city. There Mary: are many interesting places in it, such as castles and the old theatres. It has a lot of modern beautiful buildings too. Shopping in its shopping centres is great fun.

Do you think it is an expensive city? Amal:

Mary: Not very expensive, especially at stalls and markets. Prices are not fixed and

I liked bargaining a lot. Amal: How was the weather?

Mary: It was pleasant. We enjoyed the sunny days.











### My City

#### Warm-Up

 Ask the students about the city they live in. Have them describe it.

#### **Presentation BOOKS CLOSED**

(A) Introduce the word.

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

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

#### **LESSON 1**

#### **Objectives**

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

- Recognise new words and phrases.
- Know new adjectives to describe cities.

#### **New Language:**

sunlight, fixed prices, bargain

Bring to the class

- the tape
- the flashcards for this lesson

#### **BOOKS OPEN**

#### A. Listen and read.

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



#### B. Learn the following words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

### C. Read the dialogue and answer the following questions.

- 1. Where does Mary come from? Southampton, England
- 2. Has she ever been to Jordan? Yes.
- 3. How long did she stay in Amman?

For one week.

- 4. What was Amman like for her? It's a nice and safe city.
- 5. Is Amman an expensive city? Not very expensive.

#### B. Learn the following words.

sunlight: light that comes from the sun

If there is a lot of sunlight, we wear our sunglasses.

bargain: to try to buy something at a lower price.

The shoes are 50 Jds, we will bargain for a lower price.

**fixed prices:** to sell something for one amount without raising or lowering

There is no bargaining when prices are fixed.

#### C. Read the dialogue and answer the following questions.

- 1. Where does Mary come from?
- 2. Has she ever been to Jordan?
- 3. How long did she stay in Amman?
- 4. What was Amman like for her?
- 5. Is Amman an expensive city?

#### D. Choose the correct questions to complete this conversation.

What's the weather like? / Is it big? / What's your city like?

Α.

B. My city? Oh, it's a nice place.

Α

B. No, it's not big, but it has a lot of beautiful buildings.

Α

B. It's rainy and cold in winter, but very nice in summer.

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### D. Choose the correct questions to complete this conversation.

- A. What's your city like?
- B. My city? Oh, it's a nice place.
- A. <u>Is it big?</u>
- B. No, it's not big, but it has a lot of beautiful buildings.
- A. What's the weather like?
- B. It's rainy and cold in winter, but very nice in summer.

E. Fill in the blank space London.	s with 'is' or 'has' in the following te	xt about
Londont	he capital of England. It	many
interesting places in it. It als	osome	
of the most beautiful museu	ms in the world. London	
very crowded in the summer	, but it not busy in th	ne winter.
The city	famous for its shopping centr	es, and it
	many excellent departme	ent stores.
F. Dictation: Copy the fo	llowing sentences and prepare for di	ctation.
Jarash is a great place for	tourists. It has many ancient ruins.	
Dubai is a very busy city o	and has great shopping centres.	
Damascus is famous for its	s traditional markets.	
		•

## F. Dictation: Copy the following sentences and prepare for dictation.

- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.

E. Fill in the blank spaces with 'is' or 'has' in the following text about London.

London is the capital of England, It has many
interesting places in it. It also <u>has</u> some
of the most beautiful museums in the world. Londonis
very crowded in the summer, but it is not busy in the winter.
The cityfamous for its shopping centres, and it
has many excellent department stores.

#### LESSON 2

#### **Objectives**

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

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

#### **New Language:**

land/landed, luggage, customs hall, passenger, country, catch the train, castle, made of

#### **Bring to the class**

- the tape
- the flashcards for this lesson

#### **Warm Up**

 Ask the students to describe a country that they travelled to, and the things that they've seen in it.

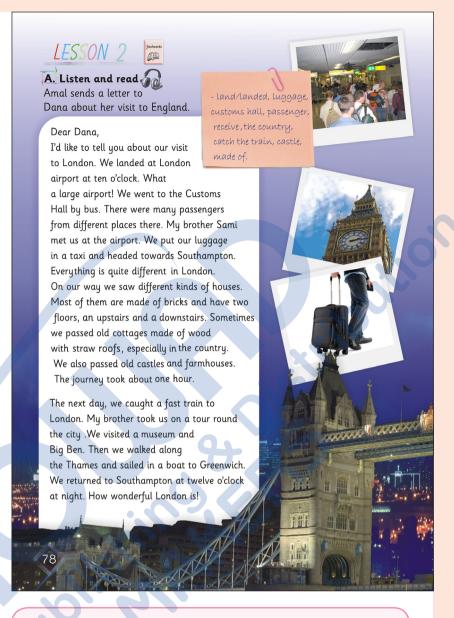
### Presentation BOOKS CLOSED

(A) Introduce the word.

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

#### (B) Introduce the letter.

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



#### **BOOKS OPEN**

#### A. Listen and read.

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

#### B. Learn these words.

land/landed: when a plane touches the ground

The plane took off from Amman airport and landed

at London airport.

luggage: The bags of a traveler

Your luggage is heavy.

customs hall: a place where you inform the government of what you

brought to the country.

When you arrive at the airport, you must take your

luggage to the customs hall.

passenger: any person traveling on a bus, train, or plane

All passengers must buy a ticket.

**country:** The villages and farms outside a city

I live in the city, but love the country.

catch the train: to board a train on time.

We ran to catch the train before it left.

castle: a strong building where kings and queens live/ lived.

There are guards in front of the castle.

made of: The material of something.

My house is made of stone.

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

1. When did they arrive at London airport?

- 2. Did they walk to the customs hall?
- 3. Who met them at the airport?
- 4. Did they stay in London?
- 5. What kinds of homes did they see on their way to Southampton?
- 6. What are most houses in England made of?
- 7. What did they see in England?

#### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

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

1. When did they arrive at London airport?

At ten o'clock.

2. Did they walk to the customs hall?

No. They went by bus.

- 3. Who met them at the airport? Amal's brother, Sami.
- 4. Did they stay in London? Yes.
- 5. What kinds of homes did they see on their way to Southampton? Different kinds of homes: brick houses, old cottages, old castles, and farmhouses.
- 6. What are most houses in England made of? Brick.
- 7. What did they see in England?
  They visited a museum and Big
  Ben. They also sailed in a boat to
  Greenwich.

### D. Fill in the blank space with words from exercise B.

1.Look at my vase. It is <u>made of</u> ceramic.
2.Last week we visited an old <u>castle</u> . Kings and Queens lived there a long time ago.
3.Our plane trip from the US to Qatar was so long. I was happy when . the plane
4.We had to pay one dinar to put our <u>luggage</u> on a cart to take it to the car.
5.At the <u>customs hall</u> , the officer checks our bags and asks us if v have any electronics.
6.There were 250 <u>passengers</u> on our plane.
7.After our long plane trip, we had another hour to get from the city.
to the <u>country</u> .
8.We will <u>catch the train</u> at 8:00am to get back to the city.

D. Fill in the blank spaces with words f	rom exercise B.
1.Look at my vase. It is	ceramic.
2.Last week we visited an old there a long time ago.	. Kings and Queens lived
3.Our plane trip from the US to Qatar was so the plane	
4.We had to pay one dinar to put our the car.	on a cart to take it to
5.At the $\_\_\_$ , the office	er checks our bags and asks us if we
have any electronics.	
6.There were 250	
7. After our long plane trip, we had another h	our to get from the city.
to the	
8.We will	at 8:00am to get back to the city.
E. Form sentences using the clues besid	e them.
1. The boy/ my friend / red hair/with /is	
The boy with red hair is my friend.	
2. /a long moustache/ the man/ my fath	er/ with/ is/
3. /the cottage/a straw roof/ with/ our	home/ is/
<b>T</b> 4	
4. /the girl/ the fair hair/ with/ my siste	rl isl
5. /the old man/ grey hair/ my grandfat	her/ with/ is/
80	

#### E. Form sentences using the clues beside them.

- 2. /a long moustache/ the man/ my father/ with/ is/
  The man with a long mustache is my father.
- 3. /the cottage / a straw roof/ with/ our home/ is/
  The cottage with a straw roof is my home.
- 4. /the girl/ the fair hair/ with/ my sister/ is/
  The girl with the fair hair is my sister.
- 5. /the old man/ grey hair/ my grandfather/ with/ is/

  The old man with grey hair is my grandfather.

### F. In pairs, give an example of places in your country or any other country for each of the following:

a tourist city, a big town in the north, a university, a beautiful building,

town near the sea, small town in the south, a modern town or

city, an interesting town, a traditional house.

Example: Cairo is a tourist city.

### G. What is each of the following cities famous for? Use the words and phrases in the list.

beaches, old theatre, castle, historical places, religious places, traditional markets, football team

#### Example:

1.Jerusalem is famous for its religious place
---

2. Damascus

3. Aqaba

4. Ajloun

5. Manchester

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# F. In pairs, give an example of a place in your country or any other country for each of the following:

- Have students work in pairs.
- Have the studnets look at each description listed and give examples of places that fit each description in their country or any other country.
- Have the students share their answers with the class.

### G. What is each of the following cities famous for? Use the words and phrases in the list.

Answers may vary.

2. Damascus Damascus is famous for its traditional markets.

Aqaba <u>Aqaba is famous for its beaches.</u>

4. Ajloun <u>Ajloun is famous for its old theatre.</u>

5. Manchester <u>Manchester is famous for its historical places.</u>

#### H. Silent reading.

- Students will read the text silently.
- After that, students will read the sentences that follow and say if each sentence is true or false.
- Students will correct the wrong sentences.
- Review the sentences with the class.
- Address common errors.
- 1. Southampton is in the middle of England.

False. It is in the south coast of England.

2. Southampton is 100km from London.

True.

3. There is a historic church in Southampton.

True.

4. Many people travel by ship from Southampton.

True.

5. Students come to study in Southampton.

True.

#### H. Silent reading

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

Southampton is on the south coast of England, about one hundred kilometers from London. It has been an important port, especially for passenger ships.

It's famous for its historic buildings, such as the Holyrood church and the palace

There is also a famous university in it.

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

- 1. Southampton is in the middle of England.
- 2. Southampton is 100km from London.
- 3. There is a historic church in Southampton.
- 4. Many people travel by ship from Southampton.
- 5. Students come to study in Southampton.

### I. Listening

Listen to the description and circle the correct city.

a. Amman b. Bethlehem

c. Jerusalem

d. Damascus

It is a very old city. Tourists come to visit it from all over the world.

It's famous for its religious places, especially the holy mosque and the holy church. There is an old wall around the old part of the city.

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#### I. Listening.

- Read the directions to the class.
- Play the audio and have the students listen carefully.
- Have the students circle the correct country that matches the description they heard.

a. Amman

b. Bethlehem

(c.)Jerusalem

d. Damascus

### J. Write a paragraph about your city similar to the text about Southampton or Jerusalem.

Where is it?/ What are the important places in it? What is the weather like in it?/ What is it famous for? Do you like it? Why?



#### The Street Cleaner

In the morning every day,
The street cleaner passes by,
Pushing before him a wheel cart,
Collecting litter from the street.

He's a strong old man with a strong face, working hard and very lean, He never talks or complains, Keen to keep the street clean.

Oh, boys and girls!
Will you be kind and not throw,
Litter and garbage in the street,
To help this man in his work,
And keep our city clean.

paragraph.

class.

J. Write a paragraph about your city similar to the

Students will write a paragraph about their own city.Students will answer the questions given in their

• Have the students read their paragraph aloud to the

text about Southampton or Jerusalem.





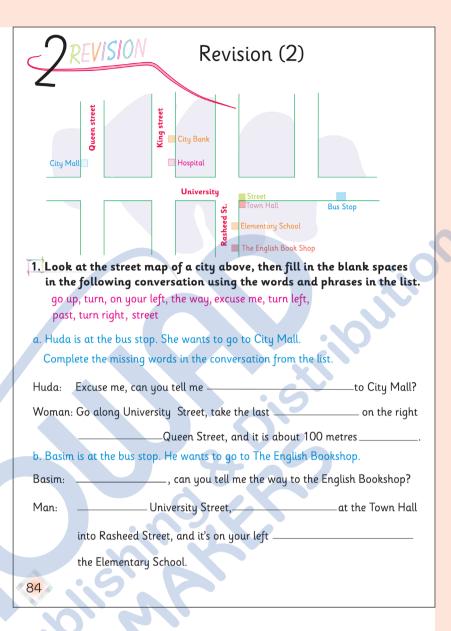


#### K. Let's sing.

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

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2 Revision



1. Look at the street map of a city above, then fill in the blank spaces in the following conversation using the words and phrases in the list.

Huaa:	Excuse me, can you tell me	Life way	——to City Mail?
Woman	: Go along University Street, take the	e last <u>street</u>	on the right
	Go up Queen Street, and	d it is about 100 r	netres <mark>on your left.</mark>
b. Basin	n is at the bus stop. He wants to go to	o The English Boo	kshop.
Basim:		the way to the E	nglish Bookshop?
Man:	Go up University Street,	turn left	_at the Town Hall
	into Rasheed Street, and it's on you	r left	past
	the Elementary School.		

2. A tourist is at the bus - stop. He wants to go to City Bank. Use the map in 1 to give him directions.

Tourist: Excuse me, can you tell me the way to City Bank?

You: \_\_\_\_\_

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



My name is Hassan. I am from Qatar.

My parents, Qasim and Dalal have got three children and three grandchildren.

I have got one brother, Khalid, and he has got two daughters, Abla and Widad.

My sister, Sana', hasn't got any children, and I have got one daughter, Salam.



A. Draw the family tree of Hassan as in unit 6.

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2. A tourist is at the bus - stop. He wants to go to City Bank. Use the map in 1 to give him directions.

You: \_\_Go along University Street. Take the second right to \_\_ King Street. It is on your right past the hospital. 3. A
Read the following text, then
answer the questions that
follow.

Hassan's Family Tree



### B. With a partner ask and answer questions.

- Put students in pairs.
- Have them ask and answer based on the words given.
- Have them write the questions and answers on the lines given for each question.
- Review the questions and answers with the class.
- Correct any errors.
- 2. brother/ Sana'
  - How many brothers has Sana' got?
  - She has got two brothers.
- 3. children/ Qasim and Dalal
  - How many children have Qasim and Dalal got?
  - They have got three children.
- 4. sisters/ Sana'
  - How many sisters has Sana' got?
  - She hasn't got any sisters.
- 5. uncles/ Salam
  - How many uncles has Salam got?
  - She has got one uncle.
- 6. cousins/ Widad
  - How many cousins has Widad got?
  - She has got two cousins.

B. With a partner ask and answer questions.
1. children/ Hassan
- How many children has Hassan got?
- He has got one child.
2. brother/ Sana'
3. children/ Qasim and Dalal
5. Citiateri, Qusini unu Duiui
4. sisters/ Sana'
5. uncles/ Salam
6. cousins/ Widad
C. In pairs ask questions beginning with "who" about family
relationships as in the example Who are Salam's grandparents?
They are Qasim and Dalal.
- Who is Hassan's daughter?
She is Salam.

- C. In pairs ask questions beginning with "who" about family relationships as in the example.
- Put students in pairs.

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• Have them ask and answer questions about their family, just like the examples given.

#### 4. Read the following conversation between Huda and her mother and fill in the blank spaces with words from the list. fixed, dripping, country, change, rent, rent, sink, water heater, find, expensive, cloqged, fix, working, nearby, centre, rent, leaking Mother: Go and wash the dishes, Huda. Huda: I can't Mum. The sink is \_\_\_\_\_ Mother: But we \_\_\_\_\_\_it yesterday. Huda: When I tried to wash the dishes, it was clogged. I think we must \_\_\_\_\_it, Mum. Mother: Change it? It is very \_\_\_\_\_\_We must\_\_\_\_ \_ it again. Huda: I don't know what's the matter with our house. Everything is not \_\_\_\_well. The \_\_\_\_\_ is clogged. The\_\_\_\_\_ doesn't work, and we can't get hot water. \_\_\_\_and the pipes are\_\_\_ \_I think we should \_another house, Mum. Mother: We can't rent another house. The\_\_\_\_\_\_ is very high these days. We can \_\_\_\_\_ a house in the \_\_\_ Huda: Houses are cheaper in the country. Mother: Cheaper, yes, but don't forget that our house now is in the\_ of the city. The markets, the hospital, your

4. Read the following conversation between Huda and her mother and fill in the blank spaces with words from the list.

school, and your father's office are all\_

Mother: Go and wash the dishes, Huda. Huda: I can't Mum. The sink is <u>clogged</u> Mother: But we <u>fixed</u> it yesterday. Huda: When I tried to wash the dishes, it was clogged. I think we must <u>change</u> it, Mum. Mother: Change it? It is very <u>expensive</u>. We must <u>fix</u> it again. I don't know what's the matter with our house. Everything is not \_working\_well. The \_\_sink\_\_\_ is clogged. The water doesn't work, and we can't get hot water. The tap is  $\underline{\text{dripping}}$  and the pipes are  $\underline{\text{leaking.}}$  I think we should rent \_\_\_\_another house, Mum. Mother: We can't rent another house. The <u>rent</u> is very high these days. Huda: We can rent/find a house in the country. Houses are cheaper in the country. Mother: Cheaper, yes, but don't forget that our house now is in the centre of the city. The markets, the hospital, your school, and your father's office are all <u>nearby.</u>

#### Read the conversation in 4 again, and answer the following questions.

- 1. Why can't Huda wash the dishes?

  Because the sink is clogged.
- 2. How many times did they fix the sink?

Once.

3. What else is wrong in their house?

The water heater doesn't work, the tap is dripping, and the pipes are leaking.

 Can they rent a new house?
 No, because the rent is very high these days.

1. Why can't Huda wash the dishes?
2. How many times did they fix the sink?
3. What else is wrong in their house?
4. Can they rent a new house?
6. Complete the following sentences. The first letter of each word is given.
1. The part of a house under the ground floor is the b
2. The part of the house over the basement is the g
3. An apartment building consists of a number of f
4. Our balcony is on the fourth floor. It othe sea.
5. We keep our car in the g
6. Chairs, sofas, and tables are f
7. We keep our books on a b
8. In his villa there is a large hawith many pictures.
88 6
70, 61,
6. Complete the following sentences. The first letter of each word is given.

5. Read the conversation in 4 again, and answer the following questions.

1. The part of a house under the ground floor is the b <u>asement</u> .
2. The part of the house over the basement is the g <u>round floor</u> .
3. An apartment building consists of a number of f <u>lats</u>
4. Our balcony is on the fourth floor. It o <u>verlooks</u> the sea.
5. We keep our car in the g_arage
6. Chairs, sofas, and tables are f <u>urniture</u>
7. We keep our books on a b <u>ookcase</u> .
8. In his villa there is a large hawith many pictures .

_	ne phrases in the list.
east/west/s	outh/ north coast of, in the east/west/north/ south of
the country	, in the centre.
- Where do	es ( Amman ) lie?
- It lies in t	he centre of the country.
	the following questions using words from nd list 2 as in the example.
1 usuallu	often, always, sometimes, never
i. usually,	often, always, sometimes, never
•	cle, by bus, by train, by train, by boat, by plane
•	
2. walk, cy <b>Example:</b>	
2. walk, cy Example: A. How	cle, by bus, by train, by train, by boat, by plane
2. walk, cy Example:  A. How of B. I usua	cle, by bus, by train, by train, by boat, by plane do you go to school?
2. walk, cy Example:  A. How of B. I usua	do you go to school? tlly walk. I sometimes go by bus. I never go by train. do people usually travel to Aqaba?
2. walk, cy Example: A. How of B. I usual 1. A. How of B.	do you go to school?  Illy walk. I sometimes go by bus. I never go by train.  do people usually travel to Aqaba?
2. walk, cy Example: A. How of B. I usua 1. A. How of B. 2. A. How of	do you go to school? tlly walk. I sometimes go by bus. I never go by train. do people usually travel to Aqaba?
2. walk, cy Example: A. How of B. I usual 1. A. How of B.  2. A. How of B.	do you go to school?  Illy walk. I sometimes go by bus. I never go by train.  do people usually travel to Aqaba?
2. walk, cy Example: A. How of B. I usual 1. A. How of B.  2. A. How of B.	do you go to school?  Illy walk. I sometimes go by bus. I never go by train.  do people usually travel to Aqaba?
2. walk, cy Example: A. How of B. I usual 1. A. How of B.  2. A. How of B.	do you go to school?  Illy walk. I sometimes go by bus. I never go by train.  do people usually travel to Aqaba?

- 7. Look at a map of your country, then answer the questions using the phrases in the list.
- Students will look at a map of their country.
- Ask the question to each student: Where does your country lie?
- Each student will answer according to the location of his/her country.

- 8. Answer the following questions using words from list 1 and list 2 as in the example.
- Have students read the questions and answer them using the words from list 1 and list 2 in the exercise.
- Review the answers with the class.
- Correct any mistakes.



#### **LESSON 1**

#### **Objectives**

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

- Recognise new words and phrases.
- Know more about festivals and the fun things to see there.

#### **New Language**

festival, decorate, street parade, fireworks, march, traditional dance, traditional costumes, national/ religious festival, kingdom, amazing, take part

#### Bring to the class:

- the tape
- the flashcards for this lesson.

#### Warm-Up

 Ask the students if they have ever been to a festival. Have the students talk about what they saw there.

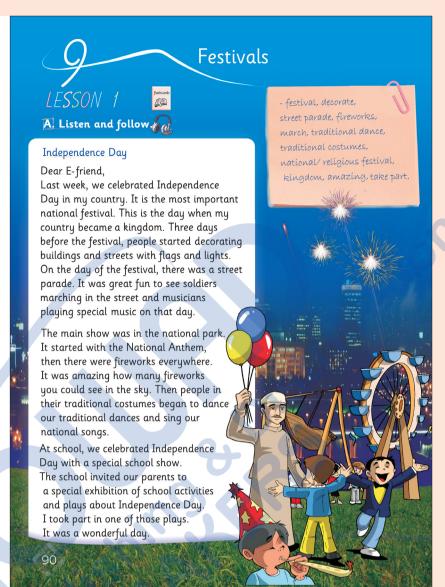
### Presentation BOOKS CLOSED

(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 letter.

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



#### **BOOKS OPEN**

#### A. Listen and follow.

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



#### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

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

- Play the audio for exercise B.
- Have the students listen to the words and point to each word they hear.
- Repeat if necessary until students are able to recognise all the words they hear.

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

- Is Independence Day a national festival or a religious festival?
   A national festival.
- What did his country become on that day?A kingdom.
- What could he see in the street festival?
   He could see soldiers marching in the street and musicians playing special music on that day.
- 4. What was the most amazing part of the show?

  The fireworks.
- 5. How did they celebrate
  Independence Day at school?
  The school invited the parents
  to a special exhibition of
  school activities and plays about
  Independence Day.

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

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

- 1. Is Independence Day a national festival or a religious festival?
- 2. What did his country become on that day?
- 3. What could he see in the street festival?
- 4. What was the most amazing part of the show?
- 5. How did they celebrate Independence Day at school?

#### E. Now answer questions about yourself?

- 1. When is Independence Day in your country?
- 2. How long is the Independence Day holiday?
- 3. Do you decorate your house on Independence Day? What do you do?
- 4. Do you have a street parade? Where?
- 5. Is there a special show on Independence Day in your country?
- 6. Do you celebrate Independence Day in your school? How? Is there an exhibition?



#### E. Now answer questions about yourself.

- Students will read the questions about themselves and answer them.
- Have the student share their answer with the class.
- Correct any grammar or punctuation mistakes and address common errors.

F. Read and say which of the following activities you did last
Independence Day Festival, and which you didn't. Then write two
sentences about what you did and two sentences about what you
didn't do.

#### I watched the street parade. I didn't go shopping.

watch the street parade, watch traditional dances, go shopping, listened to national songs, do housework, wear traditional costumes, have a picnic, watch fireworks, go to a sports events, go to a national park, take part in dancing a traditional dance, go on vacation, take part in singing a national song, take part in a school play, decorate your home with flags, watch the street parade and the main show on television

1			

**A** 



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- F. Read and say which of the following activities you did last Indepedence Day Festival, and which you didn't. Then write two sentences about what you did and two sentences about what you didn't do.
- Students will look at the activities listed in this exercise and say which of them they've done before in a festival and which of them they haven't.
- Students will then write two sentences about what they did and two sentences about what they didn't do in the lines given.

#### G. Now answer questions.

- 2. It was in the living room of her house.
- 3. She only decorated part of it.
- 4. Yes. She took part in the dances.
- 5. I liked the games and the birthday cake the most.
- 6. I met most of my friends.
- 7. I went home at about seven o'clock.

G. Now answer questions .			
1. Where did you go this weekend?			
- I went to Amal's birthday party. ( to Amal's birthday party)			
2. Where was the party?			
(in the living room of her house)			
3. Did she decorate the living room with balloons and lights?			
( only part of it)			
4. Was there anything special at her party?			
( took part in the dances)			
5. What did you like most?			
( the games, and the birthday cake)			
6. Who did you meet there?			
( most of my friends)			
7. When did you go home?			
( at about seven o'clock)			
H. Dictation: Copy the second paragraph in A in your exercise book and prepare for dictation.			

### H. Dictation: Copy the second paragraph in A in your exercise book and prepare for dictation.

- Have the students open their exercise books and look at the second paragraph in exercise A.
- Students will write the second paragraph in exercise A in their exercise books.
- Make sure to address common mistakes and errors.



#### Warm-Up

 Ask the students what they usually do during their religious holiday.

### Presentation BOOKS CLOSED

(A) Introduce the word.

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

#### (B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

#### LESSON 2

#### **Objectives**

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

- Recognise new words and phrases.
- Know phrases for inviting and responding.

#### **New Language**

How about, street exhibition, snack, restaurant, swing, roundabout

#### Bring to the class:

- the tape
- the flashcards for this lesson

#### **BOOKS OPEN**

#### A. Listen and follow.

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

#### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.
- C. Read the conversation in exercise A, then answer the following questions.
- 1. What is Sami going to do first on Al-Eid?
  - He is going to go with his father to the mosque.
- 2. Why isn't Sami going to the park in the afternoon? ( two reasons)

  Because his father says that he has grown up and because he should go with his father to visit his relatives.
- 3. What is the Sami's favorite meal?

  Maqlubeh
- 4. Who is going to cook this meal? Sami's grandmother.
- 5. Who else will come to his grandparent's house?His family, his aunts, his uncles, and his cousins.

#### B. Learn these words.





roundabout

swing

- C. Read the conversation in exercise A, then answer the following questions.
  - 1. What is Sami going to do first on Al-Eid?
- 2. Why isn't Sami going to the park in the afternoon? ( two reasons)
- 3. What is the Sami's favorite meal?
- 4. Who is going to cook this meal?
- 5. Who else will come to his grandparent's house?



#### D. Which of the following activities and actions do people do on Eid Al-Fitr? Put a tick ().

- 1. People congratulate one another by saying: "Happy Eid"
- 2. Children go swimming.
- 3. People go to work early on this day.
- 4. Moslems all over the world celebrate this festival.
- 5. Relatives, neighbours, and friends greet one another wishing them good health and good life.
- 6. Everyone stays at home on that day.
- 7. Children get gifts from their relatives on this day.
- 8. People offer coffee, special cakes and sweets to visitors on this day.
- 9. Some people fast (don't take any food) on this day.
- 10. Some children go outside and play with fireworks and populars on this day.

#### E. Complete the following conversation with words from the list.

invite, go, go, do, watch, visit, are, am Amal: What are you going to do on the first day of Al-Eid? Dana: I \_\_\_\_\_\_ to the national park with my brother. Amal: That's interesting. Dana: Yeah. There is a new exhibition at the park. How about you, Amal? Amal: Well, my sister and I\_ the zoo in the afternoon.

Dana: What\_\_\_\_\_you\_ \_in the evening?

Amal. My sister\_\_\_\_\_\_to her friend's birthday party, and I  $_{\rm -}$ \_television at home.

Dana: Well, I\_ \_ my friends to a small party.

Would you like to come?

Amal: Thanks. I'd love to.

#### D. Which of the following activities and actions do people do on Eid Al-Fitr? Put a tick (

- 1. People congratulate one another by saying: "Happy Eid"
- 2. Children go swimming.
- 3. People go to work early on this day.
- 4. Moslems all over the world celebrate this festival. ()
- 5. Relatives, neighbours, and friends greet one another wishing them good health and good life. (
  u)
- 6. Everyone stays at home on that day.
- 7. Children get gifts from their relatives on this day. ()
- 8. People offer coffee, special cakes and sweets to visitors on this day.  $(\nu)$
- 9. Some people fast (don't take any food) on this day.
- 10. Some children go outside and play with fireworks and populars on this day( $\nu$ )

#### E. Complete the following conversation with words from the list.

Amal: What are you going to do on the first day of Al-Eid? Dang: I am going to go to the national park with my brother. Amal: That's interesting. Dana: Yeah. There is a new exhibition at the park. How about you, Amal? the zoo Amal: Well, my sister and I \_ are going to visit in the afternoon. Dana: What\_\_\_ are you going to do in the evening? Amal: My sister\_is going to go\_to her friend's birthday party, and I am going to watch television at home Dana: Well, I <u>am going to invite</u> my friends to a small party. Would you like to come?

Amal: Thanks. I'd love to

#### F. Act out the dialogue in exercise E.

- Have the students go to exercise E and act out the dialogue.
- Give each student a chance to act it out or have them act it out in pairs.

#### G. Choose the correct responses.

- 1. A. Would you like to go swimming on Saturday?
  - B. I am sorry. I can't.

- No, I wouldn't.

- Nothing special.
- 2. A. Do you want to visit the street exhibition with us tomorrow?
  - B. Yes, I am going to.
    - Can we go to another show?

- Sure, I'd love to.

- 3. A. I am inviting my friends to my sister's wedding party.
  Would you like to come?
  - B. How about this evening?

• I have a lot of homework. I am sorry.

- Yes, it would.
- 4. A. I am watching a football match today? Want to join me?
  - B. No, I am not doing anything.
    - Sorry, we are going to visit my aunt tomorrow.



- F. Act out the dialogue in exercise E.
- G. Choose the correct responses.
- 1. A. Would you like to go swimming on Saturday?
  - B. I am sorry. I can't.
    - No, I wouldn't.
    - Nothing special.
- 2. A. Do you want to visit the street exhibition with us tomorrow?
  - B. Yes, I am going to.
    - Can we go to another show?
    - Sure, I'd love to.
- 3. A. I am inviting my friends to my sister's wedding party.

Would you like to come?

- B. How about this evening?
  - I have a lot of homework. I am sorry.
  - Yes, it would.
- 4. A. I am watching a football match today? Want to join me?
  - B. No, I am not doing anything.
    - Sorry, we are going to visit my aunt tomorrow.
    - Great!

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	eject the invitation or suggestion in the following conversations
	ising "have to" or "has to" "had to". mple:
	Let's go to the park, Ali.
B. I	can't. I have to do my homework
A. F	How about going swimming?
B. I	am very busy today go shopping with my mother
A. V	Nould you like to come to my birthday party?
B. I	'd love to, but today we meet my brother at the airport .
A. V	Why didn't Salma come with you?
B. S	She couldn't. She help her mother with housework
A. I	would like you and your sister to come to my sister's
٧	wedding party.
B. I	don't think we can come. My grandfather is sick, and we
_	visit him .
<b>D</b>	ictation: Copy sentences 1, 4, 5, 7 from exercise C in your exercise
	ook and prepare for dictation.
	The state of the s

- I. Dictation: Copy sentences 1,4, 5, 7 from exercise C in your exercise book and prepare for dictation.
- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.

H. Reject the invitation or suggestion in the following conversations using "have to" or "has to" or "had to". A. How about going swimming? B. I am very busy today. I have to go shopping with my mother A. Would you like to come to my birthday party? B. I'd love to, but today we have to meet my brother at the airport. A. Why didn't Salma come with you? <u>had to</u> help her mother with housework . B. She couldn't. She A. I would like you and your sister to come to my sister's wedding party. B. I don't think we can come. My grandfather is sick, and we have to \_visit him .

#### LESSON 3

#### **Objectives**

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

- Recognise new words and phrases.
- Know words and phrases related to holidays and celebrations.

#### **New Language**

perform a dance, congratulate, congratulation card, New Year's Day, Merry Christmas!, Happy Eid, Congratulation on passing the exam/ on becoming a father/ on becoming a mother.

#### Bring to the class:

- the tape
- the flashcards for this lesson

#### Warm-Up

 Ask the students what their favourite holiday is.

### Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the reading passage.

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



#### **BOOKS OPEN**

#### A. Listen and follow.

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

#### B. Learn these words.

perform a dance: to do a dance in front of others

On Mother's day children perform dances for their mothers.

congratulate: to express pleasure on a happy occasion

We love to congratulate our friends when they finish highschool.

celebrate: to observe a day or events with parties, parades, festivals, etc.

We celebrate Mother's Day in March every year.

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

- 1. Who celebrates Mother's Day?
- 2. How do some schools celebrate Mother's Day?
- 3. What do some children make at school to give their mothers?
- 4. What do some people do under their mother's windows to please their mothers?

#### D. Write five sentences about what you do on Mother's Day.

1. We celebrate

2. We perform \_\_\_\_\_

3. We give

4. We make \_\_\_\_\_

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#### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

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

- 1. Who celebrates Mother's Day? People around the world.
- 2. How do some schools celebrate Mother's Day?
  They invite mothers to spend a pleasant time at school. They watch their children perform dances and sing songs, or tell jokes or act in plays.
- 3. What do some children make at school to give their mothers?

They make beautiful things such as cards.

4. What do some people do under their mother's windows to please their mothers?
They sing a song or play some music for their mother.

### D. Write five sentences about what you do on Mother's Day.

 Have students write five sentences about what they do on Mother's Day. Have the students complete the first four sentences. The students will write a fifth sentence of their own.

# E. Rearrange the following groups of words to form sentences you my write on a card for your mother on Mother's Day.

- you , love, I, very much.

I love you very much.

- good health, long life, and, wish you, I

I wish you good health and a long life,

E. Rearrange the following groups of words to form sentences you may write on a card for your mother on Mother's Day.

Dear Mum:

- you, love, I, very much.

- good health, long life, and, wish you, I

### F. Draw a line between the occasion and the congratulation you say on that occasion.

1. Your friend passed a difficult exam.

Happy birthday!

2. On the occasion of Eid Al-Fitr.

Congratulations! You're a dad!

3. Your aunt became a mother.

Congratulations becoming a mother!

4.On the occasion of your friend's birthday

Congratulations on passing your exam!

5. Your uncle became a father.

Happy Eid!

6. On the occasion of New Year Day.

Happy New Year!

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### F. Draw a line between the occasion and the congratulation you say on that occasion.

1. Your friend passed a difficult exam. Happy birthday! 2. On the occasion of Eid Al-Fitr. Congratulations! You're a dad! 3. Your aunt became a mother. Congratulations becoming a mother! 4.On the occasion of your Congratulations on friend's birthday passing your exam! 5. Your uncle became a father. Happy Eid! 6. On the occasion of New Year Day. -→ Happy New Year!

#### Silent Reading

Read silently the following text about the Carnival Festival in Brazil, then answer the questions that follow.

Carnival is the most famous festival in Brazil.

It starts forty days before Easter, and lasts four days and four nights.

It starts on a Saturday and finishes on a Thursday. People put on their traditional costumes and go out into the streets.

There is a fantastic parade of music, dances, and decorated cars in the streets.

People follow the cars dancing and having fun. Each year the parade tells a different story.



#### True or false. Correct false sentences.

- 1. People all over the world have Carnival Holiday (
- 2. The Carnival lasts forty days (
- 3. People wear ordinary clothes on Carnival ( ).
- 4. People have fun on Carnival (
- 5. People decorate many cars in the street ( ).
- 6. People follow the cars in the streets ( ).



#### Silent Reading.

- Students will read the reading passage silently and then write whether the following sentences are true or false.

  - in Brazil

    1. People all over the world have Carnival Holiday ( F).
    - four days and four nights.
  - 2. The Carnival lasts forty days. (F).

#### traditional costumes

- 3. People wear ordinary clothes on Carnival (F).
- 4. People have fun on Carnival ( T ).
- 5. People decorate many cars in the street ( T ).
- 6. People follow the cars in the streets ( T ).

#### G. Listening.

- Play the audio and have the students listen carefully.
- Then read the statements or have the students read each statement and say if it was included in the listening passage or not.

#### G. Listening

Listen to your teacher read a text about the Bean Throwing Festival in Japan. Listen to find out which of the following is in the text.

- 1. They celebrate this festival by throwing beans at the devil.
- 2. They go in the early morning to the temple.
- 3. They eat the same number of beans as their age.
- 4. They visit their relatives and neighbours and wish them good health and long life.
- 5. They throw beans to drive away evil and bring good luck.







At the beginning of February each year, the Japanese celebrate the "Bean Throwing Festival". Some people celebrate this festival at home. Usually, the father or the oldest man in the family takes the role of a demon. Inside the house, the rest of the family throw beans at the demon. When they throw a bean,

beans at the demon. When they throw a bean, they say: "Evil is outside, and luck is inside".

After throwing the beans, people eat the same number of beans as their age and wish for good health and good luck. For example, if you are 11 years old, you eat 11 beans.

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Basim: Tell me, Grandpa, were schools in your days the same as schools today?

Grandfather: Not exactly. For example, we started school at the age of seven, now you start school at the age of six.

We didn't go to any kindergarten before school, now children go to kindergarten for two years before

starting school.

Basim: How long did you stay at school?

Grandfather: We stayed at school twelve years:
six years at a primary (elementary)
school, three years at a preparatory
school, and three years at a secondary
school. It is almost the same as
schools these days. Now students stay
four years at the preparatory
school instead of three, and two
years at the secondary school instead of three.

Basim: Did students wear uniforms?

Grandfather: Students, boys and girls, in a private school wore uniforms, but in government schools, they didn't, the same as now.

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#### **LESSON 1**

#### **Objectives**

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

- Recognise new words and phrases.
- Know the different stages of schooling and the different kinds of schools.

#### **New Language**

at the age of, exactly, almost, instead of, kindergarten, government school, private school, later, enough

#### Bring to the class:

- the tape
- the flashcards for this lesson



#### Warm-Up

 Ask the students what age they are now and what their ago was when they were in kindergarten.

### Presentation BOOKS CLOSED

(A) Introduce the word.

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

#### (B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

#### **BOOKS OPEN**

#### A. Listen and read.

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

#### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

#### B. Learn these words.

at the age of: To mark a certain year in the life of someone

A child starts Kindergarten at the age of five or six.

kindergarten: a school or class for young children between the ages

of four and six years.

My little sister goes to Kindergarten. Next year she

will be in the first grade.

**enough:** When there is no need for more

There is enough children in the class to make

a football team.

later: After now, or after an event

We will go to the mall later in the evening.

instead of: To take the place of

Rami will go to the party instead of Noor.

almost: Very nearly, all but [something]

She almost got all full marks on her school report.



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### C. Read the conversation in exercise A, then answer the following questions.

- 1. At what age do children start kindergarten/ a primary (an elementary) school/ a preparatory/ a secondary school in your country?
- 2. How long did students in the past stay at school?
  Is the number of years exactly the same? What is the difference?
- 3. Who wears school uniforms in your country?

6. I will do my homework.

### D. Fill in the blank spaces in the following sentences with words from exercise B.

1.	1. When a child is about 5 years old, he goes to				
2.		18, you are allowed to vote			
3.	There is not	sunlight outside to play football.			
	We'll wait until tomorrow.				
4.	We went to the wedding	going to the theatre.			
5.	We were in such a hurry, we	forgot to lock the door			
	Sure glad we didn't forget.				

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### C. Read the conversation in exercise A, then answer the following questions.

after I do my chores.

- At what age do children start kindergarten/ a primary (an elementary) school/ a preparatory/ a secondary school in your country? Answers will vary.
- 2. How long did students in the past stay at school? Is the number of years exactly the same? What is the difference?

Twelve years. No, the number of years is not exactly the same as now. Now, students stay four years at the preparatory school instead of three, and two years at the secondary school instead of three.

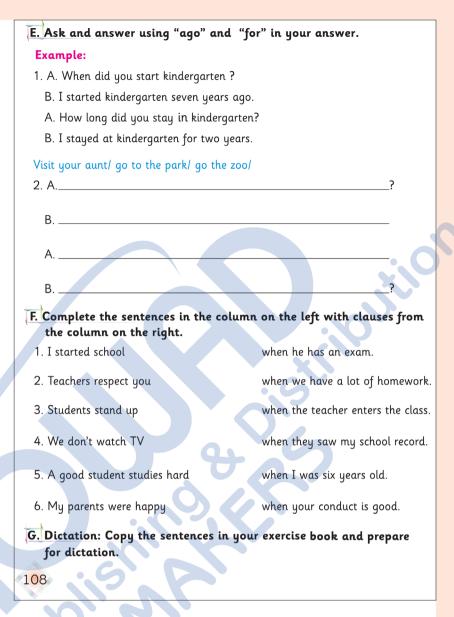
3. Who wears school uniforms in your country? Answers will vary.

#### D. Fill in the blank spaces in the following sentences with words from exercise B.

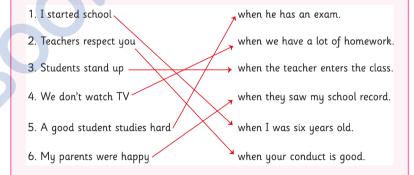
1. When a child is about 5 years old, he goes to <u>kindergarten</u> .				
2. At the age of 18, you are allowed to vote.				
3. There is not <u>enough</u> sunlight outside to play football.				
We'll wait until tomorrow.				
4. We went to the weddinginstead of going to the theatre.				
5. We were in such a hurry, we <u>almost</u> forgot to lock the door.				
Sure glad we didn't forget.				
6. I will do my homework <u>later</u> , after I do my chores.				

### E. Ask and answer using "ago" and "for" in your answer.

- Put students in pairs.
- Have students ask and answer about the things listed in this exercise modeling the example given.
- Students will write the questions and answers on the lines given.

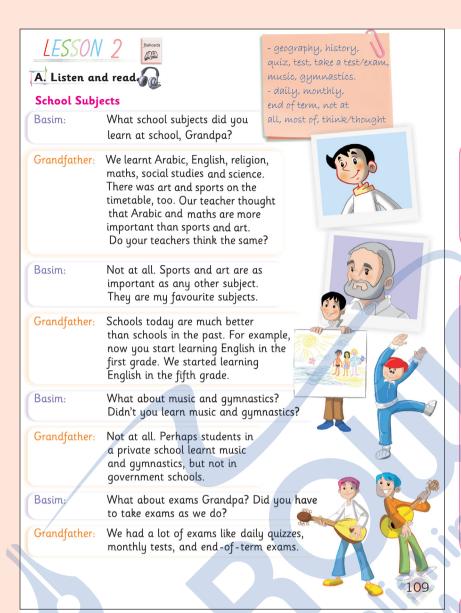


### F. Complete the sentences in the column on the left with clauses from the column on the right.



### G. Dictation: Copy the sentences in your exercise book and prepare for dictation.

- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes and errors.



# BOOKS CLOSED (A) Introduce the word.

Presentation

favourite subject.

Warm-Up

Use the flashcards to introduce

the words. Show one flashcard at a time and say the word. Students will repeat each word several times.

• Ask the students what their

favourite subject in school is.

Have them state why it is their

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

# **BOOKS OPEN**

# A. Listen and read.

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

# **LESSON 2**

# **Objectives**

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

- Recognise new words and phrases.
- Know the different subjects studied in school.

# **New Language**

geography, history, quiz, test, take a test/exam, music, gymnastics, daily, monthly, end of term, not at all, most of, think/thought

# Bring to the class:

- the tape
- the flashcards for this lesson

# B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

# B. Learn these words.

geography: In geography lessons, students learn about the

mountains, rivers, and cities of their country.

history: In history lessons, students learn about their country

in the past.

social studies: studying the geography and history of a country.

music: Students learn how to use a quitar in music lessons.

gymnastics: Students exercise and train in gymnastics lessons.

test: a short exam

quiz: a very short exam

term: There are two terms in a school year: the first term and the

second term.

take an exam: Students take an exam after each unit.

end-of-term exams: exams taken at the end of the term

Ali does well in the end-of-term exams, but in monthly

tests he doesn't do well.

daily: every day

She visits her grandmother daily.

monthly: every month

Students take monthly exams in the last week of every month.

most of: On Sami's birthday, most of his friends came to the party.

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

- 1. What subjects did they study in the past?
- 2. What subjects do you study now that they didn't study in the past?
- 3. What are Basim's favourite subjects?
- 4. When did they start learning English?
- 5. When did you start learning English?
- D. Look at the students's grades, then fill in the blank space in each sentence with one of the following words or phrases:

all (of), almost all (of), most of, some of, only one of, none of

95, 90, 85, 80, 75, 70, 60, 55.

1.\_\_\_\_\_the students got a grade less than 60.

2. \_\_\_\_\_the students passed the exam.

3. \_\_\_\_\_ the students failed the exam.

4.\_\_\_\_\_the students got grades less than 65.

5.\_\_\_\_\_the students got grades more than 70.

6. the students got a grade more than 50.

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

- What subjects did they study in the past?
   Arabic, English, religion, maths, social studies, and science.
- 2. What subjects do you study now that they didn't study in the past?

Answers will vary.

- 3. What are Basim's favourite subjects? Sports and art.
- 4. When did they start learning English? In the fifth grade.
- 5. When did you start learning English?

  Answers will vary.

# D. Look at the students' grades, then fill in the blank space in each sentence with one of the following words or phrases:

1. Only one of the students got a grade less than 60.
2. All of the students passed the exam.
3. None of the students failed the exam.
4. Some of the students got grades less than 65.
5. Most of the students got grades more than 70.
6. Almost all of the students got a grade more than 50.

# E. Silent Reading

Read the following text, then answer the following question.

How to stop a Bully

( a bully is usually a person who frightens and makes fun of other people)

Basim: Tell me, Grandpa. Did any student bully you when you

were at school?

**Grandfather:** Yes. I'll never forget that boy. He frightened all the small children

in first grade. We were all afraid of him. Then one of our clever friends said "We must stop this bully from frightening us." We did not know how to stop him. The clever boy said:

"We can stop him if we work together."Then we worked together and stopped him. We became very happy and enjoyed school more.





1. Why were the children afraid of the bully?

2. How could they stop him?

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# **E. Silent Reading**

- Have students read the conversation silently.
- Students will answer the questions that follow based on what they read.
- 1. Why were the children afraid of the bully?

Because he was larger and he made fun of them.

2. How could they stop him?

They worked together to stop him.



Listen to the conversation, then say if each of the following sentences are true or false. Correct the wrong sentences.

- a. Ali and Kareem were in the same government school last year.
- b. Ali and Kareem were in the same private school last year.
- c. Ali is going to join a government school.
- d. Kareem is going to join a private school.
- e. Ali's school is bad.
- f. Ali's home is not far from his new school.

Kareem: Where are you going, Ali?

Ali: I am going with my father to pay my school fees.

Kareem: We don't pay fees in a government school.

Ali: I am going to join a private school, the Amal School.

Kareem: Why? Our government school is good. I thought you were enjoying our

government school.

Ali: That's true. But I am going to join the private school because we have bought a flat in the suburbs, and this private school is nearby. The government

school is far from our new home.

Kareem: We will miss you, Ali.

Ali: I will miss you too.

# F. Listening.

- Play the audio and have the students listen to the conversation carefully.
- Have the students say if each statement is true or false, based on what they heard in the conversation.
- Review the answers with the class.
- a. Ali and Kareem were in the same government school last year. True.
- b. Ali and Kareem were in the same private school last year.

government

False.

c. Ali is going to join a <del>government</del> school.

False.

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d. Kareem is going to join a private school.

False.

good

e. Ali's school is bad.

False.

f. Ali's home is not far from his new school.

True.

# G. Let's sing.

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



# School Subjects

At school we learn important subjects, All of them are good for us, English Arabic, Social Studies, Are all easy and not too rough.

Math and Science, interesting subjects, For all scientists and inventors, We must learn them to be engineers, Skillful nurses, and famous doctors.

Gymnastics, Sports, Music and Art, Things we like to do. We don't have to study so hard, And it's great fun too!



# LESSON 1 June 1

# Schools (2)

listen carefully,
- punctual, punctuality,

absent, present, conduct, grade, school report, pass,

fail, uninteresting, proud of.

- as (adjective) as, by heart.

# Basim's grandfather talks about himself

Basim: What were you good at, Grandpa?

Grandfather: I was good at most of the subjects, but I didn't like history

and geography. I am not good at learning names of places and people. We also had to learn uninteresting things by heart.

That was boring for most students.

Basim: Does that mean that you often failed in history and geography exams?

Grandfather: No, because I always studied hard

and did my best to get a high grade and pass. I was never a careless student. I still have some of my school reports. I can show them to you so you can see that your

grandfather was a good student.

Basim: Did they usually say anything about conduct

and punctuality on the school report?

Grandfather: Conduct and punctuality were as important

as learning. Students always respected their teachers. I was good in most school subjects; my conduct was also good, and I was a punctual student. I was not absent or late. I always listened carefully to my teachers

and did my best to be a good student.
You should be proud of your grandfather.

Basim: I am always proud of you, Grandpa.

study hard, do my best, Schools (2)

# Warm-Up

 Ask the students in which subject in school they get the highest grades.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

# (B) Introduce the dialogue.

- Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.
- Explain the use of "as + adjective + as" and when it is used.

# **LESSON 1**

# **Objectives**

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

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

# **New Language**

study hard, do my best, listen carefully, punctual, punctuality, absent, present, conduct, grade, school report, pass, fail, uninteresting, proud of, by heart

# A. Listen and read.

**BOOKS OPEN** 

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

# Bring to the class:

- the tape
- the flashcards for this lesson

# B. Read the words and their sentences and learn their meanings.

- Ask the students to look in the book and read the new words and their meanings.
- Read the words again and ask the students to repeat after you.

### B. Read the words and their sentences and learn their meanings.

pass/fail the exam: Ibtihal and Amal took the maths exam last week Ibtihal

passed the exam. She got 7/10, Amal failed the exam.

She got 4/10.

grade (mark): 9/10 is a high grade, but 3/10 is a very low grade.

study/ work hard: to study a lot

If a student wants to get a high grade, he should study hard.

do your best: do as much as you can.

Ali did his best. He got 9/10 in the maths exam.

absent/present: Ali is absent today. He didn't come to school.

All my friends were present at the party. Only Ali was absent.

listen carefully: If you listen carefully to your teacher, you'll

understand the lesson.

proud of: Amai's father is proud of her because she is the first in her class.

uninteresting: I like science. It is an interesting subject. But I don't like

geography; it is an uninteresting subject for me.

punctual: Samar is punctual. She is never late.

Punctuality is very important at school.

**conduct:** Your conduct is how you behave.

His conduct is good. He always behaves well at school.

school report: A school report shows your grades, your conduct, and

your punctuality at school.

as (important) as: no more or no less

Sports and art are as important as any other lesson in

schools now.

Fill in the blank spaces in the following sentences with words
from exercise B.
1. You must to get a high grade in science.
2. Ali is a student. He is never late.
3. Many students find geography and history
subjects. They don't like them.
4. Ali'sshowed that his grades, his conduct and his punctuality
were good. His parents were very happy.
5. Sameerthe exam because he didn't study
6. Do your best and I am sure you willthe test. It is not difficult.
7. Riham is notShe is often late.
8. Kamal doesn't behave well at school. Hisis bad.
9. Saleem doesn't understand the lesson because he doesn't to what the teacher says.
10. Ibtihal got 60/ 100 in the science exam. This is not a good grade for her.
If she does,she will get more than 80/100.
D. Read the text in exercise A, then answer the following questions.
1.What subjects didn't the grandfather like at school? Why? (Give two reasons.)
2. Did he sometimes fail some exams?
3. What did he do to succeed?
4. Do you always pass your exams, or do you sometimes fail?
5. Do you pass in the end? What should you do to succeed?
6. What does Basim's grandfather still have?
7. What do his school reports show?
8. What was Basim's grandfather like at school?
C. Fill in the blank spaces in the following sentences

### with words from exercise B. 1. You must \_ do your best \_\_\_\_ to get a high grade in science. punctual 2. Ali is a \_\_\_\_ student. He is never late. 3. Many students find geography and history\_ uninteresting subjects. They don't like them. 4. Ali's <u>school report</u> showed that his grades, his conduct and his punctuality were good. His parents were very happy. failed \_\_\_the exam because he didn't study 6. Do your best and I am sure you will <u>pass</u> the test. It is not difficult. punctual 7. Riham is not 8. Kamal doesn't behave well at school. His <u>conduct</u> .is bad. 9. Saleem doesn't understand the lesson because he doesn't <u>listen carefully</u>

10. Ibtihal got 60/ 100 in the science exam. This is not a good grade for her.

If she does <u>her best</u> ,,she will get more than 80/100.

to what the teacher says.

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

- 1. What subjects didn't the grandfather like at school? Why? (Give two reasons.)
  He didn't like history and geography because he is not good at learning names of places and he also had to learn uninteresting things by heart.
- Did he sometimes fail some exams?
- 3. What did he do to succeed?
  He studied hard and did his best to get a high grade.
- 4. Do you always pass your exams, or do you sometimes fail?

  Answers will vary.
- 5. Do you pass in the end? What should you do to succeed?

  Answers will vary.
- 6. What does Basim's grandfather still have?
  His school reports.
- 7. What do his school reports show?
  - That he had good grades and had good conduct.
- 8. What was Basim's grandfather like at school? He was a punctual student and he listened carefully to his teachers. He did his best to be a good student.

### E. Read the following text, then do the exercise.

Sami, Amal and Laila are all good at maths.Sami's grade was 10/10, Amal's grade was 9/10 and Laila's grade was 8/10.

Amal is better than Laila, but she isn't as good as good as Sami.

### Now complete the sentences in the same way.

- Music is important, but Arabic is more important. Music is not as important as Arabic.
- Salma is clever, but Amal is more clever.

  Salma
- 3. Our school is large, but their school is larger than our school. Our school
- 4. Government schools are modern, but private schools are more modern.
- 5. Our teacher is strict, but your teacher is stricter.

# F. Dictation: Copy the following sentences in you execise book and prepare for dictation.

Many students fail exams, not because they are stupid, but because they don't listen carefully to their teachers. Some students pass their exams, but they get low grades. These students are clever, and they can get higher grades if they do their best.

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# E. Read the following test, then do the exercise.

2. Salma is clever, but Amal is more clever.

Salma is not as clever as Amal.

- 3. Our school is large, but their school is larger than our school. Our school is not as large as their school.
- 4. Government schools are modern, but private schools are more modern. Government schools are not as modern as private schools.
- 5. Our teacher is strict, but your teacher is stricter.

Our teacher is not as strict as your teacher.

# F. Dictation: Copy the following sentences in your exercise book and prepare for dictation.

- Have the students open their exercise books and write the sentences carefully.
- Make sure to address common mistakes.

# LESSON 2



# A. Listen and follow

Basim's grandfather describes his first school

Basim: What can you remember about your

first school, Grandpa?

**Grandfather:** My first school was a two-storey

building, three kilometers from our home. It was a rented building. It was not built to be a school. We had to get up early and walk to school because there

were no cars. It was very difficult for us, especially in winter.

**Basim:** Where did you have sports if it was

a rented building?

Grandfather: The school was not in the centre of the town. It was

outside of town. There was enough space for us to play. When we wanted to play football, we went to a nearby space. We cleaned that space and it became our football pitch.

The school team played basketball and volleyball in a space near

the school.

Basim: Wasn't there a stadium? What did you do in winter?

Grandfather: I told you. We had other lessons instead of sports most of the time.

Basim: Was it a big school?

Grandfather: No, no. It was a very small school with six classrooms:

four upstairs and two downstairs. The teachers and principal were in one room downstairs. The sixth room was used as a store

Basim: Was your classroom upstairs or downstairs?

Grandfather: Students in the first grade were always downstairs.

I still remember my classroom. The teachers' and principal's room

were near the entrance on the right, and my classroom was at the end of the corridor, the second room on the left. 119

# LESSON 2

# **Objectives**

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

- Recognise new words and phrases.
- · Know the different parts of a building.

# **New Language**

remember, describe, rented, space, stadium, entrance, corridor, toilets, library

# **Bring to the class:**

- the tape
- the flashcards for this lesson

- remember,
describe,
rented, space,
- stadium, entrance,
corridor, toilets,
library.



# Warm-Up

• Ask the students to talk about their first day of school.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

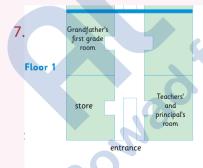
# **BOOKS OPEN**

### A. Listen and follow.

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

# B. Learn these words.

- Ask the students to look in the book and read the new words and their meanings.
- Read the words again and ask the students to repeat after you.
- C. Read the text in exercise A, then answer the following questions.
  - It was in a rented building three kilometres from his home.
- 2. Because he had to walk to school because there were no cars.
- 3. Six rooms, four of which were classrooms.
- 4. Four upstairs and two downstairs.
- 5. Downstairs.
- 6. No. The principal shared a room with the teachers.



- 8. In a nearby space.
- 9. In a space near the school.

B. Learn these words.

entrance: the door or opening where you go in to a place

The entrance was on the west side of the building.

corridor: hallway

The corridor was long.

story ( US )

upstairs:

storey ( UK ): a level in a house or building

The restaurant is on the is on the top storey of the building higher storey reached by going up a set of steps ( stairs )

My bedroom is upstairs.

downstairs: the storey below another storey reached by going down

a set steps ( stairs )

The basement is downstairs.

describe: to say what something or someone is like

Please describe what your house is like.

remember: to think of something again after a time and talk about

I remember when we used to play football in the field by the school

Floor 2

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

1. Where was the school?

2. Why did the grandfather have to get up early?

3. How many rooms were in the school? How many classrooms?

4. How many classrooms were upstairs? Downstairs?

5. Where was the teachers' room?

6. Where was the principal's office?

7. Look at the plan of the first storey and label the rooms: entrance, the teachers and principal's room, the store, grandfather's first grade room, store.

8. Where did they play football?

9. Where did they play volleyball and basketball?

# Fill in the blank spaces with words from exercise B. I want to buy the new team uniform, can you please\_\_\_\_\_\_\_\_ it, so I know what it looks like? There are two\_\_\_\_\_\_\_\_ in our school. Students can enter the school from the south or from the north. I can't \_\_\_\_\_\_\_ his name. I don't know why I always forget it. There is a long \_\_\_\_\_\_\_ upstairs in our school. There are five classrooms on each side. My father's office is on the top \_\_\_\_\_\_\_ of his building. It's really high! Our school has 2 sets of stairs. One set goes \_\_\_\_\_\_\_ to the second floor, and the other set goes \_\_\_\_\_\_\_ to the basement.

# E. Read the following text silently, then answer the questions that follow.

The school year is almost over and the end-of-term exams start next week. Samar is studying hard to get high grades, especially in history and geography. Her grade was low in geography and she failed the history exam last month because she didn't work hard. Now she is doing her best to get better grades and pass her exams. Her parents are going to give her a nice present if all her grades are good.

# True or false

- 1. Samar passed all the exams last month.
- 2. Samar passed the history, exam but failed the geography exam last month.
- 3. Samar did not get good grades because she was stupid.
- 4. Samar did not do her best last month.
- 5. Samar's parents are going to give her anice present if she gets high grades.

# D. Fill in the blanks spaces with words from exercise B.

1. I want to be	uy the new	team i	uniform,	can you plea	se describe	_ it,
so I know w	hat it look	s like?				

- 2. There are two <u>entrances</u> in our school. Students can enter the school from the south or from the north.
- 3. I can't <u>remember</u> his name. I don't know why I always forget it.
- 4. There is a long <u>corridor</u> upstairs in our school.

  There are five classrooms on each side.
- 5. My father's office is on the top <u>storey</u> of his building. It's really high!
- 6. Our school has 2 sets of stairs. One set goes <u>upstairs</u> to the second floor, and the other set goes <u>downstairs</u> to the basement.

# E. Read the following text silently, then answer the questions that follow.

- Students will read the text silently.
- Then, the students will answer the true/false questions.
- Review the answers with the class.
- · Address common errors.
- Samar passed all the exams last month.

### False

Samar passed the history exam, but failed the geography exam last month.

### False

3. Samar did not get good grades because she was stupid.

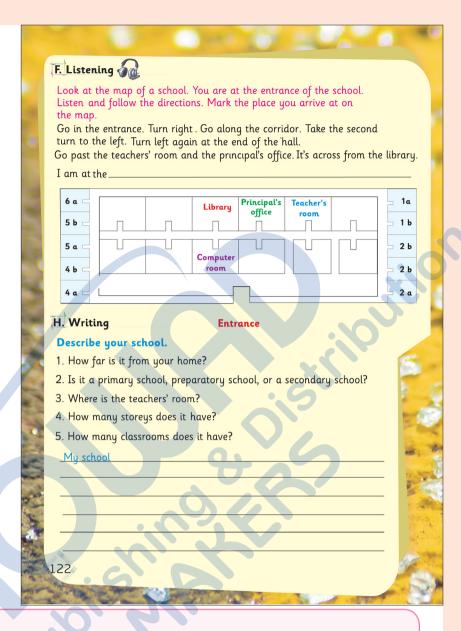
### False

4. Samar did not do her best last month.

# True

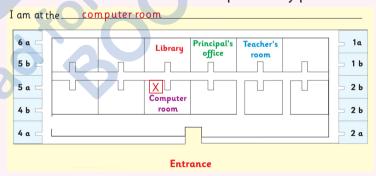
5. Samar's parents are going to give her a nice present if she gets high grades.

# True



# F. Listening.

- Open the audio and have the students listen carefully.
- The students will put a mark on the destination after following the directions given to the place.
- The students will write the name of the room or place they put a mark on.



# H. Writing.

- Have the students write about their school.
- Students will write a paragraph describing their school by answering the questions in their paragraph.
- Have the students share what they wrote with the class.



12 Rules

# Warm-Up

 Ask the students how they cross a street. Review the rules for crossing the street.

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

# (B) Introduce the dialogue.

 Have students volunteer to act out the dialogue. While reading, ask students to underline the key words.

# **LESSON 1**

Teacher:

# **Objectives**

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

- Recognise new words and phrases.
- Know the rules of the road.

Roads are dangerous.

You all must be careful.

# **New Language**

road safety, rule, road accident, safe, dangerous, look carefully, think about, hit, break/broke

# **Bring to the class:**

- the tape
- the flashcards for this lesson

# **BOOKS OPEN**

# A. Listen and read.

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

### B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.
- C. Read the dialogue, then answer the following questions.
- 1. Who is Kamal?
- 2. Why has he been absent from school?He had an accident and broke his leg.
- 3. How long has he been absent from school?
  Two days.
- 4. Where was the accident?
  At the traffic lights near their school.
- How did the accident happen?
   He crossed the street when the traffic light was green for the cars.
- 6. Did Kamal follow the safety rules?
  No.
- 7. Which rules didn't Kamal follow? The safety rules on the road.

## B. Learn these words.









safe

dangerous

road accident

the car hit the boy

safe: something that will not harm you

Our homes are a safe place.

dangerous: something that could cause you harm

It is dangerous to run by the poolside. You could slip and break an arm or leg.

rule: something that controls conduct, actions, or procedures

Wearing a uniform is a rule in our school. We must follow the

look carefully: to take care when looking

Before crossing the street, look carefully both ways to make

sure there are no cars.

# C. Read the dialogue, then answer the following questions.

- 1. Who is Kamal?
- 2. Why has he been absent from school?
- 3. How long has he been absent from school?
- 4. Where was the accident?
- 5. How did the accident happen?
- 6. Did Kamal follow the safety rules?
- 7. Which rules didn't Kamal follow?

D.	Fill in the blank spar from exercise B.	ces in the following sentences with words
1.	Kamal didn't follow the	safetywhen he crossed the road.
	He didn't look both way	ys.
2.	It isto c	cross the street when the traffic light is green for cars.
3.	It is	to cross the road when the traffic light is red for cars.
4.	You must	when you cross the street.
E.	Complete the follow	ing safety rules with"must" or "mustn't".
1.	You	follow the safety rules on the road.
2.	You	cross the road when the traffic light is green for cars.
3.	You	look carefully before you cross the road.
4.	You	play at the side of the road.
5.	You	walk with your back to the cars.

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# D. Fill in the blank spaces in the following sentences with words from exercise B.

- Kamal didn't follow the safety <u>rules</u> when he crossed the road.
   He didn't look both ways.
- 2. It is <u>dangerous</u> to cross the street when the traffic light is green for cars.
- 3. It is <u>safe</u> to cross the road when the traffic light is red for cars.
- 4. You must <u>look carefully</u> when you cross the street.

# E. Complete the following safety rules with "must" or "mustn't".

- 1. You <u>must</u> follow the safety rules on the road.
- 2. You \_\_\_\_<del>mustn't</del> \_\_\_ cross the road when the traffic light is green for cars
- 3. You \_\_\_\_\_\_look carefully before you cross the road.
- 4. You <u>mustn't</u> play at the side of the road.
- 5. You mustn't walk with your back to the cars.

# **LESSON 2**

# **Objectives**

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

- Recognise new words and phrases.
- Know school rules.

# **New Language**

am/is/are/was/ were allowed, ordinary clothes, neat, chew gum, strict

# Bring to the class:

- the tape
- the flashcards for this lesson

# Warm-Up

 Ask the students about the rules they have to follow at home. How are they the same as the school rules?

# Presentation BOOKS CLOSED

(A) Introduce the word.

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

(B) Introduce the dialogue.

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

# LESSON 2

# A. Listen and read

### School Rules

Hala: Do you enjoy your new school, Sally?

Sally: Not very much. There are many school rules, much more than the school rules

in my old school.

Hala: How is that? What are some of your

school rules?

Sally: Huh! We have to wear a school uniform and we are not allowed to wear white socks, they have to be black. You know, in the old school, we wore regular clothes, and we wore what we liked.

Hala: Students in almost all private schools wear uniforms. This is good, and students look neat in their school uniforms. Anything else?

Sally: Yes. We are not allowed to chew gum

inside the school.

Hala: Even in my school, we are not allowed to chew gum inside the class.

Sally: The teachers in my new school are more strict, especially the maths teacher.
Imagine! If you are two minutes late, he sends you to the principal's office.

Hala: I think this is good for students.

We have to learn to be punctual.

Sally: Students are not allowed to speak with other students in the class.

Hala: I think your new school is good. Rules teach us to behave well. - am/is/are/was/ were allowed, ordinary clothes, neat, chew gum, strict.



### School Rules

- 1. You must wear your school uniform.
- 2. You mustn't chew gum.
- 3. You mustn't be late.



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# **BOOKS OPEN**

# A. Listen and read.

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

### B. Learn these words.

school uniform: clothing that you wear to school that is the same

for every student.

Our school uniform is blue and white.

regular clothes: clothing that you wear outside of school

The principal lets us wear regular clothes on the last

day of school.

**not neat:** unclean and untidy

You should never go out of the house not neat and

properly dressed.

neat: clean and tidy

Our uniforms must always be neat.

chewing gum: a sweet treat that you chew, but do not swallow.

Chewing gum is not allowed in class.

**strict:** not flexible with rules

Our teacher is strict. She will NOT let us speak unless

she calls on us.

allowed to: permitted

The principal said we were allowed to bring water balloons on

the last day of school

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

1. Why doesn't Sally like her new school?

- 2. What are they not allowed to do in class and outside class?
- 3. Are you allowed to chew gum in your class?
- 4. Which teacher is very strict in the new school? What does he do?
- 5. Does Hala think Sally's school is a bad school? Why?

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## B. Learn these words.

- Ask the students to look in the book and read the new words.
- Read the words again and ask the students to repeat after you.

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

1. Why doesn't Sally like her new school?

Because there are more school rules than her old school.

- 2. What are they not allowed to do in class and outside class?
  They are not allowed to wear white socks. They are not allowed to wear regular clothes.
  They must wear the school uniform. They are not allowed to chew gum in class. They are not allowed to be late.
- 3. Are you allowed to chew gum in your class?

No. (Answers may vary.)

4. Which teacher is very strict in the new school? What does he do?

The maths teacher. He sends students to the principal's office if they are two minutes late.

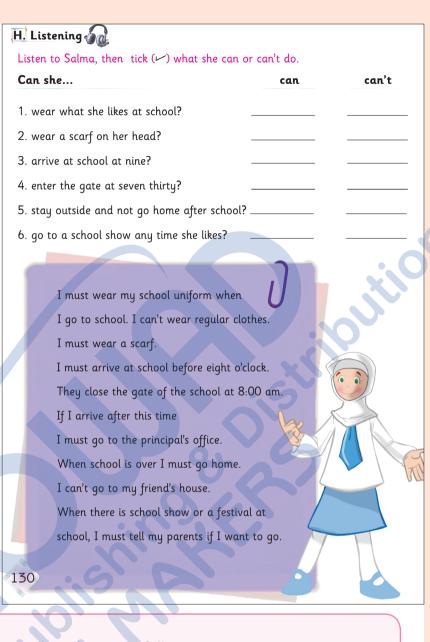
5. Does Hala think Sally's school is a bad school? Why?
No. She thinks that rules are good and that they teach us to behave well.

D.	Write four sentences about what students are not allowed to do in Sally's new school.
1.	. Students are not allowed to wear regular clothes.
2	
_	
3.	
4	
5.	
E.	Read the following rules and tick ( ) the ones that you follow i your school.
1.	You must wear a uniform when you come to school.
2.	You must do your homework before you come to school.
3.	You must bring your books with you when you come to school.
4.	You must always bring your football boots when you want to play football
5.	You must stand up when the teacher comes in.
6.	You must never shout at the teacher.
7.	You must be polite to your teachers and other students.
8.	You must be punctual.
9.	You mustn't throw paper on the ground. You must put litter in the garbage basket.
10.	You must queue in the school courtyard when the bell rings.
11.	You must be in your seat and ready to work before the teacher comes in.
12.	You must keep the bathroom clean.
12	8, 6
	0,67
D	). Write four sentences about what students are not
	allowed to do in Sally's new school.
2	Students are not allowed to wear white socks.
3	Students are not allowed to chew gum in class.
4	Students are not allowed to be late.
5	Students are not allowed to speak with other students in the class.
E	. Read the following rules and tick the ones that
	you follow in your school.

- Students will read the rules in this exercise and tick on the rules that they follow in their school.
- Answers will vary depending on the rules of their school.

	other school rules you must follow in y of the following words in the list.	jour school. Yo	ou		
•	om, gymnasium, school , swimming poo	ol, in sports les	ssons.		
1. You mustn't	make noise in the library (noise).				
2	( chew gum)				
3	( speak loudly)				
4	( eat)				
5	( wear a swimsuit)				
6	( wear a tracksuit)				
G. Silent Readir	na				
	nation rules and tick what you can or can't	do.			
	art at 9 a.m. and finish at 12 noon.				
- Do not enter the	e examination room after 9:15 a.m.				
- Don't bring you	r mobile phone to the examination room.				V
- No food or soft	drink in the examination room.			A X	
Please note tha school fees ,	at you can't sit for the exam if you hav	e not paid you	ur	196	
Can you	can	can't			
1. sit for the ex	am at 10 a.m?		Pa	160	
2. take a bar of	chocolate with you?				
3. use your mob	pile phone?		0		
4. take a drink v	·				
	res after the exam?		V, A		
1,3,,		. 9	129		
any o Answe 2. You 3. You 4. You 5. You	down other school rules you m f the following words in the list ers may vary slightly. mustn't chew gum in school. must speak loudly in the gymnas mustn't eat in the classroom. must wear a swimsuit in the swin must wear a tracksuit in sports le	ium.	n your school. Yo	ou can use	
<ul><li>Studen</li><li>Studen</li></ul>	t reading. Its will read the rules silently. Its will check what they can/can't Ithe answers with the class.	do accordin	g to the rules the	y read.	
	Can you	can	can't		
	1. sit for the exam at 10 a.m?				
	2. take a bar of chocolate with you?				
	3. use your mobile phone?				
	4. take a drink with you?				
	J				///4 🐧 🔿

5. pay school fees after the exam?



# H. Listening.

- Play the audio and have the students listen carefully.
- Students will tick the correct answer for each question, based on what they listened to.

Can she	can	can't
1. wear what she likes at school?		
<ol> <li>wear a scarf on her head?</li> <li>arrive at school at nine?</li> </ol>		
4. enter the gate at seven thirty?		
5. stay outside and not go home after school?		
6. go to a school show any time she likes?		



# I. Let's sing.

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

3 Revision

- 1. Ask and answer using "have to" or "must" as in the examples.
- Have students answer the questions using "must" or "have to" in their answers.
- Have the students share their answers with the class.



# Revision 3

1. Ask and answer using "have to" or " must" as in the examples.

- A. What are some of the things you have to/must do today or tomorrow?
  - I have to/ must get up at seven o'clock.
- What does Ali have to do today or tomorrow?
- He has to get up at seven o'clock.
- b. What (do you have to /must you do) after class?
- c. What (does/must) Ali (have to do/do) after class?
- d. What is something you had to do yesterday?
- 2. Use " must not" or "don't have to" in the following.
- a. I must not forget to bring my books to school.
- b. I have finished my homework. I don't have to study tonight.
- c. You \_\_\_\_\_\_be rude to your classmates.
- d. Children\_\_\_\_\_\_play with knives.
- e. Students in a government school \_\_\_\_\_\_pay fees.
- f. Students in a private school\_\_\_\_\_\_pay fees.
- g. Tomorrow is a holiday. We\_\_\_\_\_\_get up early.
- h. Drivers\_\_\_\_\_\_drive fast.

2. Use "must no	t" or "d	on't have	to" in	the
following.				

	c.	You_	must not	be rude	to	uour	classmate
--	----	------	----------	---------	----	------	-----------

- d. Children must not play with knives.
- e. Students in a government school don't have to pay fees
- f. Students in a private school <u>must</u> pay fees
- g. Tomorrow is a holiday. We <u>don't have to</u> get up early.
- h. Drivers\_\_\_\_\_\_\_drive fast.

3. Use "allowed to" or "not allowed to"in the following sentences.
Children <u>are allowed to</u> play in the park, but they <u>are not allowed to</u> pick flowers.
a. Studentseat in class.
b. Girlsstay outside at night.
c. We play in the basement, but
play in the street.
D. In our school, wewear regular clothes.
4. Read the following text, then answer the questions that follow.  Traditional Clothes on Independence Day  On Independence Day, our history teacher asked us to wear our traditional clothes. I wore a long striped robe "the demaya" and kefiya on my head. My sister wore a long black dress with beautiful decorations and a white scarf on
her head. She looked beautiful in her traditional dress. When I looked in the
mirror I felt very proud of my country. We sang national songs and danced
traditional dances " dabkeh". It was a wonderful day.
Circle the right answer.
<ol> <li>What kind of clothes did the boy and the girl wear on Independence Day?         <ul> <li>a. their best suits</li> <li>b. traditional clothes</li> <li>c. fashionable clothes</li> </ul> </li> <li>What did the boy wear?         <ul> <li>a. his father's jacket</li> <li>b. a spotted robe</li> <li>c. a striped demaya</li> </ul> </li> </ol>
3. What did the girl wear?
a. a plain dress b. a striped robe c. a black decorated dress
4. What did the girl wear on his head?
<ul><li>a. a white scarf</li><li>b. a kefiya</li><li>c. a beautiful hat</li><li>5. How did the boy feel when he looked in the mirror?</li></ul>
a. ashamed b. proud c.afraid
3. Use "allowed to" or "not allowed to" in the following sentences.
a. Students are not allowed to eat in class.
b. Girls are not allowed to stay outside at night.
c. We are allowed to play in the basement, but
we are not allowed to play in the street.
D. In our school, we <u>are not allowed to</u> wear regular clothes.
4. Read the following text, then answer the questions that follow.
What kind of clothes did the boy and the girl wear on Independence Day?
a. their best suits b. traditional clothes c. fashionable clothes
2. What did the boy wear?
a. his father's jacket b. a spotted robe c.a striped demaya  3. What did the girl wear?
a. a plain dress b. a striped robe c. a black decorated dress 4. What did the girl wear on his head?

a.a white scarf

a. ashamed

b. a kefiya

b. proud

5. How did the boy feel when he looked in the mirror?

c. a beautiful hat

c. a fraid

\* Stribution

5. Fill in the blank spaces in the foll	owing text.
bargain, bargaining, expensive, down, po	ıy, price, leave, fixed, discount
My mother likes When she	wants to buy something, she goes up and
around the market to b	uy the item at the lowest
The following conversation shows how sh	ne bargains.
Seller: This skirt is 15 dinars.	
Mother: This is too	
I can	only 10 dinars.
Seller: Our prices are	, but I'll make afor
you. 13 dinars .	
Mother: It is still expensive. I think 12 di	nars is a good price .
Seller: I can't	
When my mother starts to	, the seller calls her.
Seller: OK, 12 dinars. This price is only for	or you.
(There are no fixed prices for my mother	She likes to).
6. Oral practice: Look at the box an	d form sentences using "must"
or "must not"as in the example.	ice-cream, fizzy drinks.
You must drink lots o	chocolate, jam, chips.
You mustn't eat too m	uch fried potatoes, sugar.
Rules to be fit	water, sweets, vegetables. milk, fruit, salad, fish.
	muit, jrait, saida, jisiti
<ol> <li>You must eat lots of vegetables.</li> <li>You mustn't eat too much chocolate.</li> </ol>	
2. Tod master satisfaction master consistance.	
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	he following text
5. Fill in the blank spaces in t  My mother likes bargaining. When she w	
5. Fill in the blank spaces in t My mother likes bargaining. When she w	
5. Fill in the blank spaces in t My mother likes bargaining. When she w	ants to buy something, she goes up and y the item at the lowest <u>price</u> .
5. Fill in the blank spaces in t  My mother likes bargaining. When she w  down around the market to bu	ants to buy something, she goes up and y the item at the lowest <u>price</u> .
5. Fill in the blank spaces in t  My mother likes bargaining. When she w  down around the market to bu  The following conversation shows how she	ants to buy something, she goes up and y the item at the lowest <u>price</u> .  e bargains.
5. Fill in the blank spaces in t  My mother likes bargaining. When she w  down around the market to bu  The following conversation shows how she  Seller: This skirt is 15 dinars.	ants to buy something, she goes up and y the item at the lowest <u>price</u> . e bargains.
5. Fill in the blank spaces in to My mother likes bargaining. When she would be market to but the following conversation shows how she seller: This skirt is 15 dinars.  Mother: This is too experience.	nants to buy something, she goes up and y the item at the lowestprice  bargains.  nsive only 10 dinars.
5. Fill in the blank spaces in t  My mother likes bargaining. When she w  down around the market to bu  The following conversation shows how she  Seller: This skirt is 15 dinars.  Mother: This is too expense  I can pay  Seller: Our prices are fixed,	ants to buy something, she goes up and y the item at the lowestprice e bargains.  nsive only 10 dinars. but I'll make adiscountfor
5. Fill in the blank spaces in t  My mother likes bargaining. When she w  down around the market to but  The following conversation shows how shows show shows show shows.  Seller: This skirt is 15 dinars.  Mother: This is too expense pay  I can pay  Seller: Our prices are fixed you. 13 dinars.	nants to buy something, she goes up and y the item at the lowestprice  bargains.  nsive only 10 dinars.  but I'll make adiscountfor  ars is a good price .
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- using "must" or "must not" as in the example.
- Students will look at the box and make rules by forming sentences using the words in the box.
- Have students share their rules with the class.

7. N	Now write two rules using "must" and two rules using "must not"
	on how to be fit.
1	
2	
۷. ـ	
3	
4	
8.	Listen to Amal talk about her vacation to Thailand, then tick
	( ) the true statements about her visit.
	1. She visited a city called Korat.
	2. The people in Korat smile a lot.
	3. She visited three castles around the town.
	4. They went by a tuk - tuks to the castles.
	5. She didn't like their food.
	6. Things are very expensive in Korat.
	7. She still remembers the names of the castles.
	8. She was always afraid in Korat.
TI	his summer, we spent our vacation in Thailand.Wevisited Korat.
W	Ve stayed in a hotel in the centre of the city. The hotel was not clean, but
	ve had to stay in it because it was in the centre of the town. Things are cheap
	nere, so I bought many toys and clothes. I bought a Thai traditional dress.
	he food was strange, but delicious. There were a lot of internet cafes around
	ne hotel. I could send e-mails to all my E-friends. We visited three old,
-	ascinating castles outside the city. I forgot their names because the words are ard to remember. They call Thailand the land of smiles, perhaps because
	nost people are nice and they always smile. Some people there ride a strange
	ype of car called tuk-tuks. We didn't use them because they are expensive and
	angerous. I can't say Korat is a clean city, but I felt safe more than in any
	ther place.
1	
	7. Now write two rules using "must" and two rules
	using " must not" on how to be fit.
	Answers may vary slightly.
	1. You must drink lots of water.
	1. Tod mast drink lots of water.
	2. You must eat salads.
	Z. Tou must eat salaus.
	3. You must not eat fried potatoes.
	5. Tod mast not eat med potatoes.
	4. Vou must not drink from drinks
	4. You must not drink fizzy drinks.

- 8. Listen to Amal talk about her vacation to Thailand, then tick the true statements about her visit.
- 1. She visited a city called Korat.

  - 2. The people in Korat smile a lot.
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  - 6. Things are very expensive in Korat.
  - 7. She still remembers the names of the castles.
  - 8. She was always afraid in Korat.



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

