



# Action Pack 8

Eighth Grade

Teacher's Book

Virginia Paris



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# Scope & Sequence

## FIRST SEMESTER

Module	Structures	Functions and Skills	Vocabulary
<b>1</b> <b>Starting out</b>	Present Simple <i>I frequently play football with my friends.</i> <i>Do they watch TV on school days?</i> Present Continuous <i>What are you wearing today?</i> <i>I am wearing a thobe and a kaffiyeh.</i> Past Simple <i>People liked the clothes I wore.</i>	<ul style="list-style-type: none"> <li>Identifying learning styles</li> <li>Asking about personal routines, information and attitudes</li> <li>Arguing for traditional crafts or modern art</li> </ul> Listening to a specialist talking about learning styles Reading an article about traditional handicrafts Speaking about traditional crafts and modern art in a debate Writing a personal profile	Traditional arts and crafts: accessories, attractive, collect, disabled, handmade, municipality
<b>2</b> <b>Different cultures, different lifestyles</b>	Present Simple and Present Continuous <i>She usually walks to school, but today she is taking the bus.</i>	<ul style="list-style-type: none"> <li>Describing a culture's lifestyle</li> <li>Comparing cultures and lifestyles</li> <li>Stating facts</li> <li>Expressing opinion</li> <li>Describing distinctive people</li> </ul> Listening to people talk about their culture and lifestyle Speaking about one's own lifestyle Reading an article about writing around the world Speaking about a distinctive Jordanian person Writing a personal letter Writing a report on children from a different culture	Different cultures: cattle, crop, explorer, hard-working, herb, inspire, poverty, remain, tent, tough, treatment, tribe, wheat  Writing around the world: achievement, classical, compete, distinctive, exceptional, impressive, patriotism, record, skill, storytelling
<b>3</b> <b>What's a hero?</b>	Past Simple and Past Continuous <i>While the robbers were threatening his parents, he locked himself in the bathroom with his little sister and called the police.</i>	<ul style="list-style-type: none"> <li>Describing heroes and heroines</li> <li>Narrating an event</li> <li>Expressing opinion</li> <li>Stating facts</li> <li>Giving reasons</li> <li>Using punctuation correctly</li> </ul> Listening to descriptions of heroes Speaking about imaginary events Reading about heroes of the present and past Discussing the consequences of events Writing a story	Describing character: brave, caring, clever, compassionate, creative, dedicated, focused, great, honest, inquisitive, moral  Heroes: attack, battle, compassion, encourage, frightening, grab, injure, robber, soldier, theft, threaten, wound
<b>Revision Modules 1–3</b>	Revision of all structures in Modules 1–3	<ul style="list-style-type: none"> <li>Stating facts</li> <li>Expressing opinion</li> <li>Making guesses</li> </ul> Speaking about a partner's superhero Writing sentences related to facts and opinions	Revision of all the vocabulary in Modules 1–3
<b>Reading for fun A: Mansour and the Candle</b>	<ul style="list-style-type: none"> <li>Expressing opinion</li> <li>Describing personality</li> <li>Stating advantages</li> <li>Arguing about wealth and wisdom</li> </ul>	Reading a moral story Speaking and arguing about advantages of wealth and wisdom Writing an argument about wealth and wisdom	



## SECOND SEMESTER

Module	Structures	Functions and Skills	Vocabulary
4 We will travel to the stars	Future Simple <i>I will/won't travel to Mars.</i> <i>Will you travel to Mars?</i>	<ul style="list-style-type: none"> <li>Expressing opinion</li> <li>Making predictions</li> <li>Giving reasons</li> <li>Describing life on another planet</li> <li>Using punctuation correctly</li> </ul> Reading an article about orbital debris Writing predictions about the future Speaking about a holiday in space Reading about a trip to space Listening to an article about Muslim astronomers Speaking about life on another planet Writing a message to outer space	<p>The solar system, the planets and the universe: galaxy, Milky Way, planet, revolve, satellite, solar system, universe, zero gravity</p> <p>Space travel: astronaut, astronomer, catapult, compass, destination, fall apart, float, launch, navigate, orbital debris, spaceship, space shuttle, scrap, scrapyards, screwdriver</p>
5 You can do it!	<i>have to/don't have to, can/can't</i> <i>You have to/don't have to be a professional athlete.</i> <i>You can/can't participate in the game.</i>	<ul style="list-style-type: none"> <li>Expressing opinion</li> <li>Giving reasons</li> <li>Comparing different sports</li> <li>Expressing obligation and ability</li> <li>Making guesses</li> <li>Expressing agreement and disagreement</li> <li>Using punctuation correctly</li> </ul> Listening to a dialogue about different sports Speaking about ability and obligation Reading articles about sports and the Olympic Games Speaking about collecting money for charity Writing an argument for or against technology in football	<p>Sports: bossaball, court, goal, hockey, ice diving, judo, net, pitch, racquet, referee, table tennis, tennis, umpire, volleyball</p> <p>The Olympic Games: athletics, chariot racing, fencing, gymnastics, medal, Olympic Games</p>
6 They have endured centuries!	Present Perfect Simple <i>I/You/We/They have been in Paris for three weeks.</i> <i>He/She/It has been outside for two hours.</i> <i>Have you ever visited Machu Picchu?</i> <i>Yes, I have. / No, I haven't.</i>	<ul style="list-style-type: none"> <li>Describing historic places and civilisations</li> <li>Inquiring about historical sites</li> <li>Reporting activities done</li> <li>Reporting information about a civilisation and a renovated building</li> <li>Discussing choices</li> <li>Comparing cities in ancient and modern times</li> <li>Using punctuation correctly</li> </ul> Listening to descriptions of historic places Speaking about activities done Reading an article about Jerash Discussing interesting civilisations Writing about a renovated building	Buildings and places in a city: carve, citadel, complex, ditch, empire, fortification, forum, growth, heritage, incorporate, military, prehistoric, route, site, track
Revision Modules 4–6	Revision of all structures in Modules 4–6	<ul style="list-style-type: none"> <li>Making predictions</li> <li>Expressing obligation and ability</li> <li>Making guesses</li> </ul> Listening to a paragraph about an interesting island Writing sentences for prediction and for obligation and ability	Revision of all the vocabulary in Modules 4–6
Reading for fun B: Hayy Ibn Yaqzan	• Expressing opinion	Reading a story about somebody's life Speaking about life on an island Writing information about understanding the world around us	

# Introduction

*Action Pack* is an English course for upper-basic-level students in Jordan. This level is for Grade 8. Each level of *Action Pack* includes a Student's Book, an Activity Book, a Teacher's Book and a cassette.

These materials are based on the *General Guidelines and General and Specific Outcomes for the English Language* in Jordan, where this language is regarded as a foreign language. In accordance with the *General Guidelines and General and Specific Outcomes for the English Language* of the Jordanian Ministry of Education, the *Action Pack* materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore, the outcomes appearing at the beginning of each module harmonise with and are relevant to the integration of these skills and interactivity between learners and teachers.

## Key components of *Action Pack 8*

### The Student's Book

The Student's Book consists of six modules, two stories in a *Reading for fun* section and five pages of *Grammar Notes* which complement the grammar lessons throughout the book. The first module recycles the grammar and the vocabulary learnt in *Action Pack 7*. Each of the remaining five modules is divided into six sections: *Theme and Outcomes*, *Grammar*, *Skills focus*, *Communication Workshop*, *Language Development* and *Project*.

### Module Theme and Outcomes

#### Outcomes

Every module starts with a list of outcomes so students always know what they are going to learn. This list is presented by a robot who demonstrates the topic, or theme, of the module by the screen on the front of its body and by another feature on its head or in its hands (e.g. Module 4: a picture of a space shuttle on the screen and an astronaut's space helmet on the head).

This list of outcomes helps students evaluate their performance at the end of each module.

#### Before you start

The teacher asks a series of questions that helps students focus on the module theme, encouraging discussion and class participation. In order for students to feel comfortable when speaking English in the classroom, try not to point out individuals' mistakes.

#### Dictionary work

This task promotes students' autonomy and encourages them to be responsible for their own learning. The key words which should be verified using a dictionary provide the active vocabulary for the lesson and are recycled in the following lessons and modules. Vocabulary exercises provide the opportunity for students to listen to the pronunciation of the words as well as to guess their meaning. Then students can check their guesses in their dictionary, the Activity Book glossary or through reading the text. At this stage of language development, students are asked to generate their own sentences using the new vocabulary.

## Module Theme

### Before you start

Topics are introduced to students through a series of questions and prompts. These are designed to make students consider texts, pictures and problems before they begin working on the set exercises.

### Reading

Students read about the module theme. They are encouraged to expand upon the information and the vocabulary learnt in the previous lesson.

### Grammar

*Action Pack 8* teaches grammar in context and encourages students to work out the grammar rules themselves. In the *Grammar Notes* section, students check their hypotheses. Then, they consolidate the grammar learnt in the *Language Development* section.

### Over to you ...

Students can find this at the end of the Grammar section. It provides a way for students to practise the vocabulary and the grammar that they have learnt while in the safe environment of the classroom. Students will be given the opportunity to think about how they might apply what they have learnt to their own life experiences, as well as the opportunity to share their own opinions about hypothetical situations.

### Skills focus

The four skills – reading, listening, speaking and writing – are at the core of this section, emphasising practice and production of language. This section provides plenty of opportunities for students to develop critical-thinking skills and express their own opinions.

### Find the words

This exercise, found in every module, enhances students' reading skills and helps them build vocabulary by using words they have previously learnt from their definition. The words are afterwards found in the reading on the following page.

### What do you think?

These are usually quotations or proverbs which provide an opportunity for light discussion and cultural comparison. Where it is possible or relevant, background information is given about the author or speaker in addition to an explanation of the quotation itself. Once students have tried to work out and translate the 'What do you think?' quotation, translate it into Arabic for them to ensure every student understands the meaning before a discussion begins.

## Communication Workshop

The aim of this section is for students to practise and recycle the vocabulary and grammar learnt in the module and in previous ones. Developing students' self-sufficiency, autonomy and sense of responsibility are some of the main objectives of *Action Pack 8*, but promoting solidarity and a healthy group work atmosphere is no less important. Most of the activities of this section are based on group and pair work.

## Language Development

This section consolidates the grammar and vocabulary that students have encountered in the module. The aim of consolidation in *Action Pack 8* is to develop grammatical knowledge and lexical accuracy. The *Language Development* section also provides a good opportunity to revisit the difficult words and structures introduced in the module.



These boxes are found at the end of every *Language Development* section of every module. They are problem-solving exercises related to the theme of the module. Students will have to do research on the Internet or visit a public library or the school library to find the answers to some of them. (Refer to page 116 of the Teacher's Book for more details about and examples of problem solving.)

## Project

Modules 2–6 end with a project that students do in pairs or in groups. (Refer to page 118 of the Teacher's Book for more details and examples about project-based learning.)

### Before you start

Students learn what materials they need in order to do the project. They might also be asked to read some related information or carry out some preliminary activities before starting work on the project.

### Your task is ...

Students learn what the aim of the project is.

### A Your first assignment / B Your second assignment

Students learn the steps they need to go through to do their project.

## Revision

There are two revision sections, one after every third module. These are designed to help students check their progress in a relaxed atmosphere. They can be done after every module or every third module, depending on the teacher's and students' needs. A global *Progress check* at the end of each revision lesson enables each student to record his or her progress and decide whether or not they need any further practice.

## Reading for fun

Two stories, *Mansour and the Candle* and *Hayy Ibn Yaqzan*, offer students the chance to read literary works at an appropriate level. It is recommended that one story is covered at the end of each semester (after Module 3 and Module 6). The exercises relating to each story give students a chance to recycle the new vocabulary they have learnt and to further develop the four skills.

## Grammar Notes

Detailed notes of the grammatical structures students have learnt during the year are presented using appropriate language and can be used for revision.

## The Activity Book

The main purpose of the Activity Book is to practise the grammar and vocabulary learnt in each module of the Student's Book. The modules are divided into different sections.

### I remember ...

This section helps teachers identify students' strong and weak points at the beginning of the year and later to evaluate what they have learnt throughout the year.

### First section

The exercises in this section are based on recognition of the vocabulary and structures introduced in the module. They are especially devised for weaker students in multi-level groups.

### Second section

The exercises in this section present a higher degree of complexity as they require actual use of the vocabulary and structures introduced in the module.

### Third section

This section is to be done as further practice, building on the *Communication Workshop* in the Student's Book. The focus should be on fluency rather than accuracy. Try not to interrupt students if they make mistakes. Instead, give them the time and encouragement needed to complete the exercises and then, at the end of the lesson, perhaps cover some commonly occurring errors rather than individuals' errors.

## Fourth section

This section focuses on writing. Different types of discourse are introduced. The use of punctuation marks, conjunctions or linking words and spelling are presented and practised here.

## What I have learnt

At the end of each module, there is a test of the vocabulary and grammar taught, which helps students assess their own learning and make them aware of what points they need to revise.

## The Teacher's Book

The Teacher's Book provides clear instructions for, as well as the answers to, the exercises in the Student's Book and in the Activity Book. It also includes the audioscripts for the dialogues and other listening activities in each module.

The objective boxes at the beginning of each lesson highlight the outcomes that the students are expected to reach. They help you choose the exercises which are best for classroom use and for homework, and might help you decide the best point at which to stop the development of a module, depending on the number of hours you have.

Optional activities appear at the end of some lessons and can be used if you have spare time at the end of a lesson, or if you feel your students need extra practice.

## The Class Cassette

The class cassette includes all the dialogues and other listening activities in the Student's Book and in the Activity Book.

## Key Features

### Flexibility

*Action Pack 8* is an extremely flexible course especially designed to be used within a school language-learning context. It can accommodate timetables that include three to five periods of English per week.

### Topic-based modules

*Action Pack 8* consists of thematic modules based on a carefully graded language syllabus and a restricted application of Content and Language Integrated Learning (CLIL). This approach makes it possible for students to develop all four language skills: listening, speaking, reading and writing, while using them to learn about subjects such as Jordanian heritage, sociology, literature, astronomy and history, etc.

Students have the opportunity to listen, read, talk and write about learning styles (Module 1), different cultures and literature (Module 2), different types of heroes (Module 3), astronomy and the solar system (Module 4), sports and the Olympic Games (Module 5) and archaeology and cities around the world (Module 6).

Within each of Modules 2–6, there are six sections which develop different aspects of the module's theme. These sections are organised around the development of the four language skills: listening, speaking, reading and writing. For example, in Module 2, the Present Simple and the Present Continuous are introduced to talk about different cultures and lifestyles. Students then write a personal letter about their life in a different culture, and finally make a project and an oral presentation on children from a different culture.

### Collaborative learning

In *Action Pack 8*, the teaching of English is viewed as a process of developing and enhancing students' ability to learn effectively as individuals and collaboratively in groups. Individual, pair and group work tasks are carefully combined. Refer to page 117 of the Teacher's Book for more details and examples about collaborative learning.



## Multi-level approach

The existence of different levels of experience and knowledge of English among students is often one of the sources of tension in the classroom.

The Activity Book helps to improve this situation by providing extra practice at two different levels (First section – recognition; Second section – production). It complements the material in the Student's Book by providing clear and complete writing rules (spelling, use of capitals and punctuation marks, linking words, style, etc.) which helps those students who need extra help in developing their writing skills.

## Careful and frequent evaluation and assessment

Students' learning is a continuous process which has to be constantly assessed, so their progress should be continually recorded. This is why, at the end of the *Revision Modules* which occur after every third module, students are asked to keep a record of their own evaluation by filling in the *Progress check*.

Moreover, the Activity Book provides you with the tools you need to evaluate students' achievements. It includes:

- An Entrance Test, *I remember ...*, which will provide you with information on what your students need to review or learn before being able to tackle *Action Pack 8*.
- A self-assessment table at the end of every module.

At the end of the Teacher's Book, there is a section on page 119 entitled *Assessment Strategies*. It suggests two strategies for use in the classroom – peer evaluation and portfolio. This section also refers to activities for each strategy from the Student's Book.

## Clear teacher's notes

The Teacher's Book provides you with a comprehensive, step-by-step guide to help you use the Student's Book and the Activity Book. However, as the teacher of English, you may want to make your own adjustments where necessary.

The notes for each lesson are structured as follows:

- A summary box includes
  - the outcomes of the lesson;
  - the materials you need;
  - clear notes about the exercises to be done in class and those to be set as homework;
  - additional comments that identify particular difficulties students may find when practising the grammar point.

As a rule, English is to be used to explain new grammar structures and vocabulary. However, you may use the students' mother tongue whenever you think it is necessary for the sake of clarity and understanding. You can always add different examples or ask students to research something. Whenever possible, you should encourage them to use the school library, an encyclopaedia or the Internet.

- Complete audioscripts are provided for every listening activity on the cassette.
- The answers to the exercises in the Student's Book are in the Lesson notes. The answers to the exercises in the Activity Book are at the back of the Teacher's Book.
- To help you plan your teaching, the summary box in the Teacher's Book includes a reference to the corresponding pages in the Activity Book.

At the end of the Teacher's Book there are two sections besides the *Assessment Strategies*. These are: *Learning Strategies* on page 116 (cognitive, meta-cognitive and socio-affective strategies) and *Learning Styles* on page 118 (visual, auditory and kinaesthetic /kɪnə'sæʊetɪk/ learners). These sections provide you with information about how learners learn, with reference to activities in the Student's Book.

# Teaching Action Pack 8

## Teaching listening

Action Pack 8 provides plenty of opportunities for listening to native speakers.

Remember, however, that you are the students' closest model and you need to follow some simple rules:

- Speak slowly and clearly, and look at students when you speak.
- Do not speak while you are writing on the board – it is essential that students see your face when you speak.
- When you are teaching new vocabulary, play the recording at least three times before asking them to say it.
- Do not allow students to speak while you are speaking.
- Encourage students to listen to one another when they are speaking and reading aloud.
- Try to be positive: praising those who are paying attention is more productive than admonishing those who are not.

At the end of this grade, students will be able to:

- recognise how the speaker's emphasis on stress, intonation, words and sentences helps identify the meaning.
- demonstrate understanding of an authentic text.
- respond to critical thinking questions.
- respond to a speaker's opinion.
- develop strategies of active listening in an authentic situation.
- use the sequence of sentences to identify the main idea while listening.

## Teaching speaking

Action Pack 8 provides plenty of opportunities for talking. It helps you to:


- Encourage students to use English in their classroom exchanges to make them feel confident.
- Encourage students to participate in the class and group discussions and presentations, and to act out dialogues. Provide them with variation in their practice by having them act out their dialogues with different characters or by imagining new ones. Introduce different intonation patterns like surprise, politeness, anger, friendliness, unfriendliness and so on.

At the end of this grade, students will be able to:

- use appropriate stress and intonation.
- participate in an exchange of information.
- use connecting words to help the listener's comprehension.
- participate in a class discussion.
- roleplay a scene.
- take part in an authentic presentation.
- interview peers about a topic.
- speak clearly and interact with the class.
- take part in a debate to present one's ideas.

## Teaching reading

The passages in each module and the extensive reading section *Reading for fun* at the end of Action Pack 8 Student's Book provide useful controlled reading practice. This is a good opportunity for students to practise critical reading skills (see page 16).

Do not hesitate to use the  section to set extra reading tasks that will allow your students to read "authentic" passages with a communicative purpose.

At the end of this grade, students will be able to:

- make predictions.
- skim and scan a text.
- understand the meaning of words using context clues to interpret an article.
- analyse the content of a text to make inferences.
- relate new ideas to previous beliefs.
- read independently short passages and stories for information and enjoyment.

## Teaching writing

Encourage good spelling by doing the vocabulary sections in the Student's Book and the Activity Book.

Show your students that learning punctuation and the use of linking words is of extreme importance. Whenever possible, ask your students to do the exercises in the *Communication Workshop* sections of the Student's Book and the *Fourth sections* of the Activity Book.

Take advantage of students' enthusiasm and artistic skills. Have them do all the writing exercises and, whenever possible, display their work on the classroom bulletin boards.

At the end of this grade, students will be able to:

- write a paragraph for a specific purpose.
- write a letter that has a specific function.
- make notes to explain a topic or an opinion.
- write an argument applying the conventions of language.
- write a dialogue about a specific authentic purpose.
- use the Internet to locate specific information and make notes.

## Hints for various classroom activities

Your role as a teacher is to facilitate the students' learning processes – especially in the innovative techniques used in the modern EFL classroom. These include the use of roleplay in developing communicative skills, debating, using notebooks efficiently, referring to dictionaries and critical reading. All related tasks involve students applying their learning styles (refer to page 118).

## Roleplaying

- The use of roleplay has many advantages. It gives students the opportunity to practise the language they have learnt in open-ended, realistic situations. It also allows them to 'hide' behind an imaginary personality, thereby liberating them to express themselves in the target language. Roleplaying is particularly well-suited to auditory learners (those who learn best by listening) and kinaesthetic learners (those who learn best through physical tasks and routines).
- The choice of scenario or situation for the roleplay is very important. The scenario needs to be interesting and relevant to the students. It also needs to be within their linguistic reach. The emphasis should be on practising vocabulary and structures rather than on introducing new material, although a few new words may need to be identified and rehearsed to make the roleplay work well. The Student's Book includes a number of roleplay scenarios (pages 14, 26, 31, 45, 62, 64 and 77).
- If you find that your students enjoy and benefit from the roleplays in the Student's Book, you may decide to design some of your own. Each participant writes notes on cards to remember what he/she has to say. These are called cuecards and provide a way for visual learners (those who learn best by visualising ideas) to get the most out of roleplay activities. The notes on the cuecard should be specific enough to give the students a clear idea of their roles, and should include all the information they will need; but the notes should also be general enough to allow the students freedom to approach the problem and to decide precisely what language to use.
- It can be useful to introduce a conflict or problem into the situation. This makes the roleplay activity less mechanical and more open-ended. For example, a customer in a shop asks for items on a shopping list, but the salesperson does not have all the items on the list, and has to apologise or offer alternative products.
- Students may need some input from the teacher or from one another as preparation for the roleplay itself. This may involve pairs or groups noting words, ideas and structures that will be useful, or a whole-class brainstorming session, with prompts written on the board.
- Once all the above groundwork has been completed, the prompts prepared and the target language identified, the roles can be assigned to individual students. You may ask one group to model the roleplay in front of the whole class before other groups attempt it, or you may have a number of groups practising their roleplays simultaneously before selected groups perform in front of others. Students' use of gestures and body language contributes greatly to the success of the roleplay (kinaesthetic).
- When the roleplay activity is finished, allow students to comment in a positive way on one another's performance. You may use this opportunity to make general remarks about language errors and offer corrections, but do not single out individuals who have made those errors, and certainly do not interrupt any of the roleplay performances to correct students' grammar or use of vocabulary. Finally, you could invite students to tell the class what they have learnt by watching and participating in the roleplay activity.



- You may use the following checklist to form part of an ongoing assessment of each student's performance:

Assessment of individual student's contribution to roleplay activity				
Criterion	Excellent	Proficient	Adequate	Limited
Achievement of purpose				
Participation in presentation				
Portrayal of character				
Interaction with other participants				
Fluency of speech				
Accuracy of speech				
Use of non-verbal cues (tone of voice, eye contact, body language)				
Use of costumes / props				

## Debating

### What is a debate?

- A debate is a formal speaking competition that follows specific rules. Debates can be conducted in many different ways. The following is a popular way which is suitable for use in ELT classrooms.
- Each debate focuses on a particular statement, such as 'All people should become vegetarians' or 'The speed limit in Jordanian cities should be 20 km/h'. In *Action Pack 8*, there are two debates: one in Module 1 (page 9) and one in Module 5 (page 56).
- There are two teams, one of which argues in favour of the statement, while the other team argues against. The two teams must have the same number of members. It is typical to hold a debate with teams consisting of between four and six members.
- The teams research the topic and write notes in support of their arguments. They also try to predict what the other team's arguments are likely to be, and prepare possible counter-arguments for use in the 'rebuttal' part of the debate. A simple graphic organiser, such as a T-chart with two columns labelled 'for' and 'against' would be ideal for this purpose and might be useful for students who learn best when using visual prompts.
- Each person in the team prepares a speech, presenting part of the team's argument. On the day of the debate, each team speaks alternately for or against the topic. Every student in a team argues as part of the group and is allocated time to speak (usually a few minutes). Debating activities are well-suited to auditory learners and to kinaesthetic learners in particular. A speaker might improve their performance by using appropriate facial expressions and body language. Irrespective of different preferred learning styles, all students must listen carefully to each other and must be careful not to contradict what others in the same team have said. When members of the opposing team are speaking, team members should listen carefully and make notes and prepare their counter-arguments.
- The rest of the students in the class make up the audience. Their task is to listen carefully to all the arguments, 'for' and 'against', making notes on the important points. When all of the arguments have been presented, each student in the audience votes for the team that he or she believes has debated more effectively. (Students should not vote for one team simply because the team's arguments happen to agree with their own personal opinion.) The team which receives more than half of the votes wins the debate.
- A debate is an excellent way of improving students' speaking skills. It encourages them to think logically and sequentially, and to develop a persuasive argument. It is also good practice for students to argue in favour of a statement with which they personally do not agree. This teaches students how to look at issues from a variety of points of view, a skill which should be encouraged whenever possible.
- While a *debate* and a *discussion* have certain features in common, it is important to distinguish these two terms. A debate follows a rigid formal structure, while in a discussion, participants take turns to speak in a more free-flowing and open-ended way. In a debate, the objective is to win the argument by destroying the opposing team's point of view, while in a discussion the objective is usually to reach mutual agreement and understanding.

## Debating procedures

- Debates may be structured in many different ways, may last for different amounts of time, and may involve few or many participants. The following example is designed for two teams of five members each. Team A argues 'for' the statement and Team B argues 'against'. The timing of this debate format allows debates to be completed comfortably within a single class session. If the time limits are strictly adhered to, the whole debate will take 25 minutes. This allows time after the formal debate is over for a class discussion about any matters of interest, such as identifying the strong and weak points in the various arguments, or asking why individual audience members voted as they did.
- Each of the speakers take turns as indicated below, with no pauses for questions or discussion, except for the 'rebuttal discussion', which takes place immediately after Speaker B3 has finished speaking. For more flexibility, you can remove some of the stages and, in doing so, reduce the amount of time spent debating. The outline below should be used as a guide and can be tailored according to your preferences.

### **Team A: Speaker A1** (2 minutes)

- This speaker introduces the topic and gives the main arguments why Team A is 'for' the statement, but does not go into detail or provide much supporting evidence.

### **Team B: Speaker B1** (2 minutes)

- This speaker gives the main arguments why Team B is 'against' the statement, without going into detail.

### **Team A: Speaker A2** (2 minutes)

- This speaker picks up one or two key points from Speaker A1 and goes into detail, providing supporting evidence for the arguments.

### **Team B: Speaker B2** (2 minutes)

- This speaker picks up one or two key points from Speaker B1 and goes into detail, providing supporting evidence for the arguments.

### **Team A: Speaker A3** (2 minutes)

- This speaker picks up one or two key points from Speaker A1 (but not those used by Speaker A2) and goes into detail, providing supporting evidence for the arguments.

### **Team B: Speaker B3** (2 minutes)

- This speaker picks up one or two key points from Speaker B1 (but not those used by Speaker B2) and goes into detail, providing supporting evidence for the arguments.

### **Rebuttal discussion** (5 minutes)

- Team A discusses Team B's arguments and thinks of counter-arguments for Speaker A4 to use in the rebuttal. Similarly, Team B prepares counter-arguments against the arguments of Team A for Speaker B4 to use in the rebuttal.

### **Team A: Speaker A4** (2 minutes)

- This speaker tries to destroy the arguments of Team B with counter-arguments based on Team A's rebuttal discussion.

### **Team B: Speaker B4** (2 minutes)

- This speaker tries to destroy the arguments of Team A with counter-arguments based on Team B's rebuttal discussion.

### **Team A: Speaker A5** (2 minutes)

- This speaker sums up the position of Team A, repeating the key points and ending with a powerful conclusion.

### **Team B: Speaker B5** (2 minutes)

- This speaker sums up the position of Team B, repeating the key points and ending with a powerful conclusion.

### **Debate assessment table**

- The table below can be used by teachers or by students to assess the performance of debating teams. Each category receives a mark from 1 to 5, giving a total mark out of 40. This is not for the purpose of formal assessment but should constitute part of ongoing informal assessment used to roughly gauge students' performance.

Assessment criterion	Mark
<b>1. Introduction</b> The team introduces the topic and sets out their position clearly.	
<b>2. Relevance</b> The team's presentations are focused on the topic and are consistently relevant.	
<b>3. Evidence</b> The team provides well-researched evidence in support of their claims.	
<b>4. Structure</b> The team's speeches are well-organised and adequately interconnected.	
<b>5. Presentation</b> Team members speak clearly, confidently and comprehensibly. They address the opposing team when it is their turn to speak.	
<b>6. Rebuttal</b> The rebuttal addresses specific points made by the opposing team and effectively undermines their position.	
<b>7. Conclusion</b> The summing up is relevant and persuasive.	
<b>8. Rules</b> The team has diligently followed the rules of the debate.	
<b>Total</b>	

## Using notebooks

- You should encourage students to be active participants in the classroom. One way to do this is to guide them to use notebooks resourcefully. Notebooks serve various purposes:
- First, students are expected to do the exercises in the Student's Book on notebooks. They'll have more space to present the answers neatly using the margins and freedom to manipulate the presentation of the answers, i.e. according to module or page.
- Second, encourage your students to write down any notes they take from reading texts, class discussions or any other activity. Tell them that note taking is an active process and one they can be creative with. They have to be actively involved in the process of listening or reading and to decide what to note down. They should be selective and brief; they can achieve this by concentrating on key words and not whole structures. Students might want to think about different ways of presenting new information. Tell them it is a very beneficial study skill that serves various purposes:
  - summary – notes give an overview of a topic (an example of information being summarised can be found in the Student's Book, Module 5, page 49, exercise 4)
  - memory – notes help students retain information (brief sentences noting relevant pieces of information are given in the Student's Book, Revision Modules 1-3, page 35, exercise 1 in order for students to remember a person they read about in Module 1)
  - revision – notes are a good source for revision (as in the Student's Book, Revision Modules 4-6, page 73, exercise 1 where notes are used as a tool to revise vocabulary and grammar)
- Tell students that they can take notes in different ways:
  - charting – a graph or a flow chart is used for processes; a table is used for facts
  - outlining – headings and subheadings using Roman numerals (I, II, III, ...), the alphabet (A, B, C, ...) and Arabic numerals (1, 2, 3, ...)
  - mapping – a tree structure with the purpose in the middle and ideas in the branches
  - sentence method – a number of sentences, each of an idea
  - SQ3R – Survey, Question, Read, Recite and Review. The material is surveyed for ideas; ideas are put in question form; the text is read; notes are taken under headings; a summary is made from memory; and finally notes are reviewed (see page 16)
  - guided notes – handouts with missing information to be filled in
- Remind your students that they don't need to take notes of every single idea and certainly not to duplicate notes of any texts or handouts they already have.
- Here it's worth noting the difference between note-taking and note-making. While the first refers to jotting down notes from an activity you're encountering for the first time to use it later, note-making is the use of these notes to do another activity, such as planning for a discussion of your own, writing your own paragraph or essay, etc ...
- Third, notebooks can be an excellent store for new vocabulary encountered in reading tasks. Encourage students to spare a specific section in the notebook for a personal glossary, where they store challenging words and expressions that they think would be of use to them as active vocabulary in their writing tasks.

For each word, they may choose to include the definition, part of speech, the meaning in Arabic and a sentence that has the word. Give them some freedom to choose the words and the way of writing them, i.e. alphabetically, according to modules or topics.

- Students can also gather idioms and proverbs that are new and interesting for them to learn. Such study skill habits make students see themselves as active participants in their own learning.

## Using dictionaries

- Make sure students know the purpose of using a dictionary:

- to find the meaning of words
- to check spelling
- to pronounce words correctly

You can refer to the information on pages 132–134 for more detailed guidance.

- Ask them general questions about how they think a dictionary is organised and whether there might be any difficulties using it. Make sure they know the alphabetical sequence (use games, songs, recitations, etc.). Guide them through classroom activities to help them become familiar with the dictionary, e.g. where to find words beginning with *b* (*beginning of dictionary*) as opposed to words beginning with *t* (*end of dictionary*). Other activities are putting words in a list in alphabetical order, putting books according to titles or authors in alphabetical order.
- Encourage your students to use a dictionary only when they need to. To find a word, students look at the upper top left-hand and right-hand corner of the page. Words are printed in large bold type. The first of these two words shows you which is the first word on that page; the second shows you which is the last word to be found on that page. If the first letters of two words are the same, they need to look at the next letters to decide the correct order.
- Once they have found the word they are looking for, they need to know what information they find:
  1. the defined word;
  2. the phonological transcription of the word (the pronunciation, a note if it is American or British);
  3. the part of speech, for example 'n.' refers to noun, 'v.' refers to verb (students need to look for the list of abbreviation in the dictionary);
  4. definition(s) of the word. If there is more than one definition, the different meanings will be separated by numbers. Students need to refer to the context to know which meaning is the one intended;
  5. an example sentence using the defined word.
- Here is an example entry from a dictionary:

**civilisation** *BrE*; **civilization** *AmE* /sɪvɪlaɪzeɪʃn/ n.  
1 a society that is well organised and developed; *the ancient civilisation of Greece* 2 the comfort and convenience of modern life; *the civilisation of the city*

**Note that students should not rely on dictionaries a lot. Encourage them to develop their own strategies to guess the meaning of the word, its part of speech, etc. and to create their own dictionary.**

## Teaching critical reading

The SQ3R method is one of the effective ways for teaching critical reading. SQ3R stands for: **Survey, Question, Read, Recite** and **Review**.

1. Surveying a text provides a rapid overview of the topic. Encourage the students to follow a logical outline that orients them to the subject matter, for example, the title, the introduction, developing paragraphs, the conclusion. They may look for definition of terms as well as refer to pictures or charts.
2. The second step is questioning which helps the reader stay focused. During the surveying stage, the students develop some questions, such as: Is this a fact or the author's opinion? Is there evidence? The students find answers through the reading stage.
3. If the previous stages are followed appropriately, reading occurs rapidly and efficiently. Encourage the students to determine the main idea from the title, the first and last sentence or paragraph. Then, they find the main idea of each section. Students scan for key words which help them to pay closer attention for critical definitions and ideas that follow.
4. Students review often to keep focused. They will develop faster reading skills when they follow the following instructions:
  - Look at groups of 2 to 3 words and not at every word.
  - Read every day for at least 15 minutes and gradually increase the duration.
  - Determine the purpose of reading.



# Establishing the right atmosphere in the classroom

Establishing a positive working atmosphere throughout the school year is essential. When students feel encouraged, they become more involved, interested and responsible in the learning process. As a result, the class works better; and the better a class functions as a whole, the more students will progress. The following are three areas which allow the building of a good atmosphere:

## Rapport building

It is very important for you to build a rapport with your students. When you show care and respect, students will respond in the same manner. Give praise to students for good work and effort, and be gentle in your approach when correcting their mistakes. This will feed into a positive classroom environment that reduces misbehaviour.

## Classroom organisation

Maintain a well-organised classroom through the following steps to maintain success.

- Follow a seating chart that you may vary every month or quarter to allow students different opportunities.
- Place the desks in a way to secure easy movement for you and for your students.
- Assign locations in the classroom for students to pick up extra work and missed assignments, and to hand in assignments.
- Make sure the students have easy access to material they need for their tasks.
- Post all procedures students need to know or refer to on the wall or the bulletin board.
- Post important events, such as national celebrations or school events on the classroom calendar.
- Keep record of students' attendance, tasks and achievements to refer to when needed.

## Classroom climate

Follow the steps below to develop and maintain a positive classroom climate.

- Guide students to share learning experiences in group work to encourage a cooperative attitude among them.
- Help students respect each other.
- Agree with your students on acceptable standards of behaviour you'd like them to acquire and model the behaviour yourself in the classroom.
- Lead students into the processes of critical thinking, self-development, study skills and problem solving.

# MODULE 1

## Starting out

### The outcomes of this module are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To skim and scan a reading text
- To use words and sentences to participate in a discussion or a debate
- To demonstrate understanding of an authentic listening text
- To use the Present Simple and the Present Continuous tenses
- To use the Past Simple
- To write a paragraph for a specific purpose

## Lesson 1

### The outcomes of this lesson are:

- To use words and sentences to participate in a discussion about learning styles
- To demonstrate understanding of a listening text about learning styles

### Materials

- Student's Book pages 4–5
- Cassette
- Activity Book: Module 1 – pages 4–6

### How to go about the material:

- Exercise 2 can be set as homework.

- Before you start the first lesson, introduce yourself as the English language teacher and try to get to know some of the students.
- Structure your first lesson so students get acquainted or reacquainted with their classmates and get back into the habit of speaking English with each other. Prepare a list ahead of time to hand out to students with instructions such as:

Find someone who ...	
name	
	... is wearing blue. ... likes reading.

- After establishing a friendly environment in the classroom, introduce the students to the Student's Book and the Activity Book. Give them a few minutes to get a general idea of the books' structure and the different topics they will encounter. Complete the first two pages of the Activity Book and then, start with the first lesson of the Student's Book.

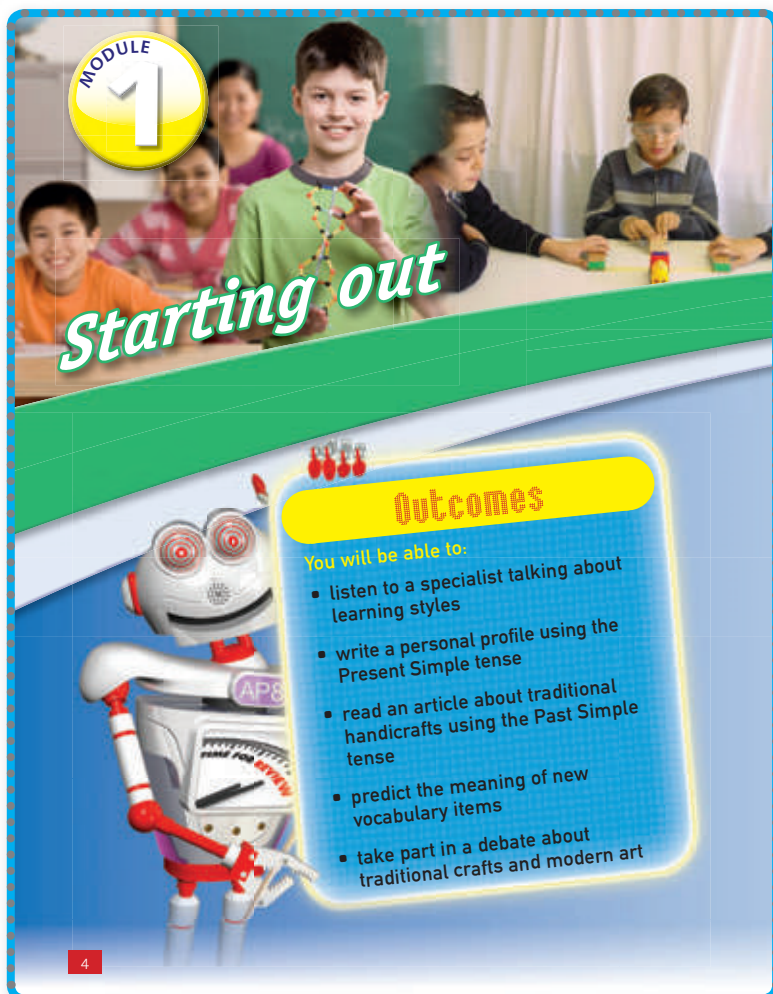
### Refer to Activity Book pages 4–5.


- Use these two pages to revise some of the vocabulary and structures from *Action Pack 7*. Work at a pace that will enable all students to keep up. Explain that a 'clue' is a piece of information that is used to help solve a mystery or problem. Ask advanced students to test each other's vocabulary by writing their own questions in the style of exercise 6.

### Student's Book pages 4–5

### Teaching tips

- At the beginning of each module, ask students to read the title and to look at the introductory pictures. First of all, make sure that students understand any new vocabulary that is used in the title. Once they know what the title means, see if they can think of any other meanings or connotations it might have. Encourage students to think about the pictures by asking questions such as *Who do you think the people in the pictures are? What are they doing? How do you think the pictures relate to the title?*
- Based on the title and the pictures, lead a discussion on what the module might be about. Then, read through the outcomes and see how accurate students' guesses were. The purpose is not to see who makes the best guesses, but to encourage students to participate in class discussions using English. Give praise, and do not correct individuals' mistakes.





**Before you start**  
Read this questionnaire and think about your answers.

**Learning styles**

- When I study I like to
  - explain the information to someone else.
  - use colours to make key words stand out.
  - memorise information by saying a chant or rhyme.
- I like to study
  - in a group so I can listen to others.
  - alone in a quiet place.
  - with one other person using roleplaying games.
- When I am spelling, I
  - say the word aloud before or as I spell it.
  - write the word down to find out if it looks right.
  - try to 'see' the word.
- I remember information as soon as I
  - create songs with the information.
  - draw a picture about the information.
  - act out the information.
- I remember words most when I
  - hear them.
  - read them.
  - say them.

**1** In pairs, tell each other your answers. Take down notes.  
*Example*  
I like to study in a group. And you?

**2** There are three types of learners: visual, auditory and kinaesthetic. Read the descriptions in pairs.

**VISUAL LEARNERS**

- Visual learners learn through reading.
- They focus on details.
- Sometimes they find it difficult to listen to long lectures.

**AUDITORY LEARNERS**

- Auditory learners learn through listening.
- They learn well when listening to lectures, presentations or music.
- They like talking and discussing rather than writing.

**KINAESTHETIC LEARNERS**

- Kinaesthetic learners learn by doing.
- They are happy when they can practise what they are learning.
- They like working on projects, drawing and doing things.

**3** Listen to this specialist and make notes based on the advice corresponding to your learning style.  
I'm a kinaesthetic learner. I must ...

1	2
take study breaks	...

5

### Before you start

- Read through the questionnaire /kwestʃənə/ with students. Note that a questionnaire is a set of printed or written questions with a choice of answers, for the purpose of gathering information. Reassure students that this is not a test and that there is no one correct answer.
- Ask students to put a mark next to the answers that best describe their preferences. As they are working, you may wish to read more about different learning styles using the information on page 118.

### Page 5, Exercise 1

- Tell students to work in pairs to discuss each other's answers to the questionnaire. Using their notes, each student should then try to guess what type of learner they are and what type of learner their partner is: one who learns best by listening or speaking (auditory); one who learns best by writing things down or drawing (visual); or one who learns best through hands-on activities (kinaesthetic /kɪnəsəetɪk/).
- When students have had time to guess each other's learning styles, tell them that if their answers are mostly (a), this means that they are auditory learners; if their answers are mostly (b), this means that they are visual learners; and if their answers are mostly (c), this means that they are kinaesthetic learners. Note that kinaesthetic describes an awareness and responsiveness to the movement of the body. Kinaesthetic learners are sometimes known as 'doers' because they learn by

doing things. Encourage students to use the school library or a public library to do more research if they are interested in the topic.

### Answers

#### Students' own answers

### Page 5, Exercise 2

- When each pair of students has read the description of learning styles, encourage them to discuss whether they think the descriptions are accurate. Is there anything they might like to add to describe the way they like to learn?
- Ask students what methods they prefer to use when learning English.
- If the task is set as homework, ask students to write a short paragraph about how they like to learn and how they could apply this to learning English.

### Page 5, Exercise 3

- Read the instructions and tell students that this might be a good opportunity to work according to the learning style that suits them best: visual learners might like to note down words or draw pictures that will remind them of the key points; auditory learners might like to concentrate on listening; and kinaesthetic learners might like to have a break halfway through the exercise to move about.
- Make sure that students know that they will not be listening to the descriptions from exercise 2 but to advice relating to each description.

### Audioscript

If you are a visual learner, it might help you to:

- see your teachers clearly when they speak.
- read texts that are clear and colourful.
- highlight the important points in a text.

If you are an auditory learner, it might help you to:

- take part in class discussions and presentations.
- listen carefully to the dialogues.
- read and discuss your ideas out loud.

If you are a kinaesthetic learner, it might help you to:

- take frequent study breaks at home.
- read a lesson quickly before reading it again in detail.
- take part in a physical activity while trying to learn something.

### Refer to Activity Book page 6.

- Ask students to use what they have learnt in the lesson to solve both exercises. For the first exercise, allow students to work in pairs to identify the type of learner in each picture before matching them with the correct characteristics. Students should then check their own progress by completing the second exercise individually.



# Let teens talk!

## The outcomes of these lessons are:

- To use a picture to make guesses about Hamzah's routines
- To use the Present Simple and the Present Continuous tenses
- To use listening strategies to take notes about a profile
- To write a paragraph for a specific purpose: a profile about a friend

## Materials

- Student's Book pages 6–7
- Cassette
- Activity Book: Module 1 – pages 7–8

## How to go about the material:

- Exercise 2 of the Grammar section can be set as homework.

## Student's Book page 6

### Before you start

- Ask students to look at the picture and answer the questions. Choose individual students to share their answers and then write them on the board. Tell students that you will be checking answers as a class after reading the text.

### Page 6, Exercise 1

- Read the rubric to the whole class. Have students do the exercise individually.
- Then, tell students to compare their answers in pairs by reading through the questionnaire together.
- As a class, check the 'Before you start' answers written on the board. The purpose of this is not to point out any individual's mistakes, but to understand the correct answers together based on the information in the text.

### Page 6, Exercise 2

- Play the cassette and give students time to check their answers from exercise 1.
- Then, ask students to work in their original pairs, each individual choosing one of the verbs in brackets and using them in one meaningful sentence.

## Audioscript

### Teen Questionnaire

**What do you do every day?**


In the morning, I go to school, of course. In the afternoon, I do my homework. Then, sometimes I visit my friends or sometimes they visit me.

## Let teens talk!

**Before you start**  
Look at the picture of Hamzah. What is he wearing? What might he be interested in?

1 Hamzah is 14 and he lives in Bahrain. Complete this questionnaire with the correct forms of the verbs in brackets. Some verb forms might stay the same.

### Teen Questionnaire



**What (1) \_\_\_ (you/do) every day?**  
In the morning, I go to school, of course. In the afternoon, I do my homework. Then, sometimes I visit my friends or sometimes they visit me.

**What do you do at weekends?**  
Well, it depends. My family and I usually visit my grandmother, or she visits us, but I frequently (2) \_\_\_ (play) football with my friends. Sometimes we (3) \_\_\_ (go) to the theatre.

**What do you and your friends talk about?**  
School, teachers, football and parents' jobs.

**What are your favourite school subjects?**  
English, mathematics and computer studies.

**How many brothers and sisters have you got?**  
I (4) \_\_\_ (have got) two brothers and three sisters.

**What are you wearing today?**  
A thobe and a kaffiyeh.

**How are you feeling?**  
I (5) \_\_\_ (be) happy. I'm doing well at school.

**What or who do you care about?**  
I care about my family, of course.

**What do you worry about?**  
I worry about our environment. We (6) \_\_\_ (not do) enough to save our planet.

2 Now listen to the questionnaire and check your answers.

3 Answer the same questionnaire. Take down notes and share your answers with a partner.

**What do you do at weekends?**

Well, it depends. My family and I usually visit my grandmother, or she visits us, but I frequently **play** football with my friends. Sometimes we **go** to the theatre.

**What do you and your friends talk about?**

School, teachers, football and parents' jobs.

**What are your favourite school subjects?**

English, mathematics and computer studies.

**How many brothers and sisters have you got?**

I've **got** two brothers and three sisters.

**What are you wearing today?**

A thobe and a kaffiyeh.

**How are you feeling?**

I'm happy. I'm doing well at school.

**What or who do you care about?**

I care about my family, of course.

**What do you worry about?**

I worry about our environment. We **are not doing** enough to save our planet.

### Answers

1. do you do; 2. play; 3. go; 4. have ('ve) got;  
5. am ('m); 6. are not doing



## Page 6, Exercise 3

- Have students do the exercise individually.
- When the exercise has been completed, have a class discussion based on the questionnaire. Ask individual students questions such as *What do you do every day? What are you wearing today?* Students are expected to answer in full sentences using the Present Simple or the Present Continuous tense.

Refer to Activity Book page 7, exercises 3–4.

- In exercise 3, students are going to use what they have learnt about learning techniques to see which ones best suit students according to their career goals. In exercise 4, they will have the opportunity to write their own 'Teen Questionnaire'.
- Ask students to work individually or in pairs and offer help where needed.

## Student's Book page 7

### Grammar

**1** Circle the correct form of the verbs.

- Amal **drives/is driving** her children to school every day.
- I'm sorry I can't go shopping with you. I **go/am going** to the theatre with my parents.
- James **is reading/reads** a book about Jordan's historical places at the moment.
- He usually **is wearing/wears** a uniform to school, but today he **is wearing/wears** a thobe.

**2** Make questions using the tables below. Then, answer them in pairs.

A	
Do	they playing ... you visit ...
Are	they learning ... you watch ...

B	
... video games?	
... car racing with your dad?	
... TV on school days?	
... the museum?	
... how to swim?	
... your grandparents on Fridays?	
... with their friends?	
... Spanish at school?	

**3** Read the Listening Strategies.

**Listening Strategies: Taking notes**

- Listen carefully for clues about the topic.
- Don't worry if you don't understand every word – just listen for the important ones.
- As you listen, take notes and use abbreviations.
- Don't try to write down every sentence; select important information and key words (not words like *the, is or in*).

**4** Follow the Listening Strategies. Then, take notes as you listen to Hamidah's profile.

**5** Work in pairs and find five mistakes in the text.

### Profile

Hamidah is 15 and she has two sisters, Manal, Nawal and Salma, and one brother, Jamal. Her father's a pilot and her mother's a nurse. She lives with her family in Amman, Jordan. They live in a small flat. Hamidah shares her bedroom with her sister Salma. Her best friend is Noura who is 14 years old. Hamidah and Noura go to the same school in Aqaba. They love sport and they are members of the Debating Club. Hamidah has got two aunts and three uncles.

**6** Listen again to Hamidah's profile and check your answers.

**7** **Over to you . . .** Now, write a similar profile for one of your friends. Write three incorrect details about your friend. Read your profile. The others have to guess the incorrect information.

**Example**

Fahd is 16 years old. He has got one younger brother, two aunts and one uncle. His father's a doctor.

## Grammar

### Page 7, Exercise 1

- Read the rubric and clarify any doubts. Then, give students some time to complete the activity and double check their own work. While they are working, walk around the class monitoring the activity.
- Then, check the answers with the whole class.

## Answers

1. drives; 2. am going; 3. is reading;
4. wears, is wearing

## Page 7, Exercise 2

- Students use the table individually to make questions. Instruct them to use each of the parts in Table B. Walk around the class monitoring the activity.
- Then, tell students to work in pairs, taking it in turns to ask and answer the questions.
- Look at selected students' written work to see how they have done, then write some questions and answers on the board for students to check.

## Answers

Are they playing video games?  
Do you watch car racing with your dad?  
Do you watch TV on school days?  
Do you visit the museum?  
Are they learning how to swim?  
Do you visit your grandparents on Fridays?  
Are they playing with their friends?  
Are they learning Spanish at school?

## Page 7, Exercise 3

- Read the Listening Strategies with the class and make sure students have a clear understanding of the information. Stress the importance of only writing down important information and key words when listening to a cassette.

## Page 7, Exercise 4

- Remind students to follow the Listening Strategies.
- Play the cassette. As students listen, remind them to note down important pieces of information and key words.

## Audioscript

Hamidah is 15 and she has **three** sisters, Manal, Nawal and Salma, and one brother, Jamal. Her father's a **dentist** and her mother's a nurse. She lives with her family in Amman, Jordan. They live in a **big** flat. Hamidah shares her bedroom with her sister Salma. Her best friend is Noura who is 14 years old. Hamidah and Noura go to the same school in **Amman**. They love **English** and they are members of the Debating Club. Hamidah has got two aunts and three uncles.

## Page 7, Exercise 5

- Put the students into pairs according to their learning styles if possible. For example, a good listener (auditory learner) might work well on this particular exercise with a good reader (visual learner). This practice is recommended in order to optimise pairwork and group activities; students ought to work well together if their skills are well-matched. Refer to page 118 to see which types of learners will be well-suited to particular activities throughout this module.
- Ask each pair to compare their notes on Hamidah's profile and see if they are able to find the five mistakes in the text.

## Page 7, Exercise 6

- Play the cassette a second time and tell students to check their answers in pairs.
- Have a final check with the class as a whole. Explain any mistakes.

### Answers

- Hamidah has three sisters.
- Her father's a dentist.
- They live in a big flat.
- Hamidah and her friend Noura go to the same school in Amman.
- Hamidah and her friend Noura love English.

Refer to Activity Book pages 7–8.

- Tell students to work individually to complete exercise 5. The paragraph they write should be of similar length and detail to Hamidah's on page 7 of the Student's Book. Students should then work individually to complete exercise 6 on page 8.

## Over to you ...

## Page 7, Exercise 7

- Explain that students should work individually to write a profile about one of their friends using the Present Simple tense. Encourage them to use a graphic organiser to make notes. The following is an example:

Profile
Name: _____
Age: _____
Place of birth: _____
Hobbies: _____
_____
_____
Incorrect information:
1. _____
2. _____
3. _____

- Give students some tips about the kinds of things to write about. They might want to include information such as their friend's age, place of birth, number of siblings, hobbies and interests, etc. They can use Hamidah's profile as a guide, but encourage them to think of some ideas on their own. Walk around the class monitoring the activity.
- Select several students to read out their profiles. The rest of the class have to identify the incorrect information and then give the correct information.

### Answers

#### Students' own answers

- When the activity is finished, ask students to exchange notebooks and correct each other's profiles.

Teacher's anecdotal record: exercises 4–7		
	Yes	No
Have my students responded to my instructions successfully?		
Have my students implemented the listening strategies efficiently?		
Have my students noted down important information and key words while listening?		
Have my students worked in pairs cooperatively to find the mistakes in the text?		
Have my students written a profile with interesting details?		
What can my students do better in similar exercises?		
How can I guide my students better in the future?		

# Lessons 4 and 5

## Keeping traditional Arabian crafts alive

### The outcomes of these lessons are:

- To refer to a picture to make guesses
- To skim and scan a text about someone's story
- To develop strategies of active listening to a text about someone telling her story to check answers
- To use context to guess the meaning of new words
- To use the Past Simple
- To use words and sentences to participate in a debate about traditional crafts and modern art

### Materials

- Student's Book pages 8–9
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 1 – pages 8–9

### How to go about the material:

- Exercises 1 and 2 of the grammar section can be set as homework.

### Student's Book page 8

#### Before you start

- Read the title to the students and tell them to look at the photo.
- Have a class discussion about what they think the objects in the picture are and what they think the title means. Do not interrupt students to correct any mistakes. Instead, offer encouragement so that all students feel comfortable enough to participate.

#### Page 8, Exercise 1

- Ask students to read Um Issam's story, then check their guesses from the 'Before you start' activity. You may decide to do this activity with students working either individually or in pairs.
- Give students time to read the article and complete it correctly.
- Walk around the class monitoring the activity but do not give out the correct answers yet.

#### Page 8, Exercise 2

- Explain that students will have to listen to the cassette to check their answers.
- Play the cassette. Give students time to correct their exercises individually.
- Then, ask two or three volunteers to write their answers on the board. Compare the different answers with the whole class and discuss any mistakes.

Keeping traditional Arabian crafts alive

**Before you start**  
Read the title and look at the photo below. What do you think the article will be about?

- 1 Read Um Issam's story. Then, complete this article with the correct form of the verbs in brackets.
- 2 Now listen to Um Issam telling her story and check your answers.
- 3 Listen to the words below in context. Try to guess their meanings.

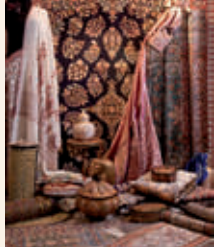
accessories, to collect, disabled, attractive, handmade, municipality

\* A \*

## woman

\* with a \*

## vision



\* "Hello! Welcome to the Halima Al-Sadia Centre! I'm Um Issam. Why (1) \_\_\_\_\_ (I / set) up this centre? I (2) \_\_\_\_\_ (begin) collecting traditional objects and clothes forty-five years ago because I wanted to save our traditions. Twenty-five years ago, I started my own business. Later, I realised I could also help poor women to start their own businesses."

5 I watched my mother work from the time I (5) \_\_\_\_\_ (be) eight years old. My aim, however, is to protect our tradition."

10 \* "I (6) \_\_\_\_\_ (not want) to keep my knowledge to myself. So, I decided to give courses on traditional crafts to poor women. The town municipality also helps me by providing all the materials we need."

15 \* "People always liked the traditional clothes that I (3) \_\_\_\_\_ (wear). This is how I got the idea to design clothes, accessories, small bags for mobile phones, small carpets and furniture. I knew how to make traditional handicrafts because I (4) \_\_\_\_\_ (learn) the skills from my mother and grandmother."

25 I also help disabled people by showing them how to make simple but attractive handmade materials, and we all enjoy spending time together."

30

### Audioscript

#### A woman with a vision

"Hello! Welcome to the Halima Al-Sadia Centre! I'm Um Issam. Why **did I set** up this centre? I **began** collecting traditional objects and clothes 45 years ago because I wanted to save our traditions. 25 years ago, I started my own business. Later, I realised I could also help poor women to start their own businesses."

"People always liked the traditional clothes that I **wore**. This is how I got the idea to design clothes, accessories, small bags for mobile phones, small carpets and furniture. I knew how to make traditional handicrafts because I **learnt** the skills from my mother and grandmother. I watched my mother work from the time I **was** eight years old. My aim, however, is to protect our tradition."

"I **didn't want** to keep my knowledge to myself. So, I decided to give courses on traditional crafts to poor women. The town municipality also helps me by providing all the materials we need."

"I also help disabled people by showing them how to make simple but attractive handmade materials, and we all enjoy spending time together."

### Answers

1. did I set; 2. began; 3. wore; 4. learnt; 5. was;
6. did not want (didn't want)



accessories, to collect, disabled, attractive, handmade, municipality

- Play the cassette and ask students to try and work out the meanings of the key words from the context in which they are used. Pause the cassette whenever necessary to give students a chance to work out the meaning. Then, they work in groups checking their answers. Allow them to use a dictionary or the Activity Book glossary. Give guidance to students as they refamiliarise themselves with dictionary work by referring to the notes on page 16.

### Audioscript

- My sister works in an **accessories** shop selling jewellery. I got a necklace from there for my mum to go with her new dress.
- I began **to collect** books 20 years ago, and now I have over 1000 of them.
- The building had no stairs, so that **disabled** people could enter in their wheelchairs.
- They put the most **attractive** clothes in the shop window so that people would go into the shop.
- Handmade** clothes last longer than clothes made by machines. People can make things more carefully than machines can.
- My dad is part of the **municipality** because he wants to make our region a nicer place.

## Grammar

### Page 9, Exercise 1

- Read each sentence to the class. Tell students to listen for the mistake in each sentence without writing anything down yet.
- Then, working individually, ask students to read each sentence again. Tell them to remember what they thought was incorrect when they heard the sentence the first time and to check it more carefully now. When they have had time to check all of their answers, ask them to correct the mistake and write a brief explanation saying why it is wrong.
- Then, check the answers with the whole class.

#### Answers

- Why did she **do** it?
- When **did** Um Issam begin to collect traditional objects and clothes?
- How **did** she learn to make traditional handicrafts?
- What did she **teach** poor women?
- How did she **help** disabled people?

### Grammar

- Each of the sentences below contains a mistake in the Past Simple form. Correct the mistakes and explain what is wrong.

- Why did she does it?
- When do Um Issam begin to collect traditional objects and clothes?
- How do she learn to make traditional handicrafts?
- What did she taught poor women?
- How did she helped disabled people?

- Now, answer the questions with full sentences.

- Complete the sentences with the correct form of the verbs in brackets.

Muneer: Hello, Omar! It's Muneer. How's everything?  
 Omar: Muneer! Where have you been? I (1) \_\_\_\_\_ (try) to call you several times, but you weren't at home.  
 Muneer: I (2) \_\_\_\_\_ (be) on holiday in Jordan. Actually, I'm calling to check if I can see you today. I have a gift for you.  
 Omar: A gift! It's not my birthday yet!  
 Muneer: I (3) \_\_\_\_\_ (find) very interesting things in Petra and Madaba and got you something you'll really like. I (4) \_\_\_\_\_ (watch) people in the streets making beautiful handicrafts. There (5) \_\_\_\_\_ (be) bags and rugs made of sheep's wool and goats' hair, colourful carpets and sand art in bottles. I (6) \_\_\_\_\_ (buy) a silver necklace for my mum. It's all handmade!  
 Omar: That's amazing! So, what did you get for me?  
 Muneer: You have to guess!

- Now, listen to the dialogue and check your answers. In a group, discuss your guesses.



- Read the Speaking Strategies.

#### Speaking Strategies: Preparation for debates

- First, think about what you might want to say. Try to think of some words and expressions you could use.
- Write notes (e.g. *tradition is culture*). Use your notes to help you remember what you want to say; you should be able to look at them briefly for ideas and then continue speaking. In a debate, such notes will help you make sure you present all of your arguments clearly.
- Practise saying expressions to yourself (e.g. *What do you think?*).

#### Over to you . . .

- Follow the Speaking Strategies. Then, in groups, have a debate about *traditional crafts* and *modern art* based on the statement 'Money should be given to support modern art'. If an arts council had money to support only one of the two, which should get the money? Groups should make a case to defend just one position. Use expressions like *In our opinion*; *We think that*, etc.

### Page 9, Exercise 2

- Ask students to work in pairs. One student asks the question, and the other writes down the answer in a full sentence. Make sure they exchange roles after each question.
- Then, ask them to go through their answers and correct any mistakes together. They should refer back to the text to make sure their answers are factually correct.

#### Answers

- Um Issam did it because she wanted to save Arabian traditions.
- Um Issam began to collect traditional objects and clothes 45 years ago.
- Um Issam learnt to make traditional handicrafts from her mother and grandmother.
- Um Issam taught poor women traditional crafts.
- Um Issam helped disabled people by teaching them to make simple but attractive handmade materials.

### Page 9, Exercise 3

- Ask two confident students to stand up and read the dialogue. As mentioned in the 'Roleplaying' notes on page 12, encourage students to be confident by reassuring them that they are simply just playing the parts of Muneer and Omar. When they reach the blanks, ask different students to suggest the correct form of the verb. Write the answers in a column on the board.
- Ask students to complete the dialogue in their notebooks. If you have time, put students in pairs and ask them to read the dialogue. As they read, walk around the class checking for correct pronunciation. Do not tell students the correct answers yet.

### Page 9, Exercise 4

- Once students have finished, explain that they will listen to the dialogue and check their answers against it.
- Play the cassette. Tick the answers off on the board as they are revealed. Make a mark next to any answer that is incorrect and, when the cassette is finished, find the correct answers together.

#### Audioscript

**Muneer:** Hello, Omar! It's Muneer. How's everything?

**Omar:** Muneer! Where have you been? I **tried** to call you several times, but you weren't at home.

**Muneer:** I **was** on holiday in Jordan. Actually, I'm calling to check if I can see you today. I have a gift for you.

**Omar:** A gift! It's not my birthday yet!

**Muneer:** I **found** very interesting things in Petra and Madaba and got you something you'll really like. I **watched** people in the streets making beautiful handicrafts. There **were** bags and rugs made of sheep's wool and goats' hair, colourful carpets and sand art in bottles. I **bought** a silver necklace for my mum. It's all handmade!

**Omar:** That's amazing! So, what did you get for me?

**Muneer:** You have to guess!

#### Answers

1. tried; 2. was; 3. found; 4. watched; 5. were;  
6. bought

### Page 9, Exercise 5

- Ask students to read the Speaking Strategies. Give them example expressions such as *I think that ...* or *I believe that ...*. Explain that such expressions indicate that someone is giving an opinion.

### Over to you ...

### Page 9, Exercise 6

- Divide the class into groups and tell them which point of view they will be defending (two groups is best but this may not be possible with larger classes). Give each group time to work through the Speaking Strategies together and to prepare the case for or against giving the hypothetical funding to modern art.
- When groups have had time to prepare their ideas and make notes, ask a few students from each group to present their opening argument. This should be an outline of why they think traditional crafts or modern art deserves the funding. Once each group has presented an opening argument, they take it in turns to say why they think the other group's argument is not correct. (Try to follow the procedure outlined on page 14.)
- Encourage students to present their ideas clearly, to stay focused on the main argument and to be polite when challenging members of the other group. Explain to students that there is no single correct answer, so points of view on both sides of the argument are valid. However, the team with the most convincing arguments will win the debate.

#### Refer to Activity Book pages 8–9.

- For exercise 7, remind students that they are already familiar with the topic. 'Pazyryk' should be pronounced /pæzərɪk/. However, this activity will give them more information while allowing them to practise using the correct verbs. Exercises 8 and 9 will build on this by giving them practice, using the correct form of the given verbs. The exercises on page 9 can be completed in class or set as homework. If you decide to set the exercises as homework, clarify any doubts before the end of the lesson. If you do them in class and some students finish earlier than others, challenge them to choose a new vocabulary word from the module, e.g. *handmade* (although they should pick one that hasn't already been used). Then, they should think of other English words they know that begin with each letter of their chosen word. For example, *handmade* could be used to make the vocabulary list *house, accessories, new, detective, modern, aluminium, diving, explore*. For an extra challenge, you could tell advanced students to make their vocabulary list comprise of words that are thematically linked, or only verbs, etc.
- After they finish, ask for volunteers to give the answers to one of the exercises. Discuss any wrong answers with the whole class.

# MODULE 2

## Different cultures, different lifestyles

### The outcomes of this module are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use the Present Simple and the Present Continuous tenses to ask and answer questions
- To write notes about a person to use them in a presentation
- To speak clearly about an exceptional Jordanian person
- To write a personal letter
- To write a report on children from a different culture

## Lesson 1

### The outcomes of this lesson are:

- To use pictures to make guesses about people's lifestyles
- To use the sequence of sentences to identify the main idea while listening to people talk about their culture and lifestyle
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify the meaning of words
- To participate in class discussions comparing different lifestyles

### Materials

- Student's Book pages 10–11
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 2 – page 10

### How to go about the material:

- Exercise 3 can be adapted so that students work through the answers in small groups rather than as a class.
- You may do the Optional Activity at the end of the lesson.

### Student's Book pages 10–11

### Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

### Before you start

- Read through the questions with students. If they cannot identify where the people in the photographs might live, tell them to guess using the clues: the girl on the right must be living in a cold country, for example. Answers will be given in exercise 1.



### Page 11, Exercise 1

- Play the cassette and give students time to take notes.
- Check students' answers by walking around the classroom and sampling their written work. Discuss any recurring mistakes. Play the cassette once more if necessary, so students can check their answers.
- Have a discussion with students about the people in the photographs. Talk about whether their guesses matched the information on the cassette. Explain that the word *Inuit* /ɪnjuːt/ refers to an indigenous race of people living in Canada.

### Audioscript

Hi, my name's James Johnson and I live in Somerset, England. My family owns a big farm there and we grow crops, like wheat. My family have been farmers for hundreds of years, but things have changed over time. Now, we have so much wheat that it would take too long to do alone. All the local farmers help each other at the end of every summer. We work as a group to make sure there's enough food for everyone.





2



3

## different lifestyles

**Before you start**  
Look at the photographs. Where do these people live? What do you know about their cultures? Are their lifestyles similar or different from yours?

- 1 Listen to these people talking about where they live and what they do. Take down notes.
- 2 Listen to the words below in context. Try to guess their meanings.  
**crop, wheat, to inspire, poverty, hard-working, to remain, tent**
- 3 Listen again and check your guesses in the Activity Book glossary on page 66, or in the classroom dictionary.
- 4 In a group, discuss the similarities and differences between these people's lives and yours.

Panikpak	
Similarities	Differences
She goes to school.	She lives in the Arctic Circle.
She lives in a modern house.	

Farah	
Similarities	Differences
...	...

11

Hello, I'm Farah Ibrahim. I live in Amman, Jordan with my parents. My mother is a very hard-working nurse. She inspired me to become a doctor and join the Jordan Hashemite Charity Organisation (JHCO). JHCO was started in 1990. It helps countries in need around the world – like Palestine, Sudan and Haiti – to fight poverty.

Hello, my name is Panikpak and I'm an Inuit. In the past, Inuits had a different lifestyle. In winter, they lived in igloos to protect themselves from the cold. In summer, they lived in tents made from the skin of animals. Today, we live in modern houses. However, some traditions have remained the same, like music, dancing and telling stories.

### Page 11, Exercise 2

**crop, wheat, to inspire, poverty, hard-working, to remain, tent**

- Play the cassette and ask students to try and work out the meanings of the key words from the context in which they are used. Then, they work in groups checking their answers using a dictionary or the glossary. As noted on page 16, some words – crop, for example – have more than one meaning, so students should be attentive when using dictionaries.

### Audioscript

- Fruit was the main **crop** on the farm.
- He used the best **wheat** to make bread and pasta.
- She became a teacher because she wanted **to inspire** students to work hard.
- He grew up in **poverty** with very little money or food.
- My brother studies all day long – he's very **hard-working**!
- Sleep well at night if you want **to remain** awake during the day.
- We share a **tent** when we go on holiday in the summer.

### Page 11, Exercise 3

- Play the cassette a second time. Students should pay close attention to each sentence and make sure they are confident that their guesses make sense.
- Discuss answers as a class and encourage students to say which contextual clues they used. Then, ask them to check the correct definition using the Activity Book glossary or a dictionary.

### Page 11, Exercise 4

- Tell students that they should now use the new vocabulary to discuss the differences between their lives and those of the characters on the cassette, e.g. where they live, daily activities, etc.
- Instruct students to draw a table like the one in the Student's Book so they can see clearly how cultures and lifestyles differ around the world. Go around the class monitoring the activity.

### Answers

*Students' own answers*

Refer to Activity Book page 10, exercise 1.

- Give students time to make sure they understand the new vocabulary by completing exercise 1 individually. Ask several volunteers if they can either use the words in a new sentence or think of a related word, e.g. the noun *inspiration* is related to the verb *to inspire*.

### Optional Activity

- You can ask students to write a paragraph comparing their life to James Johnson's, Farah Ibrahim's or Panikpak's. Using their tables as a guide, they should write in full sentences using the new vocabulary in context where possible.
- If some students finish earlier than others, ask them to write a paragraph to all three of the people from exercise 4.

# Lessons 2 and 3

## Choose your own lifestyle

### The outcomes of these lessons are:

- To use a picture to make guesses for a reading task
- To interpret an article about a documentary maker by answering critical-thinking questions
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify the meaning of words
- To use the Present Simple and the Present Continuous tenses to ask and answer questions

### Materials

- Student's Book pages 12–14
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 2 – pages 10–12

### How to go about the material:

- Exercise 3 can be used to initiate a class discussion.
- You may do the Optional Activity at the end of Lesson 3.

### Student's Book page 12

#### Before you start

- Ask students to guess where the man is and what he might be doing there. Give them clues if they are uncertain: *He doesn't live in a hot country. He is just visiting the place in the picture. He visits many places.*
- Ask students to discuss their comparisons in groups.

#### Page 12, Exercise 1


- Ask students to read the article. You may decide to do this activity with students working either individually or in pairs.
- Give students time to read the article and discuss the questions. Walk around the class encouraging students to read the article carefully with each question in mind. They can use the article to find ideas relating to each question.
- Have individual students share their answers.
- Have a brief discussion about the different answers.

## Choose your own lifestyle

**Before you start**  
Look at the man in the photo. Where is he? What do you think he might be doing there?

- Read the article below, then answer these questions.
  - Why is it hard to be a member of the Nyangatom tribe? Explain your answer by giving examples.
  - Imagine you have the chance to help the Nyangatom tribe, what will you do?
  - Do you think the life of an explorer is easy or difficult? Justify your opinion.
  - Explorers help in making faraway lands or forgotten people known to the world. Discuss how important it is to preserve one's culture and traditions.
- Try to guess the meanings of these words. Then, use them in meaningful sentences.

**cattle, explorer, herb, tough, treatment, tribe**



are very different from mine in London!

**What is life with the Nyangatom like?**  
Life can be very challenging for the Nyangatom. Their land is dry like a desert and there's very little water in most places. The people work very hard to take care of their cattle, and to make sure they have enough water and food to survive. The Nyangatom are tough because they don't have hospitals and only use herbs and plants for medicine. Patients learn to become very strong and people take care of each other. For example, medicine men will bring traditional treatments, neighbours will give food and children will sing songs. We could all learn a lot from the Nyangatom.

**How long do you stay in one place?**  
It depends. I once spent a year in the Arctic. I'll be with the Nyangatom for just one month before I move on to live with another Ethiopian tribe. I'm still planning many things.

**What made you become an explorer?**  
I love to understand different cultures – their languages and lifestyles. There's a whole world full of people out there to learn about!

**Making documentaries**  
We are spending a day with the explorer William Savage who is living in Ethiopia to make a TV programme about different tribes.

**Why are you in Ethiopia? What are you doing here?**  
I like to see places that people usually don't visit. My job is to show people back home in England what life is like for other people around the world. I'm staying with the Nyangatom tribe and their lives

#### Answers

- Answers may include: It is hard to be a member of the Nyangatom (/niːæŋəˈtɒm/)tribe because there is very little water and they must find food to survive. Also, they don't have hospitals and they only have herbal medicine to help them deal with pain.
- Answers may include: send them food, water and medicine, or give them transport to make it easier for the Nyangatom to get those things for themselves.
- Students' own answers
- Students' own answers

#### Page 12, Exercise 2

**cattle, explorer, herb, tough, treatment, tribe**

- Have students work in pairs to read the key words and guess their meanings. Allow students to refer to the article so they can see how the words are used in context before they look them up in a dictionary or the glossary. They should then use the words correctly by writing a sentence in their notebooks for each given word.



## Grammar

### The Present Simple and the Present Continuous

- 1 Complete the interview with the words from the box.

is eating am cooking making are

**TV reporter:** Why (1) \_\_\_\_\_ you travelling around Asia?

**Gary Rankin:** Because I am (2) \_\_\_\_\_ a documentary about the local food.

**TV reporter:** What is the chef (3) \_\_\_\_\_ for you?

**Gary Rankin:** He (4) \_\_\_\_\_ making a traditional rice meal. The film crew and I are (5) \_\_\_\_\_ great things during our trip!

**TV reporter:** I (6) \_\_\_\_\_ looking forward to watching the TV series!

- 2 Read the sentences below. Then, put a tick next to the correct sentences and correct the ones that have wrong verb forms.

1. Mariam usually <del>is walking</del> to school, but today she <del>is taking</del> the bus.	walks
2. Do you <del>learn</del> a lot about different cultures when you explore the world?	
3. He always <del>is writing</del> down what he experiences when he's abroad.	
4. William Savage <del>visits</del> Ethiopia next week to make a documentary about the local people.	
5. People <del>make</del> documentaries on many topics.	
6. A TV reporter <del>interviews</del> Gary Rankin at the moment.	

- 3 Write three things about the lives of the Nyangatom.

Example

Life is challenging for the Nyangatom.



- 4 Find these sentences in the text. Then, say which sentence, a or b, has the same meaning.

- I'm staying with the Nyangatom tribe ...
  - I live with the Nyangatom tribe all the time.
  - I live with the Nyangatom tribe now.
- I'm still planning many things.
  - I have more plans to make.
  - All the plans were made.
- The people work very hard ...
  - The people are only working hard today.
  - The people always work hard.

13

Refer to Activity Book pages 10–11.

- Students can now complete all of the grammar exercises in the First section. Exercises 2 and 3 can be done in pairs but students should work alone to complete exercise 4. Walk around the classroom as students are working and make sure they are using both verb tenses in their sentences.

### Page 13, Exercise 2

- Give students time to identify the correct and incorrect sentences. Try to walk around the classroom checking answers before students start making corrections. Then, check answers as a class by having volunteers read out the newly corrected sentences. If students are having difficulty in identifying the correct and incorrect sentences, refer them to the Grammar Notes on pages 82–83.

### Answers

- is walking – walks
- ✓
- is writing – writes
- visits – is visiting
- ✓
- interviews – is interviewing

### Page 13, Exercise 3

- Read the rubric and tell students that before they refer back to the text on page 12, they should first try to remember three facts about the Nyangatom / ni:'æŋə'tɒm/. Give hints such as *Think about what it is like where they live / how they get food / how they treat the sick*. If some students are struggling, give them more clues, for example, *Do the Nyangatom live in England or Ethiopia?* Once students have thought of three facts, they are allowed to check on page 12.
- They should write their answers in note form in their notebooks (i.e. not in full sentences), as they learnt in Module 1.
- If there is time, make the grammar lesson more interesting by having a discussion about what might make the lives of the Nyangatom easier. Guide students by telling them that some improvements might come from changes in the natural world (e.g. more rain) and others from human aid (e.g. help from JHCO). Do students think it is important for Jordan to help other countries around the world?

### Suggested answers

The Nyangatom live in Ethiopia.  
They use herbs and plants for medicine.  
They work hard to take care of their cattle.

## Grammar

### The Present Simple and the Present Continuous

#### Page 13, Exercise 1

- Play a quick game with the students in order to remind them of the Present Simple and Present Continuous tenses. Say *I walk to school*. (Explain that the Present Simple indicates that it is not an activity you are doing now but something you do often.) Then, start walking around the classroom saying *I am walking*. (Explain that the Present Continuous indicates that it is something you are doing now.)
- Give simple examples and tell them to copy the action if it is said in the Present Continuous tense. Say *We jump in the classroom* (students shouldn't move), followed by *We are jumping in the classroom* (students should start jumping).
- Give students a few examples to make sure they understand the difference between the two tenses before they do exercise 1. Check answers as a class when they have finished.

### Answers

1. are; 2. making; 3. cooking; 4. is; 5. eating; 6. am

## Page 13, Exercise 4

- Students read the rubric individually and then combine their knowledge of the Present Simple and Present Continuous tenses with what they have read in the text to work out what each sentence means.
- Ask individual students to read their answers. Write them on the board for the whole class to check. Have a show of hands to see how many got the correct answers.

### Answers

1. b; 2. a; 3. b

## Student's Book page 14

## Page 14, Exercise 5

- Ask two confident students to stand up and read the dialogue. When they reach the blanks, ask different students to suggest the correct form of the verb. Write their answers on the board.
- Ask students to complete the dialogue individually in their notebooks. Or, if you prefer, put students in pairs and ask them to read the dialogue. As they read, walk around the class checking for correct pronunciation.

5 Read the dialogue. Put the verbs in brackets into the Present Simple or the Present Continuous. Some verb forms might stay the same.



Adel: What (1) \_\_\_\_\_ (you / watch)?

Badria: Oh! It's a documentary about medical herbs.

Adel: (2) \_\_\_\_\_ (there / be) any medical herbs in Jordan?

Badria: Of course there are! I (3) \_\_\_\_\_ (try) to get information about them to see if they are nearby. Watch this interview with Dr Sabbagh. She's a scientist.

Dr Sabbagh: One of the most common medical herbs that we have in Jordan is "sage" [al-maryamiya]. It is used as a herb in cooking, and (4) \_\_\_\_\_ (have) a unique flavour. It has important health benefits and can make you (5) \_\_\_\_\_ (feel) strong, too. Sage can be used to treat kidney and heart problems. A herb you almost certainly will have tried – "thyme" [zaatar] – is also used as medicine. It is good for keeping the mind alert. It wouldn't hurt to eat some of this before an exam.

Adel: What (6) \_\_\_\_\_ (we / wait) for?

Badria and Adel: Let's go and check!

6 Now listen to the dialogue and check your answers.

7 Look at the picture of Yousuf. Write down what usually happens and then what is happening today, based on the table below.



Usually	Today
play/basketball	fish
ride/bike to the river	walk/to and from the river
rain/in winter	sun/shine

8 Over to you . . .

In pairs, take turns to ask and answer questions about the picture in exercise 7. Here are some of the things you might want to ask about: weather, birds, river, clothes, etc.

Example

A: What is Yousuf wearing today?  
B: He is wearing boots.  
A: What does he usually wear?

## Page 14, Exercise 6

- Play the cassette and have students listen to the dialogue. Check their answers against it.
- Write the answers on the board next to the students' answers as a reference for less confident students.
- Explain any mistakes and refer students to the Grammar Notes on pages 82–83 of the Student's Book or tell them to revise them at home.

### Audioscript

Adel: What are you watching?

Badria: Oh! It's a documentary about medical herbs.

Adel: Are there any medical herbs in Jordan?

Badria: Of course there are! I am trying to get information about them to see if they are nearby. Watch this interview with Dr Sabbagh. She's a scientist.

Dr Sabbagh: One of the most common medical herbs that we have in Jordan is "sage" [al-maryamiya]. It is used as a herb in cooking, and has a unique flavour. It has important health benefits and can make you feel strong, too. Sage can be used to treat kidney and heart problems. A herb you almost certainly will have tried – "thyme" [zaatar] – is also used as medicine. It is good for keeping the mind alert. It wouldn't hurt to eat some of this before an exam.

Adel: What are we waiting for?

Badria and Adel: Let's go and check!

### Answers

- are you watching
- Are there
- am trying
- has
- feel
- are we waiting

## Page 14, Exercise 7

- Read the rubric and make sure students understand what they need to do. The words in the 'Usually' column indicate what Yousuf usually does instead of what he is doing 'Today', which is shown in the picture.
- Have a brief discussion with students about the picture, trying to familiarise them with some of the vocabulary that they might find useful. Then, ask them to fill in the table individually before discussing their answers in small groups.
- Walk around the classroom monitoring the activity and checking students' answers.

### Answers

Usually	Today
Usually, Yousuf plays basketball.	Today, Yousuf is fishing.
Usually, Yousuf rides a bike to the river.	Today, Yousuf is walking to and from the river.
Usually, it rains in winter.	Today, the sun is shining.

Refer to Activity Book pages 11–12.

- Put students in pairs to do the first three exercises in the Second section. Make sure students know that not all of the sentences in exercise 2 are incorrect. For exercise 3, note that even though adverbs are used here in conjunction with the Present Simple tense, this is not always necessarily the case. For example, 'always' is frequently used with several other tenses.
- Encourage students to ask for help if it is needed. Rather than repeating the grammar rules if students are uncertain, give a few examples using each tense for them to remember.

### Over to you ...

#### Page 14, Exercise 8

- Read the rubric and example to students. Make sure they understand what to do in the activity.
- Students work in pairs, asking and answering the questions from exercise 7. If some students are finding the task too difficult, elaborate on the prompts in order to help them. For example, *Is the weather hot or cold? Are there birds or no birds?* For students who finish early, tell them to stay working in pairs to write a short story about Yousuf.
- When all the students are finished, instruct them to complete Assessment Tool 1 on page 72 of the Activity Book. Tell them to tick the corresponding boxes in the table based on their roleplay work.

### Optional Activity

- Divide the class into groups. Ask each group to come up with suggestions for a documentary about Jordan. It can be in any place or about anything relating to the country. You can have students complete the activity by setting up a roleplay scenario wherein several students act as documentary makers who need to convince other students (playing the part of TV executives) that they should be given funding to make their programme. Follow the steps on page 12 for guidance.

#### Roleplay Assessment Checklist

	Yes	No	Comments
Could I communicate well and use proper grammar?			
Did I learn new things about different cultures?			
Did I feel comfortable as I was speaking?			
Did I use new words, phrases and sentences accurately?			



# Lessons 4 and 5

## Skills focus

## Stories around the world!

### The outcomes of these lessons are:

- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify the meaning of words
- To identify facts and opinions
- To develop strategies of listening about an exceptional poet
- To write notes about a person to use them in a presentation
- To speak clearly about an exceptional Jordanian person


### Materials

- Student's Book pages 15–17
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 2 – pages 12–13

### How to go about the material:

- Exercise 3 can be adapted so that students work through the answers in small groups rather than as a class.
- You may do the Optional Activity at the end of Lesson 5.

### Student's Book page 15



**Skills focus**

## Stories around the world!

**Before you start**  
Read the title.  
How do you think stories travel around the world?

**Find the words**

1 Listen to the words below in context. Try to guess their meanings.

record, storytelling, skill, achievement, impressive, distinctive, classical, exceptional, to compete, patriotism

▶ A written report of events and facts  
▶ To be different from the usual  
▶ The love that you have for your country

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### Before you start

- Ask students to look at the picture and have a discussion about it. Prompt them with questions such as *Who is in the picture? Where are they from? What kind of stories do you think each one of them would like?* Use these questions to start a discussion about the title of the 'Skills focus' section and the subsequent topics that might be covered.
- Invite several students to share their ideas with the rest of the class and have a discussion on the types of things they think they will read about in the section.

### Page 15, Exercise 1

record, storytelling, skill, achievement, impressive, distinctive, classical, exceptional, to compete, patriotism

- Tell students that this lesson is about different kinds of stories from around the world and the key words in the box are related to this topic.
- Play the cassette for students to listen to the key words in context. Pause after each sentence and ask students to work in pairs to guess the meaning of the key word. Then, let them use a dictionary or the glossary to check their answers.

### Audioscript

1. Our accountant keeps **records** of the money we spend.
2. My friend goes to a **storytelling** club to hear other people's tales.
3. The **skill** of cooking can be learnt at any time.
4. I got a certificate at school for outstanding **achievement** in English.
5. He plays the piano very well; everybody says how **impressive** he is.
6. I knew the painting was by Monet – his style is so **distinctive**.
7. My sister studies **classical** literature at university. She understands ancient Greek and Latin.
8. Belgian chocolate is **exceptional** – the best I've ever had!
9. Jordan has sent athletes **to compete** at every Olympic Games since 1980.
10. The teacher asked if we thought **patriotism** meant more than loving your country.

### Find the words

- Now tell students to work in pairs to match the 'Find the words' definitions with the correct word from their new vocabulary.

### Answers

a record; exceptional; patriotism

## READING

2 Read the article. Do you think writing is important? Why/Why not?

**Writing from around the world**

People started writing thousands of years ago. At first, they wrote records of local trade. This kind of writing wasn't for entertaining an audience in the way stories and poems are!

People told stories and poems for entertainment around the world before writing existed. Africa has a long history of storytelling. The most famous African stories are about little animals that use their intelligence to survive against bigger animals. These stories were told from person to person before written copies were ever made. Writing was used to tell stories across the Middle East before it was used anywhere else in the world. Some of the earliest pieces of literature came from the Middle East. These stories travelled around the world because the writers' skills were so impressive. Reading stories from around the world helped writers to develop their skills by learning from each other over the centuries.

Many people believe that reading stories from different times and places is a way of understanding and appreciating the variety that exists between cultures.

## VOCABULARY

**Reading Strategies: Facts and opinions**

Find out if the information is accurate or not.

- Information presented as fact often has figures, dates or places. These 'facts' can be checked in an encyclopaedia or on the Internet.
- Opinions often have adjectives that show opinion (e.g. *impressive*) and verbs that show opinion (e.g. *believe*). This type of writing usually represents somebody's own thoughts or ideas.

3 Find these words in the text and guess their meaning.

- entertainment** (line 4)  
a. studies    b. understanding    c. fun
- intelligence** (line 6)  
a. cleverness    b. physical strength  
c. speed
- literature** (line 9)  
a. old-fashioned paper    b. written art  
c. stonework
- to develop** (line 12)  
a. to find    b. to forget    c. to improve

4 Read the text again and answer these questions following the Reading Strategies.

- What was writing first used for in the past?
- Find two examples of facts and one example of an opinion from the text.
- In your opinion, what are some other benefits of reading stories?
- Name one famous Arab writer that you like. Explain why you chose them.

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come from? Are individual stories only read in the countries they were written in?

- Then, ask students to read and answer the questions from the rubric, basing their opinions on facts from the text. Remind them that they have to provide reasons from the text for their answers.
- Give students time to write the answers in their notebooks.
- Put the students in pairs to discuss their answers. Then, check answers with the whole class.

**Answers**

Students' own answers

**Page 16, Exercise 3**

- Read the rubric and make sure that students understand the exercise. Remind them that they should be able to work out the answers from the context even if they don't recognise the words immediately.
- Ask students to swap their answers with a partner. Then, ask volunteers to give their answers as the class mark their partners' work.

**Answers**

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

**Page 16, Exercise 2**

- Read the Reading Strategies with the class and make sure students understand that it is important to distinguish between facts and opinions when reading texts. Even if something is presented as a fact, i.e. without adjectives that indicate an opinion, it is important to verify the information. Tell students that if they see a 'fact', they should be able to find more than one source (for example, books, the Internet, etc.) that also presents the information as factual. This is one way we can learn to tell the difference between fact and opinion. Most of the information in this exercise is factual and can be checked using an encyclopaedia. This might be a good time to encourage students to use the school library.
- You may decide to do this activity with students working either individually or in pairs.
- Give students time to read the article on writing from around the world. Ask them to underline any words they do not know.
- When they have read the article once, have a round of students asking the meanings of words they do not know. Write them on the board (putting the four words from exercise 3 in a separate column). Try to make them guess the meanings from the context. Eventually, let them use the dictionary or glossary for all the words except those from your second column.
- Check understanding of the text by asking simple questions, e.g. *Is storytelling a new form of entertainment? Where do the earliest stories*

**Page 16, Exercise 4**

- Ask students to read the rubric and give them time to work individually answering the questions. Encourage them to answer using full sentences.
- Check answers as a class by having a few students read them out.

**Suggested answers**

- In the past, writing was first used to keep records of local trade.
- Facts:** People started to write stories thousands of years ago. The earliest writing recorded local trade. Some of the earliest pieces of literature came from the Middle East.  
**Opinion:** Reading stories is a way of appreciating different cultures.
- Answers may include:** reading stories can improve your vocabulary, feed your imagination and provide entertainment.
- Students' own answers

Refer to Activity Book pages 12–13.

- For exercise 4, divide the class into two groups. Tell each group that they will compete with each other to use three adverbs in clear sentences (one sentence per adverb). The first group to write three correct sentences wins. Then, have students complete exercise 5 on page 13 alone.



**LISTENING**

5 Listen and fill in the blanks. Then, listen again and check your answers.

**An exceptional poet**

Poetry and writing are two important parts of Jordan's culture. Arar is one of Jordan's most (1) \_\_\_\_\_ poets. He was born in Irbid in 1899. His life was (2) \_\_\_\_\_ because of the way he expressed his patriotism. Arar's poetry was also (3) \_\_\_\_\_; he used the language of the people to discuss their concerns, but also included classical Arabic sayings. Among his (4) \_\_\_\_\_ are famous poems like 'Sorrow of Youth' and 'Wish of the Wisher', which are still loved by many people. Arar also practised law and (5) \_\_\_\_\_ the poor. He died in 1949 but continues to be remembered today. Irbid has an annual poetry festival with a prize named after him; many Jordanian and Arab poets (6) \_\_\_\_\_ to win the "Arar Literary Award".

**SPEAKING**

6 Choose someone from Jordan who you think is exceptional. Write notes about how they are distinctive and what makes them special. Make sure your notes are clear, so you can present your ideas clearly to the rest of the class.

Example

**What do you think?**

"A nation's culture resides in the hearts and in the soul of its people."

Gandhi

— Arar loved his country.

— He wrote beautiful poetry.

— He used local language to express national issues.

— He worked to help the poor.

## Page 17, Exercise 5

- Play the cassette. Students listen to the dialogue while doing the exercise individually. Then, they work in pairs, reading the text in order to check each other's answers. They should make a note of any answer they disagree on and listen carefully next time they hear the cassette.
- Play the cassette again and have students check their answers. Then, write the correct answers on the board and explain them if students made any mistakes.

### Audioscript

#### An exceptional poet

Poetry and writing are two important parts of Jordan's culture. Arar is one of Jordan's most **admired** poets. He was born in Irbid in 1899. His life was **exceptional** because of the way he expressed his patriotism. Arar's poetry was also **distinctive** – he used the language of the people to discuss their concerns, but also included classical Arabic sayings. Among his **achievements** are famous poems like 'Sorrow of Youth' and 'Wish of the Wisher', which are still loved by many people. Arar also practised law and **supported** the poor. He died in 1949 but continues to be remembered today. Irbid has an annual poetry festival with a prize named after him; many Jordanian and Arab poets **compete** to win the "Arar Literary Award".

### Answers

1. admired; 2. exceptional; 3. distinctive; 4. achievements; 5. supported; 6. compete

## Page 17, Exercise 6

- Read the rubric and ask students to think carefully about whom they would describe as exceptional. It could be a famous Jordanian or somebody they know personally.
- Instruct students to make careful notes because they will be presenting their ideas orally to the rest of the class. It might help them to present their ideas in the form of a clear graphic organiser, such as the following:

An Exceptional Jordanian
Name: _____
Famous for: _____

- The students' aim is to convince the rest of the class that the person they have chosen is one of the most exceptional Jordanians.
- When they have finished, ask each student (or a selection of students if your class is large) to make a short presentation arguing the case for the person they have chosen. Write the name of each person on the board.

### What do you think?

- Gandhi was an Indian leader who is famous for encouraging protesters to be peaceful, not violent. Read his quotation to the class and ask students to explain what it means. After a few guesses, explain that it is an opinion about how we define a nation's culture (its customs, attitudes and institutions). Gandhi's quotation suggests that culture is about something more than customs, etc.; it is about the qualities in the hearts and in the soul of the nation's people, for example, charity, kindness and love. Then, ask students if they agree with the statement. Is there a similar saying in Arabic?

Refer to Activity Book page 13.

- Students should work individually to complete exercises 6 and 7. The exercise is designed to test students' vocabulary. If students are having difficulty, direct them to relevant pages in the Student's Book in order for them to see the words used in context.
- After this, you should then ask for a volunteer to read the word for number 7 (*hard-working*) to the rest of the class. Write the word on the board and have students write their own clues for the word. You could make a note of the best definition and then use it to see if students still remember the word and meaning in a few weeks' time.

### Optional Activity

- Have a class vote. Who do students think is the most exceptional out of the people chosen in exercise 6? Read through the list on the board and ask students to raise their hand for the person they are voting for. Students must only vote once and cannot vote for the person they nominated.

# Lesson 6

## Communication Workshop Writing a personal letter

### The outcomes of this lesson are:

- To use organisational patterns to identify parts of a letter
- To write a letter about one's life in a city
- To revise written work for clarity, correctness and coherence

### Materials

- Student's Book page 18
- Activity Book: Module 2 – pages 14–16

### How to go about the material:


- You may do the Optional Activity at the end of the lesson.
- Page 16 of the Activity Book should be set as homework.

### Student's Book page 18

**Communication Workshop**

## Writing a personal letter

**Before you start**  
Read this letter.  
What is it like where Mustafa is? Why is he writing?



1 Mustafa Deeb  
Al Hashemi St.  
Irbid  
Jordan

15 November

2 Dear Ahmad,

3 How are you? How's your family?

4 I'm very well. My new home is great and my bedroom is really big. I am not sharing my bedroom with my brother Kareem anymore, but we're still spending lots of time together. I also like my new school. It's very modern and my classmates are OK.

5 I miss you and all my friends from Aqaba. Do you think you can come and visit me in Irbid? We have a guest room, and Mum says it is all right if your parents agree. Please come!

6 Write back soon. I look forward to hearing your news.

Best,  
Mustafa

**Writing Strategies:**  
Planning letters and emails

- First, think about the situation you are in: Where are you? What is the place like? What are you doing?
- Think about the letter: Why are you writing? Who are you writing to? What is that person interested in?
- Think of information to include: What did you do yesterday/last week? Did you enjoy it? What was it like?

1 Match each paragraph from the letter above with one of these headings.

a. information about Mustafa's new life in Irbid	e. the date
b. the sender's name and address	f. questions about the other person
c. greeting	g. invitation
d. close	

2 In pairs, imagine you are now living in different cities. Make notes about your life.

- What is your house/school like?
- What are your new friends like?
- In what way is your life different?
- Do you miss your old friends?
- Invite your friend to stay.

**WRITING**

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3 Write your letter. Tell your friend about the changes in your life. Use Mustafa's letter to help you.

### Before you start

- Ask students to read the letter. Tell them to work through the questions in pairs.
- Then, ask students to read the Writing Strategies and plan their own letter or email. They can use Mustafa's letter as a guide but should add their own opinions and facts about their own lives.

### Page 18, Exercise 1

- Tell students to read through the headings individually. Walk around the class monitoring the activity. Make sure students understand what each of the headings means.
- Then, ask students to read through the letter again with each of the headings in mind. In their notebooks, they should match each paragraph number with the letter of the corresponding heading.
- Write the numbers 1 to 7 on the board and invite several students to come and write the correct answers on the board one by one. Correct any mistakes as you go along.

### Answers

1. b; 2. e; 3. c; 4. f; 5. a; 6. g; 7. d

### Page 18, Exercise 2

- Put students into pairs and, first of all, ask them to choose the city they will imagine living in. If there is time, allow them to conduct some research using the Internet or an encyclopaedia. Ask them to make notes about their imaginary life in this city, using the listed questions as a guide.
- Then, make groups and tell each pair to share their notes with the other students. Group members should offer feedback about which points they would most like to read about if they were receiving the information about this city in a letter.
- Walk around the classroom offering any help where it might be needed.

Page 18, Exercise 3

- Read the rubric and make sure students understand that they should make use of their notes and the feedback from the previous exercise.
- Tell students to use their Writing Strategies plan to write a full letter, including the elements in Mustafa's letter (address, date, questions, etc.)
- To end the exercise, ask students to complete Assessment Tool 2 on page 73 of the Activity Book. When they're finished, ask them to work in groups, discussing their weak points and thinking of ways to improve their letter-writing skills.

**Answers**  
*Students' own answers*

Letter-Writing Assessment Learning Log			
Student's name:	Date:		
Type of writing: letter	Title:		
Content	Excellent	Good	Satisfactory
Information about changes in your life			
Accuracy			
Sentence structure			
Spelling			
Elements of a letter			
The part(s) I like best:			
This piece can be improved by:			

Refer to Activity Book pages 14–16.

- Before they start doing the exercises, encourage students by reminding them that they have previously learnt how to find relevant information from texts, e.g. letters. They should also be familiar with what is practised in the other exercises too, e.g. capitalisation and linking words on page 15. Talk about their usage briefly, discussing only the details covered in the Activity Book. Tell students that 'c/o' stands for 'care of' and is used in an address when somebody is associated with the place in question.
- The exercises on page 16 should be completed as homework in preparation for the next lesson.
- Give students some time to read through the exercises and make sure they don't have any questions. Tell them they can work either individually or in pairs for all of the exercises.

Optional Activity

- Ask several students to read out their letters to the class.
- Afterwards, ask students to choose the place they would most like to visit out of the cities that were mentioned. They should give reasons for their choice. Have an open discussion.

**Remember!**

- Remind students to bring their answers to the Activity Book exercises to the following class!



# Lesson 7

## Language Development

### The outcomes of this lesson are:

- To use sentences in the Present Simple and the Present Continuous tenses
- To use sentences in the negative and interrogative forms
- To identify words from definitions to complete a crossword puzzle

### Materials

- Student's Book pages 19–20
- Cassette
- Activity Book: Module 2 – pages 17–18

### How to go about the material:

- Exercise 3 can be adapted so that students work through the answers in small groups rather than as a class.
- You may do the Optional Activity at the end of the lesson.
- Check students' homework as a class and use the marking as an opportunity to review material from previous lessons.

### Student's Book page 19

**Language Development**

**1** Read the text. Put the verbs in brackets into the Present Simple or the Present Continuous. Some verb forms might stay the same.



We all know that keeping healthy (1) \_\_\_\_\_ (not/be) an easy task. However, with a few habit changes, teenagers are able to live a healthy lifestyle. Today, many people (2) \_\_\_\_\_ (change) their old habits and (3) \_\_\_\_\_ (replace) them with new, better ones. They (4) \_\_\_\_\_ (drink) more water and (5) \_\_\_\_\_ (exercise) more often. It is important to get enough sleep every night, so they make sure to go to bed early. Keeping healthy can be easy if you start by changing one habit at a time. Why (6) \_\_\_\_\_ (you/not try) some of these changes to become healthier?

**2** Now listen and check your answers.

**3** Rewrite the following sentences in the negative form (-) or in the interrogative form (?) as indicated.

- Sage is one of the most common medical herbs in Jordan. (?)
- Jordanian and Arab poets compete to win the "Arar Literary Award". (-)
- I'm living with the Nyangatom tribe in Ethiopia. (-)
- The Jordan Hashemite Charity Organisation (JHCO) helps countries in need around the world. (?)
- Writers are presenting new stories and ideas to people through their craft. (-)
- An explorer learns a lot about different cultures around the world. (?)

**4** Use these words to write definitions.

- such as / for / Animals / or / meat / kept / milk / cows / , /
- to / something / ability / well / The / do
- with / lot / who / works / Someone / of / a / effort
- things / other / special / different / qualities / Having / from
- group / people / live / A / who / of / together / the same / and / have / language
- in / order / a / win / in / participate / to / competition / something / To

**5** Match the following words with the definitions above.

a. skill	d. hard-working
b. distinctive	e. cattle
c. to compete	f. tribe

### Page 19, Exercise 1

- If necessary, review the Present Continuous and the Present Simple tenses. Give students a few minutes to check their notes from pages 13–14.

- Students can work individually or in pairs to complete the activity. Do not correct any mistakes before the class has completed exercise 2.

### Page 19, Exercise 2

- Play the cassette and tell students to check their own answers. If there is any uncertainty, play the cassette a second time and write the answers on the board to help less confident students.

### Audioscript

We all know that keeping healthy **is not** an easy task. However, with a few habit changes, teenagers are able to live a healthy lifestyle. Today, many people **are changing** their old habits and **replacing** them with new better ones. They **drink** more water and **exercise** more often. It is important to get enough sleep every night, so they make sure to go to bed early. Keeping healthy can be easy if you start by changing one habit at a time. Why **don't you try** some of these changes to become healthier?

### Answers

1. is not; 2. are changing; 3. replacing; 4. drink;  
5. exercise; 6. don't you try

### Page 19, Exercise 3

- Read the rubric and make sure students understand the activity. Write two examples on the board and work through them as a class:

	<i>I jump.</i>	<i>I am jumping.</i>
Negative:	<i>I do not jump.</i>	<i>I am not jumping.</i>
Interrogative:	<i>Do I jump?</i>	<i>Am I jumping?</i>

- Tell students to answer in the specified form for each of the sentences. If some students finish early, have them write the remaining form as well.
- Check answers as a class, inviting students to read out the relevant form for each sentence.

### Answers

- Interrogative:** Is sage one of the most common medical herbs in Jordan?
- Negative:** Jordanian and Arab poets do not compete to win the "Arar Literary Award".
- Negative:** I'm not living with the Nyangatom tribe in Ethiopia.
- Interrogative:** Does the Jordan Hashemite Charity Organisation (JHCO) help countries in need around the world?
- Negative:** Writers are not presenting new stories and ideas to people through their craft.
- Interrogative:** Does an explorer learn a lot about different cultures around the world?

## Page 19, Exercise 4

- Ask students to read the rubric and complete the activity in pairs. Explain that the words are out of order and that they have to put them in the correct sequence. When they have done so, they will find the definition for one of the words in exercise 5.
- Have students check their sentences together and then ask several students to come and write one of the definitions on the board. Make sure all the definitions are written in a single column on the board.

### Answers

- Animals such as cows, kept for milk or meat
- The ability to do something well
- Someone who works with a lot of effort
- Having special qualities different from other things
- A group of people who live together and have the same language
- To participate in a competition in order to win something

## Page 19, Exercise 5

- Read the rubric and make sure students understand that the sentences from exercise 4 are definitions for the words in this exercise.
- Put students into small groups to match each word with the correct definition. As students are working, write the words in a second column on the board.
- Once groups have had time to complete the activity, invite several students to connect each word to the correct definition by drawing a line between them.

### Answers

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

## Student's Book page 20

## Page 20, Crossword Puzzle

- Tell students that it's time to have some fun using the vocabulary they have learnt in the module. If you have time, have a quick review of the words they have encountered throughout the module.
- Put the students into groups of four and explain that crossword puzzles are a fun way to keep the vocabulary words in mind. Read out the first clue and ask students to give you the word that matches the definition. Then, ask them to complete the task. Remind them that there is a time limit for solving the puzzle.

## Crossword Puzzle

Read the clues and write the words in the puzzle.

**Across**

- to continue to exist
- any plant that is grown by farmers to be used as food
- something you succeed in by your own efforts
- belonging to a traditional style

**Down**

- the grain that bread is made from
- to give someone a positive feeling that they can do something
- to tell stories
- having a special quality or character

**When and where was writing first invented?**

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### Answers

#### Across

- remain
- crop
- achievement
- classical

#### Down

- wheat
- inspire
- storytelling
- distinctive



Ask students to guess the answer to the question and then to do research to correct or justify their answers.

### Answer

The first evidence of writing comes from ancient Egypt and ancient Sumeria around 5,000 years ago. Although this early writing can be found on many clay tablets and monuments, not many people in those days would have been able to understand them. Only one person out of every one hundred was able to read!

Refer to Activity Book pages 17–18.

- Tell students to read the exercises. Invite students to give their comments about the module and say what they liked and did not like before they complete the review table on page 18 individually.

### Optional Activity

- Tell students to make their own crossword puzzles in groups. They should use vocabulary from Module 1 and Module 2.



# Lesson 8

## Project Children from different cultures

### The outcomes of this lesson are:

- To use simple English reference material in the school to do some research
- To write notes guided by a set of questions
- To write a report by expanding notes
- To take part in a well-prepared authentic presentation to the class

### Materials

- Student's Book page 21
- Paper, marker pens, scissors, glue sticks

### How to go about the material:

- Make sure you have all the necessary materials prepared.
- You may decide that students do the Project as homework and give oral presentations in class.

### Teaching tip

- Students may not have a lot of experience writing reports but, at this stage, they will have the skills required to do so.

### Student's Book page 21

**Children from different cultures**

**PROJECT**

**Amazon Children**

A lot of people live in the Amazon rainforest. They hunt and grow bananas and rice.

Amazon children can fish and hunt. They don't go to a playground for fun. They play in the forest, in rivers and streams.

Amazon children don't watch TV, they don't use the internet and they don't play video games, but they do play with friends and go to school.

**Before you start**  
Read the information about Amazon children.

**Your task is ...**  
To write a report on children from a different culture and give a presentation.

**A Your first assignment**  
In pairs:  
• choose a region where indigenous people live. It can be a rainforest, the Arctic Circle or a desert. Read about it and answer the following questions:  
1. What is the region?  
2. Who lives in the region?  
3. What do they do? Do they hunt? Do they grow crops? What do they grow?  
4. What do you do that the children in this region also do?  
5. What do you do that they don't do?  
6. Where do they play?

**B Your second assignment**  
• Write your report following the outline in the first assignment.  
• Use this report as an example.  
• Find pictures and a map of the region. Present your information to your friends.

**Good researcher**

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- Direct students' attention to the miniature report on Amazon children. Tell students to pay attention to the kinds of information and pictures they like. This might give them ideas about what to include in their own reports.
- When students have finished reading, put them into pairs based on who you think will work well together. The skills required of each pair will include the ability to be selective about what information is included (reading), the ability to express ideas clearly (writing) and the ability to present ideas coherently to the rest of the class (speaking).
- Each pair should choose a region where indigenous people live. Make sure they understand what indigenous means (originating in, or native to a particular place). They should do research, using the Internet or the school library, about the lives of the people there and make notes in response to the questions. If possible, they should get pictures (or maybe draw them) to include in their report. Walk around the class making sure students stay focused. Once each pair has made sufficient notes, tell them their first assignment is complete.
- Their second assignment is to use their notes to write a report. The *Amazon Children* piece can be used as a guide, but tell students they should be aiming to write something more detailed (enough to cover one side of A4 paper). Students can continue to work in pairs or, if the Project was set as homework, individually. Once the Projects are complete, invite students to present their reports to the rest of the class.
- Congratulate students on their hard work!

# MODULE 3

## What's a hero?

### The outcomes of this module are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To participate in a small group discussion about heroes
- To develop reading strategies to understand an article about a seven-year-old hero
- To roleplay a situation
- To use the Past Simple and the Past Continuous tenses to talk about an event
- To write a rescue story for a newspaper
- To take part in a well-prepared presentation to the class

## Lesson 1

### The outcomes of this lesson are:

- To use pictures to make guesses about different heroes
- To develop strategies of active listening to confirm meaning in authentic descriptions of heroes
- To use context to guess the meaning of new words
- To participate in a group discussion about heroes and their qualities

### Materials

- Student's Book pages 22–23
- Dictionaries
- Glossary – Activity Book page 67
- Cassette
- Activity Book: Module 3 – page 19

### How to go about the material:

- Exercise 3 can be adapted for students to complete as homework.

### Student's Book pages 22–23

### Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

### Before you start

- Read through the questions with the students. If they cannot identify the people in the photos, explain that one of them is Mustafa Salameh (Jordanian mountain climber), one is Zinedine Zidane (a famous ex-footballer) and one is Ahmad Hassan Zewail (a Nobel Prize-winning scientist).

### Page 23, Exercise 1

- Read the rubric to the class and make sure, first of all, that students understand what the word 'hero' means. (A hero is a person or character admired for

**MODULE 3**

**What's a hero?**

**Outcomes**

You will be able to:

- talk about modern heroes and their qualities
- listen to descriptions of heroes of the present and the past
- read about heroes of the present and the past
- roleplay a situation using the Past Simple and the Past Continuous
- write a newspaper story

Project: Heroes' corridors

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their abilities and qualities.) Then, check that they understand the different ways in which the word 'hero' is used.


- Play the cassette and ask students to pay attention to the characteristics of each person being described to see which description of 'hero' matches them best. Tell students to write the correct letter (a, b or c) and picture number (1, 2 or 3) next to each person's name. Make sure they know that one of the definitions of 'hero' is not used, but do not tell them which one (c) at this stage. Allow students to check their answers in pairs.

### Answers

Mustafa Salameh (1, b); Zinedine Zidane (2, a); Ahmad Hassan Zewail (3, b)



**3**



**Before you start**  
Look at the photographs. Who are these people? What do you know about them?

**1** The word "hero" can be used to describe different kinds of people:  
a. sportsmen or film stars you admire  
b. people famous for their ability to overcome challenges  
c. the hero of a story

**2** Listen to descriptions of three people and match them to the definitions and the photographs above. One of the definitions is not used.

**3** Listen to the descriptions again then say which of the adjectives from exercise 2 describe each person according to the speakers.

**4** In a group, make a list of heroes and heroines corresponding to the three categories in exercise 1. Then, describe them to the class using the words in the box to help you.

**Example**  
Zinedine Zidane was a great footballer. The way he played was very clever and creative.

brave, moral, honest, focused, dedicated, clever, creative, great, inquisitive

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## Page 23, Exercise 2

brave, moral, honest, focused, dedicated, clever, creative, great, inquisitive

- Write the sentences for the key words on the board and tell students to read through them in pairs. They should discuss possible meanings as they read. If you would like to challenge advanced students, leave out one or two words and invite them to write clear and straightforward sentences which use the words in context for their classmates to guess the meanings.

### Key words in context

- Firefighters are **brave**: they save lives.
- My friends have high **moral** standards; they know what is right and wrong.
- A very **honest** person returned my wallet to me after I had lost it.
- I like to stay **focused**, so I only work on one project at a time.
- Doctors are **dedicated** to making people better.
- My sister is quite **clever** and is good at solving problems.
- My brother is so **creative**. He studies architecture and designs amazing buildings.
- We watched a **great** film last night. I really enjoyed it!
- I always asked 'Why?' as a child and my parents say I am still **inquisitive** now.

## Page 23, Exercise 3

- Play the cassette a second time. Tell students that this time, they're listening to see which adjectives from exercise 2 describe each person.
- Have students check answers by writing the name of each person with the matching adjectives on the board.

### Audioscript

- Mustafa Salameh is a Jordanian mountain climber. He reached the top of many mountains including the highest, Mount Everest. He was unable to reach the top the first two times he tried. He was honest about these failed attempts and brave to try for a third time. This dedicated and focused climber was rewarded for his efforts when he successfully climbed Mount Everest on Jordan's Independence Day in 2008.
- Zinedine Zidane was born in France in 1972 and played football from a young age. He went on to play for the winning French team at the 1998 World Cup and the 2000 European Championships. He was clever and creative in the game and is now known as one of the greatest players of all time. He is also a moral person who does lots of work for charity.
- In 1999, the Egyptian scientist Ahmad Hassan Zewail received the Nobel Prize for Chemistry. He was inquisitive and intelligent from a young age and used this to overcome many challenges. Very few people have the brilliance to win a Nobel Prize or to write over 500 articles in 3 years!

### Answers

Mustafa Salameh: brave and focused;  
Zinedine Zidane: creative and moral;  
Ahmad Hassan Zewail: inquisitive and intelligent

## Page 23, Exercise 4

- Tell students to read the rubric and make sure they understand the instructions. Remind students that they must give reasons for each person they choose. Walk around asking why groups have made these choices to make sure they have clear answers.
- Then, ask each group to select one or two representatives to explain their choices to the rest of the class. If you like, you can choose the suggestion you like best and elaborate on the reasons why, so that students get to hear what you think is heroic.

### Answers

*Students' own answers*

Refer to Activity Book page 19.

- Before students begin exercise 1, check that they understand the meanings of the words used to describe qualities. Tell students to work on the activity in pairs, discussing any differences of opinion until they settle on an answer. Afterwards, introduce students to the game 'charades' (/ˈʃɑːrədz/): one student mimes an action to the rest of the class and other students have to guess the word being represented. For example, one student could touch their muscles and pretend to lift heavy objects for another student to guess *strong*.



# Lessons 2 and 3

## A true hero

### The outcomes of these lessons are:

- To develop reading strategies to understand an authentic informational article
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm word meaning and clarify meaning
- To differentiate between the uses of the Past Continuous and the Past Simple tenses
- To roleplay a situation to offer solutions
- To use connecting words (*This morning, next, in the end ...*) to help comprehension of the listener when presenting information

### Materials

- Student's Book pages 24–26
- Dictionaries
- Glossary – Activity Book page 67
- Cassette
- Activity Book: Module 3 – pages 20–21

### How to go about the material:

- Exercise 4 can be completed as homework.
- You may do the Optional Activity at the end of Lesson 3.

### Student's Book page 24

## A true hero

**Before you start**  
Look at the family photo. Why do you think the boy is wearing a police helmet? Why do you think the photo of the family is put in a newspaper article?

**Reading Strategies: Headlines**

- Headlines in English-speaking newspapers are difficult because they do not use normal capitalisation or punctuation, they miss out words and they use difficult vocabulary.

Make a full sentence from the headline (e.g. *TEN INJURED IN M1 HORROR CRASH = Ten people were injured in a horrible car crash on a motorway called the M1.*).

**1 Read the article. Are these sentences true (T) or false (F)? Explain why.**

- Charles noticed something was happening at home.
- The boy ran to the kitchen and saved his parents from the robbers.
- The robbers took a computer.
- The police gave the boy a helmet because he was courageous.

### SEVEN-YEAR-OLD SAVES FAMILY FROM ATTACKERS

BROADBEND, Sussex (March 10) A seven-year-old boy, Charles Robbins, stopped some robbers at home. While the robbers were threatening his parents, he locked himself in the bathroom with his little sister and called the police.

You can hear the conversation in a copy of the police tape.


The boy talked about his frightening experience to news reporters this afternoon.

While he and his little sister were playing in the garden, the boy realised something unusual was going on.

"I saw a strange man. He was standing in the street. Then I looked into the kitchen, and I saw two other men. They were pointing their guns at my mum and dad. My mum and dad were putting their hands up and their heads down."

"I grabbed mum's phone, took my sister and ran to the bathroom. I locked the door and I phoned the police."

While he was talking to the police, one of the robbers broke down the door and grabbed the phone. When the boy told them he was speaking to the police, the



robbers escaped. They didn't injure anyone, and they didn't take any property.

During the news conference, the boy was wearing a police helmet that the police gave him for being brave.

**2** Listen to the words below in context. Try to guess their meanings.

frightening, robber, theft, to attack, to grab, to injure, to threaten

### Before you start

- Read the rubric and ask students to answer the questions in pairs. Ask them to think of several possible answers for each question. If students are having difficulty answering the questions, give some hints. *Why do you think the police rewarded the boy with a hat? How do you think he helped his family?*

### Page 24, Exercise 1

- Read the title of the article to the class. Ask: *What does 'seven-year-old' refer to? What does the word 'family' refer to?* Elicit answers: *'seven-year-old' refers to a boy or girl who is 7 years old; 'family' refers to the family of that boy or girl.* Explain that the title of an article has the minimum number of words possible.
- Tell students to read the Reading Strategies box. Encourage students to ask you questions if they still find it difficult to interpret headlines.
- Ask the students to skim through the article first to write the headline as a full sentence in their notebooks. Encourage them to share their answers with a partner.
- Ask students to read the rubric. Encourage them to read the article again, but this time more carefully to answer whether the sentences are true or false and to explain why.
- Go around the class monitoring the activity. Do not correct any mistakes yet, but make sure that each pair is giving reasons for their answers with references to the article.
- Hold a class discussion about the facts in the article. Ask the students about their opinion of the boy. Ask if they have found any reference to an opinion about him in the article (brave).

### Answers

- True – When he was playing in the garden, he "realised something unusual was going on".
- False – The boy "ran to the bathroom" and "phoned the police".
- False – The robbers "didn't take any property".
- True – Charles was "wearing a police helmet that the police gave him for being brave".

### Page 24, Exercise 2

frightening, robber, theft, to attack, to grab, to injure, to threaten

- Play the cassette, pausing after each sentence. Write each key word on the board and, as the cassette is paused, ask students to describe what it means. Write the definition that the majority of students chose on the board. Do not correct any mistakes yet.

- When students have given definitions for all the words, go through the list on the board ticking correct answers and putting crosses next to incorrect answers. Tell students to use a dictionary or the glossary to correct any mistakes.

### Audioscript

- Swimming with sharks is the most **frightening** thing I can imagine.
- The **robber** tried to steal money from the bank.
- The jeweller knew a **theft** had taken place when he saw some jewels were missing.
- I saw a TV programme about a lion trying **to attack** another animal.
- I tried **to grab** my bag when it fell off the wall.
- You're going **to injure** yourself if you keep running on ice.
- This hot weather is going **to threaten** our crops – hopefully it will rain soon.

### Student's Book page 25

#### Grammar

#### The Past Simple and the Past Continuous

- Complete these sentences using **was**, **were**, **was not** (**wasn't**), **were not** (**weren't**).

Adel: Where were you yesterday afternoon?  
Farid: I (1) \_\_\_\_\_ out cycling.



Adel: Was your cousin Omar with you?  
Farid: Yes, he (2) \_\_\_\_\_, but he (3) \_\_\_\_\_ cycling. His sister Ghada (4) \_\_\_\_\_ teaching him tennis.



Adel: (5) \_\_\_\_\_ they spending the day at your house?  
Farid: No, they (6) \_\_\_\_\_. They only came for an hour. We (7) \_\_\_\_\_ having so much fun!



Farid: (8) \_\_\_\_\_ you playing with someone?  
Adel: No, I (9) \_\_\_\_\_. I (10) \_\_\_\_\_ reading an interesting book.

- Work in pairs. Tell your partner what you were doing at these times. Use the Past Continuous.

this morning    last Friday  
last weekend    yesterday evening

- Look at the sentence from the article. What two tenses can you identify? Find other examples in the article.

"While the robbers were threatening his parents, he locked himself in the bathroom with his little sister and called the police."

- Use the clues to write sentences in the Past Simple or the Past Continuous about how Raed crashed his red car.



- talk on the phone \_\_\_\_\_
- look at the sky \_\_\_\_\_
- not stop at red light \_\_\_\_\_
- drive fast \_\_\_\_\_
- not listen to traffic policeman \_\_\_\_\_

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## Grammar

### The Past Simple and the Past Continuous

#### Page 25, Exercise 1

- Ensure students understand the difference between the Past Simple and Past Continuous. Tell them that the Past Continuous is used to talk about actions that were in progress at a certain point in the past and the Past Simple is used to talk about an action that was completed in the past. Ask two

confident students to come up to the board. Tell them to write the name of one of their favourite heroes. When they have finished writing, say *They wrote their heroes' names on the board*. Then, say *Five seconds ago, they were writing their heroes' names on the board*. Ask students which sentence indicates something that happened and ended in the past (the first sentence) and which one describes something as it was happening in the past (the second sentence).

- Then, read the rubric to the class and tell students to use what they know to complete the sentences.
- When students have had time to complete the activity, ask students to tell you the answers. If there were many mistakes or omissions, review the Past Continuous and Past Simple tenses and go through more examples as a class.

#### Answers

- was; 2. was; 3. was not (wasn't); 4. was; 5. Were; 6. weren't; 7. were; 8. Were; 9. was not (wasn't); 10. was

#### Refer to Activity Book page 20, exercise 2.

- Have students practise the Past Continuous by completing exercise 2 individually. Go through the answers as a class, discussing any commonly occurring mistakes.

#### Page 25, Exercise 2

- Ask students to work in pairs to complete the activity.
- Tell them to compare their answers in small groups. Walk around the room asking for volunteers to share their answers.

#### Answers

Students' own answers

#### Page 25, Exercise 3

- Students should be able to identify the Past Simple and the Past Continuous. Elicit from them that they have already found examples of the Past Continuous in the Activity Book and they should already be familiar with the Past Simple.
- Have them review the Past Simple and the Past Continuous by reading the Grammar Notes on pages 83–84 if necessary. Then, tell students to find two further examples from the text of the Past Continuous and the Past Simple being used together in one sentence.

#### Answers

"While he and his little sister were playing in the garden, the boy realised something unusual was going on." ;  
"While he was talking to the police, one of the robbers broke down the door and grabbed the phone."

## Page 25, Exercise 4


- Read the rubric and explain to students that they need to write a sentence for each of the clues given beneath the picture.
- Remind them that they must use the Past Simple or the Past Continuous tense.
- Walk around the classroom monitoring the activity. Then, invite volunteers to read out their answers.

### Suggested answers

1. Raed was talking on the phone when he crashed his car.
2. Raed was looking at the sky when he hit another car.
3. Raed did not stop at the red light so he drove into another car.
4. Raed was driving too fast to see the yellow car coming.
5. Raed did not listen to the traffic policeman who said he should get his lights fixed, so the driver of the yellow car didn't see him coming.

## Student's Book page 26

**5** Complete the dialogue with the correct form of the verbs in brackets.



**Mrs Jones:** Good morning, class. I hope you all had a nice weekend. Have any of you experienced anything interesting that you want to share with us? ... Yes, Jack?

**Jack:** Well, something unusual (1) \_\_\_\_ (happen) to me. My parents said I did a kind thing.

**Mrs Jones:** When did it happen?

**Jack:** Yesterday morning, while I (2) \_\_\_\_ (go) to visit my cousins.

**Mrs Jones:** What happened?

**Jack:** I (3) \_\_\_\_ (walk) in the street when I (4) \_\_\_\_ (hear) an old woman asking people about a boy called Bill. She wanted to see him play football but was lost and didn't know where to go.

**Mrs Jones:** What happened next?

**Jack:** I remembered I (5) \_\_\_\_ (go) to watch my cousins play football later that afternoon. So, I decided to take her to their house to see if they knew who she was.

**Mrs Jones:** (6) \_\_\_\_ (they/recognise) her?

**Jack:** Yes. She was the grandmother of one of the players. She was going to buy a gift for him when she got lost.

**7** Make sentences using the Past Simple and the Past Continuous.

1. walk to work / find a wallet full of money (they)
2. shop / lose wallet (she)
3. jog in the park / the car theft happen (we)
4. study for my exam / have a terrible headache (I)
5. read the paper / hear the baby cry (he)

**Speaking Strategies: Sequencing**

- Think clearly about the order of events in the situation being described.
- Use words that will give clues about the order of events to the listener (e.g. *This morning, next, in the end*).
- Be prepared to answer questions about the order of events using words such as *before* and *after* (e.g. Question: *When did Jack see the old lady?* Answer: *Before he reached his cousins' house*).

**8** Follow the Speaking Strategies. Then, in pairs, choose one of the three situations. Each of you should make a list of five things that happened during the event. Then, take turns to play the two roles, asking and answering questions.

- a. You saved a little boy caught in a fire.
- b. You broke the headmaster's window playing with a ball in the school playground.
- c. You are a famous artist/sportsperson and a journalist is interviewing you.

**6** Now, listen to the dialogue and check your answers.

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## Page 26, Exercise 5

- Students should work alone to fill in the gaps using the correct form of the verbs in brackets.
- When they are finished, ask them to work in pairs to read through the sentences in the form of a dialogue as it is written in the Student's Book. One of them should take the part of Mrs Jones and one of them should take the part of Jack. Tell them to correct each other if they detect any mistakes.

## Page 26, Exercise 6

- Play the cassette and have students listen to the dialogue, marking their own answers as they do so.

### Audioscript

**Mrs Jones:** Good morning, class. I hope you all had a nice weekend. Have any of you experienced anything interesting that you want to share with us? ... Yes, Jack?

**Jack:** Well, something unusual **happened** to me. My parents said I did a kind thing.

**Mrs Jones:** When did it happen?

**Jack:** Yesterday morning, while I **was going** to visit my cousins.

**Mrs Jones:** What happened?

**Jack:** I **was walking** in the street when I **heard** an old woman asking people about a boy called Bill. She wanted to see him play football but was lost and didn't know where to go.

**Mrs Jones:** What happened next?

**Jack:** I remembered I **was going** to watch my cousins play football later that afternoon. So, I decided to take her to their house to see if they knew who she was.

**Mrs Jones:** Did they recognise her?

**Jack:** Yes. She was the grandmother of one of the players. She was going to buy a gift for him when she got lost.

### Answers

1. happened; 2. was going; 3. was walking;  
4. heard; 5. was going; 6. Did they recognise

## Page 26, Exercise 7

- Read the task aloud and clarify any doubts.
- Ask students to work individually writing sentences. Then, have them check their sentences in pairs.
- Ask several students to read a sentence each and write them on the board. Put a tick next to correct answers and correct any mistakes.



### Suggested answers

1. They found a wallet full of money while they were walking to work.
2. She lost her wallet while she was shopping.
3. We were jogging in the park when the car theft happened.
4. I was studying for my exam when I had a terrible headache.
5. He was reading the newspaper when he heard the baby cry.

### Over to you ...

#### Page 26, Exercise 8

- Read the Speaking Strategies with the whole class. Tell students these are useful tips for them to follow in order to describe something in a clear and logical order.
- Divide students into pairs and ask them to carry out the activity. Give students time to choose a situation, make notes and enact their dialogue. (Refer to the Roleplaying hints on page 12.) If certain pairs of students finish ahead of others, tell each of them to write a short sequence of events using words that will give clues about their proper order. The order of events should then be scrambled. Students taking part in this activity should swap their work and reorder the sequence of events they received.
- You may want to ask them to write out their dialogue as homework and have students give presentations as an opening activity in the following class. Then, ask students to share positive comments about each other's work.
- Tell students to go to page 74 of the Activity Book and complete the Assessment Tool 3 checklist.

Dialogue Assessment Rating Scale			
	Okay	Good	Excellent
Ability to describe a sequence of events			
Ability to ask different kinds of questions			
Ability to respond to questions			
Ability to speculate and imagine			
Ability to listen and give others time to think			

### Refer to Activity Book pages 20–21.

- Work through exercise 3 on page 20 as a class to ensure students feel confident working with both verb tenses. Read the text aloud and pause at the blank spaces to allow a student to give the correct word form. Explain any mistakes as you go along and give praise for correct answers. Tell students they can quiz themselves in exercise 4 on page 20 by covering the three given options for completing each sentence. They should try to complete the sentence without looking and then uncover the options to see if their choice is there. Following on from these activities, exercise 1 in the second section on page 21 requires students to build on their growing confidence by writing their own sentences using the Past Continuous. The picture provides a prompt for them to write down their observations using the correct verb form. Students should work individually for this exercise but can work in pairs for the remaining exercise on page 21.

### Optional Activity

- To expand upon the work students did on page 24, ask them to think about a newspaper article or a short story they have read and enjoyed. As a way of developing the critical reading skills mentioned on page 16, ask questions designed to make students think carefully about what they have read. What was it about? What did they like about the way it was told? Ask them to think of a suitable headline that sums up the piece.



# Lessons 4 and 5

## Skills focus

### A compassionate hero

#### The outcomes of these lessons are:

- To use a picture to express an opinion
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm word meaning and clarify meaning
- To interpret an article to make inferences about Rufaida Al Aslamiya's qualities
- To participate in a group discussion to express an opinion

#### Materials

- Student's Book pages 27–29
- Dictionaries
- Glossary – Activity Book page 67
- Cassette
- Activity Book: Module 3 – page 22

#### How to go about the material:

- Exercises 3 and 4 can be set as homework.
- You may do the Optional Activity at the end of Lesson 5.

#### Student's Book page 27



**Skills focus**

### A compassionate hero

**Before you start**  
Look at the picture and say what you think both the good and bad points of using tents are. Do you think they look nice? Would you like to live in one?

**1** Listen to the words below in context. Try to guess their meanings.

wound, battle, caring, compassion, compassionate, to encourage, soldier

**Find the words**

- ▶ A strong feeling of care for someone who is suffering, and a desire to help them
- ▶ A fight between groups of people as a part of a larger war
- ▶ A member of the army

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#### Before you start

- Ask students to consider the questions and discuss their ideas with a partner. Walk around the classroom and make sure students have thought of both good and bad points about using tents. Then, encourage them to answer the other questions imaginatively.

#### Page 27, Exercise 1

wound, battle, caring, compassion, compassionate, to encourage, soldier

- Play the cassette, pausing after each sentence to give students time to guess meanings.
- Allow students to use a dictionary or the glossary if they are unsure of any of the meanings.

#### Audioscript

1. There was blood coming from the **wound** on his arm.
2. Two armies fought each other in a big **battle**.
3. The **caring** nurse sat with her patients and made sure they felt better.
4. My **compassion** means that I feel sad when I see other people in pain.
5. Dad is a **compassionate** man who takes care of the poor.
6. She wants **to encourage** her children to read a lot because it is a good way to learn new words.
7. Armies are made up of many **soldiers** who fight for their country.

#### Find the words

- Make sure that students understand what they have to do. Rather than hearing the word and then guessing the meaning, they must read the meaning and then find the correct word. Ask advanced students if they can think of similar or related words to the answers.
- This is a game that can be played among students at any time as a way of practising new vocabulary and revising old vocabulary. One student reads the definition of a word i.e. 'a society that is well organised and developed' for other students to guess 'civilisation' (see page 16).

#### Answers

compassion; battle; soldier

## Page 28, Exercise 2

- Now tell students to read the article about Rufaida Al Aslamiya in pairs. They should then discuss whether any adjectives from page 23, exercise 3 could be used to describe her.
- Have a class discussion based on students' pair work and ask students to explain why they chose the adjectives they did. Ask students if they can think of any more suitable adjectives. Write them on the board and make sure everyone understands what they mean.

### Answers

Students' own answers

### Answers

- During times of war, Rufaida helped soldiers wounded in battle. During times of peace, she helped the sick from the area near the Prophet's mosque, Peace Be Upon Him.
- Students' own answers
- Students' own answers
- She can be described as compassionate because she helped the sick and she helped to make the lives of the poor healthier and more comfortable. She can be described as 'famous' because her work was praised by Prophet Mohammad, Peace Be Upon Him. and she continues to be an inspiration to people around the world today. She can be described as 'successful' because her work helped to cure the wounded and to teach other women to become nurses too.

**READING** 2 Read the article. What qualities did Rufaida Al Aslamiya have? You can use the adjectives on page 23 to help describe her qualities.


## Rufaida Al Aslamiya

Rufaida Al Aslamiya, Islam's first female nurse, lived during the time of Prophet Mohammad, Peace Be Upon Him, and was one of the first people in Medina to accept Islam.

She was a compassionate woman who was most famous for treating soldiers in battle. Prophet Mohammad, Peace Be Upon Him, invited her to help Muslims by giving medical help to his soldiers when they needed it the most. In times of war, Rufaida set up hospital tents next to the battlefield so that injured soldiers could be treated at once. She trained other nurses to help as many injured men as possible. They were trained to treat wounds, but also to be caring and kind.

Rufaida's success was noticed by Prophet Mohammad, Peace Be Upon Him. To encourage her, a tent was set up by the Prophet's mosque, Peace Be Upon Him, so she could continue her voluntary work helping the sick, using her own money. She listened to people and looked at how they lived. Then, she helped them make their lives healthier and more comfortable.

Just as the Prophet, Peace Be Upon Him, understood the importance of her work, people around the world today, especially doctors and nurses, should continue to view Rufaida as an example of compassion.



3 Read the article again. Then, answer these questions.

- How did Rufaida's work differ between times of war and times of peace?
- In what ways do you think Rufaida was brave?
- What do you think encouraged her to help people so much?
- Rufaida Al Aslamiya is described as compassionate, famous and successful. Give five facts from the text to support this opinion.

28

## Page 28, Exercise 3

- Allow students to work in pairs so that they can help each other to answer the questions. Remind them that they should provide evidence from the text for each of their answers.
- Check the answers as a class by looking for evidence in the article together.

**VOCABULARY** 4 Look at the underlined words in this paragraph. Are they nouns, adjectives or verbs?

Rufaida was Islam's first female nurse. She was very brave and became famous for treating wounded soldiers in battle. Prophet Mohammad, Peace Be Upon him, was pleased with the great work that she did. We should learn about her achievements.

5 Listen to this historian talk about Al Malik Al Zahir Rukn Al Din Baibars Al Bunduqdari. Complete the sentences with the new information.

Baibars was Sultan of (1) \_\_\_\_ and Syria.


In 1260, Baibars led the soldiers that won the Battle of Ain Jalut against the Mongols.

After the death of Qutuz, Baibars became (2) \_\_\_\_ of Egypt.

Baibars' system for delivering messages made it possible to send messages from Cairo to Damascus in four days.

He built (3) \_\_\_\_, canals and mosques. He supported Islamic (4) \_\_\_\_ and encouraged medical research.

Baibars died in Damascus on (5) \_\_\_\_.



**6** In a group, discuss your guesses. Then, listen again and check your answers.

**7** Write down the ways that Rufaida helped people and became famous. Do you think she is a good example of compassion for people today?

**8** In a group, discuss what you wrote. Did you all write about the same ways she helped people? Do all of you have the same opinion about the deeds you mentioned in your notes? Talk about how you might have acted if you were in Rufaida's position. What do you think makes someone a good example to others? What can we learn from Rufaida's example?

**What do you think?**

"A boy doesn't have to go to war to be a hero; he can say he doesn't like cake when he sees there isn't enough to go around."

E.W. Howe

29

## Student's Book page 29

## Page 29, Exercise 4

- Have students read through the activity individually. Write 'nurse' on the board. Ask students to raise their hands if they think *nurse* is a noun. Then, ask them to raise their hands if they think it is an adjective, and finally to raise their hands if they think it is a verb.
- Do the same for each of the underlined words. Tell students the correct answers as you go along.

### Answers

nurse (noun); brave (adjective); famous (adjective); battle (noun); did (verb); learn (verb)

### Page 29, Exercise 5

- Play the cassette and tell students to fill in the gaps with the new information. Make sure they understand that Baibars' system refers to people delivering messages using animals for transportation.
- Play the cassette and pause when necessary to give students time to fill in the gaps.

### Page 29, Exercise 6

- Ask students to form groups. Members should compare their answers and come to an agreement about what they think the correct answer is.
- Play the cassette again to allow them to check their answers.

### Audioscript

**Historian:** Baibars was Sultan of **Egypt** and Syria. In 1260, Baibars led the soldiers that won the Battle of Ain Jalut against the Mongols. After the death of Qutuz, Baibars became **Sultan** of Egypt. Baibars' system for delivering messages made it possible to send messages from Cairo to Damascus in four days. He built **bridges**, canals and mosques. He supported Islamic **science** and encouraged medical research. Baibars died in Damascus on **June the 1<sup>st</sup>, 1277**.

### Answers

1. Egypt; 2. Sultan; 3. bridges; 4. science; 5. June the 1<sup>st</sup>, 1277

### Page 29, Exercise 7

- Put students in pairs to read the rubric and discuss each of the questions. Each student should write the answers in their notebooks and be prepared to talk about them in the next exercise.
- Students should express their own opinions and interact with each other.

### Answers

*Students' own answers*

### Page 29, Exercise 8

- Form groups out of several pairs of students. Tell them to compare their answers from exercise 7 and discuss the questions in this exercise.
- Walk around the class encouraging students to express their own opinions and to listen carefully to other members of the group. Make sure students stay focused and work through the questions in order.
- Eventually, you may decide to have a class discussion. Write down any mistakes students make, classifying them according to their type, e.g. tense, agreement, wrong words, etc. At the end, go over the mistakes and clear up any confusion.

### What do you think?

- Read the quotation to the class. Ask students to translate it and explain what it means. Once they have made several guesses, translate it for them and explain that it is about different types of heroism. E. W. Howe was a writer who travelled the world and saw many things. Based on his experiences, he is saying here that going to war (being a soldier) is not the only way to behave heroically; being generous and thoughtful is also a kind of heroism. The person who does not eat nice food in order to make sure other people can eat it, is displaying these qualities. Ask students if they agree with the statement. Is there a quotation in Arabic that expresses a similar sentiment?

### Refer to Activity Book page 22.

- Exercises 3–5 on page 22 are a fun way for students to practise what they have learnt. When exercise 3 has been completed, invite a few students to read their versions of the story to the rest of the class. You can add a competitive element to exercises 4 and 5 by offering a reward to the student who completes the puzzle first. When all the students are finished, see what other new vocabulary students can recall from the module so far.

### Optional Activity

- Have students close their books. Write on the board:

medical    nurses    battlefield    compassion

Ask students what they know about each one of these words. Elicit sentences about their meanings, purpose and use.

- Ask students if any one of them knows of another Arab hero whose story could include some of these words. Ask for volunteers to tell the class something about the hero's story.



# Lesson 6

## Communication Workshop Writing a story

### The outcomes of this lesson are:

- To skim and scan an article about a hero to identify information
- To outline a sequence of events in a story
- To write a rescue story for a newspaper
- To read sentences clearly, correctly and fluently

### Materials

- Student's Book page 30
- Activity Book: Module 3 – pages 23–25

### How to go about the material:

- You may do the Optional Activity at the end of the lesson.
- Page 25 of the Activity Book should be set as homework.

### Student's Book page 30

**Communication Workshop**

**Writing a story**

**Before you start**  
Read the newspaper article. Do you think Robert is a true hero? Why/Why not?

**LITTLE GIRL FALLS TEN METRES INTO HANDS OF SUPERHERO**

1 Robert Smith was talking on his mobile phone in the street when he saw a little girl. She was hanging from a third-floor window across the street.

2 Robert ran across the street and put out his arms. He was just in time to catch five-year-old Daniela Burton before she hit the ground.

3 After that, Robert was able to talk about what happened: "It's good to feel you saved a child's life, but I'm not a hero. I just did my duty."

1 Match the paragraphs of the story with these questions.  
a. What happened in the end?  
b. How did the person react? What did he do?  
c. Who's the hero? What was he doing? Where was he? What happened?

2 In pairs, imagine you were taking part in a rescue. Use the questions in exercise 1 to help you. Plan the story: What happened first? And then ...?

**Example**

talking on his mobile phone in the street → saw the little girl → ran across the street and put out his arms → the little girl fell into his arms → "I did my duty"

**WRITING**  
**SPEAKING**

30

3 Write your story in three paragraphs.

4 In a group, read each other's stories. Which are the best? Explain why. Tell the class.

### Before you start

- Ask your students to read the newspaper article and work in pairs to check any vocabulary they are uncertain of. Have a class discussion about whether Robert is a true hero or not. Remind them that although there are facts they can base their answers on, their view is a matter of opinion. Different students may have different answers depending on

their opinion of what qualities or actions mean that someone could be described as a hero.

### Page 30, Exercise 1

- Once students have read the rubric, tell them to read through the questions in a, b and c. When they have done this, get them to read the article again with a particular set of questions in mind. As they read, they should think about which question each paragraph is answering.
- Walk around the room providing help where necessary before checking answers as a class.

### Answers

a. 3; b. 2; c. 1

### Page 30, Exercise 2

- Tell students that, using the story in their Student's Books as a guide, they will write their own rescue story. They should begin by making notes based on the questions in exercise 1. These notes should then be used to write a plan setting the scene and outlining the sequence of events.
- Point out the example as a further guide for students and offer help as you walk around the classroom.

### Answers

Students' own answers

### Page 30, Exercise 3

- Ask students to use their plans to begin writing their stories. Tell them that they should only write three paragraphs and reassure them that the piece doesn't have to be very long. Remind students to use both the Past Continuous and the Past Simple. Copy the Story Writing Rating Scale from page 50 on the board and tell them to look at it for other factors they might consider when working on the activity.
- Go around the classroom as students are working and check for spelling and grammar mistakes. Do not correct the work, but point out where students have made a mistake and, when possible, direct them to a place in the Student's Book where they might find information that will help them.

### Example answer

Mazen Moussa was on a bus on his way to work when the driver got off to buy a newspaper. Mazen noticed that the bus was still moving – the driver forgot to put the brakes on.

Mazen jumped to the driver's seat and stopped the bus before it crashed into a tree.

After that, everyone on the bus thanked Mazen for saving their lives.



Page 30, Exercise 4

- Put students into groups. If you looked at students' stories as you walked around the classroom during exercise 3, try to make sure the groups don't include too many similar stories.
- Each group member should read their stories aloud to the rest of the group. Make sure that students listen carefully to each other. Tell them that after each group member has read their story, they should write down one or two things they enjoyed about it.
- When students have read their stories, tell the groups to have a discussion about the best bits in each story and, eventually, which story/stories was/were the best.
- Finally, have students fill in the Story-Writing Rating Scale (Assessment Tool 4) on page 75 of the Activity Book.

Story-Writing Rating Scale			
	Okay	Good	Excellent
I can	Purpose and organisation		
Organise the events of a story with a beginning, a middle and an end.			
Put events in a sensible order.			
Link events by using expressions such as <i>one day</i> , <i>suddenly</i> and <i>then</i> .			
I can	Grammar		
Use the Past Continuous.			
Use the Past Simple.			
Use punctuation correctly.			
Spell words correctly.			
Write well-structured, full sentences.			

Refer to Activity Book pages 23–25.

- Point out that students will be doing exercises 1 and 2 on page 23 as homework. Give them a couple of minutes to look at the exercises and ask any questions they might have. Promptly move on to exercises 1–3 on page 24 in order for students to perfect their use of punctuation, spelling and linking words. Remind students that these aspects of writing are essential in conveying meaning clearly and fluently. Have them develop their writing skills further by completing exercises 4–5 on page 25.

Optional Activity

- Hold a vote to decide which story the class liked best.

# Lesson 7

## Language Development

### The outcomes of this lesson are:

- To use sentences in the Past Simple and the Past Continuous tenses
- To identify words from definitions to complete a crossword puzzle

### Materials

- Student's Book pages 31–32
- Cassette
- Activity Book: Module 3 – pages 26–27

### How to go about the material:

- The Crossword Puzzle can be set as homework.
- You may do the Optional Activity at the end of the lesson.

- Start the lesson by having students present their newspaper front pages (from page 25 of the Activity Book). Give praise and encouragement; don't correct individuals' mistakes in front of the whole class.

### Student's Book page 31

### Language Development

1 Here's part of a conversation with a young Jordanian pilot. Fill in the blanks using the correct form of the verbs in brackets.

**Interviewer:** We just wanted to ask you some quick questions about the life of a pilot. How old were you when you first (1) \_\_\_\_ (fly)?

**Pilot:** I started when I was 20. I (2) \_\_\_\_ (jump) for joy when I got my first licence.

**Interviewer:** It must have been exciting for you. When did you first become interested in flying?

**Pilot:** I always (3) \_\_\_\_ (attend) airshows with my family when I was younger. I (4) \_\_\_\_ (watch) one of Captain Omar Bilal's solo displays when I decided that I wanted to fly too.

**Interviewer:** Wasn't he one of the best pilots in Jordan?

**Pilot:** He was one of the best pilots in the world! He even won the International Championship Award in Belgium in 1994. I'm sure I \_\_\_\_ (not/be) the only teenage boy watching who wanted to be a hero just like him when I was older.

**Interviewer:** However, I'm sure not many of them (6) \_\_\_\_ (have) the talent.

**Pilot:** That's very nice of you to say. Thank you!

2 Now, listen to the conversation and check your answers. In a group, discuss your guesses.

3 Use these words to ask questions on the previous passage.

- old / pilot / he / flying / was / the / How / ? / started / when
- Who / to / pilot / airshows / the / with / ? / went
- was / Who / hero / the / pilot's / ?
- win / ? / Bilal / What / did / in / 1994 / award

4 Now answer the questions from exercise 3.

5 Match the words with the definitions.

1. robber

5. moral

2. brave

4. theft

3. focused

a. Concentrating on something and giving it particular attention

b. The crime of stealing

c. Somebody who takes property from someone by force

d. Ready to face danger and do something courageous

e. Concerned with what is right or wrong

### Page 31, Exercise 1

- Read the task aloud and clarify any doubts. Ask students to work individually.
- Give them time to do the exercise. While they are working, walk around the classroom checking if anyone needs help. Quickly revise the Past Continuous and the Past Simple if necessary.

### Page 31, Exercise 2

- Play the cassette and tell students to check their own answers individually at first.
- Then, tell students to form small groups to compare and discuss their answers.
- Play the cassette a second time for groups to check their answers.

### Audioscript

**Interviewer:** We just wanted to ask you some quick questions about the life of a pilot. How old were you when you first **flew**?

**Pilot:** I started when I was 20. I **was jumping** for joy when I got my first licence.

**Interviewer:** It must have been exciting for you. When did you first become interested in flying?

**Pilot:** I always **attended** airshows with my family when I was younger. I **was watching** one of Captain Omar Bilal's solo displays when I decided that I wanted to fly too.

**Interviewer:** Wasn't he one of the best pilots in Jordan?

**Pilot:** He was one of the best pilots in the world! He even won the International Championship Award in Belgium in 1994. I'm sure I **wasn't** the only teenage boy watching who wanted to be a hero just like him when I was older.

**Interviewer:** However, I'm sure not many of them **had** the talent.

**Pilot:** That's very nice of you to say. Thank you!

### Answers

- flew; 2. was jumping; 3. attended;
- was watching; 5. wasn't; 6. had

### Page 31, Exercise 3

- Tell students to read the rubric and make sure they understand that they have to reorder the words to make sentences. When they have done so, they will find questions based on the conversation they have just read.
- Have students check their answers in pairs before they move onto the next exercise.

### Answers

- How old was the pilot when he started flying?
- Who went to airshows with the pilot?
- Who was the pilot's hero?
- What award did Bilal win in 1994?

## Page 31, Exercise 4

- In pairs, tell students to answer the questions on the dialogue, one of them asking the question and the other answering it as a complete sentence. While they are working, walk around the class monitoring the activity.
- Check the answers of selected students as you walk around. Afterwards, discuss any frequent mistakes with the whole class.

## Answers

1. The pilot was 20 when he started flying
2. The pilot's family went to airshows with him.
3. Captain Omar Bilal was the pilot's hero.
4. Bilal won the International Championship Award in 1994.

## Page 31, Exercise 5

- Allow students to work in twos or threes to read the rubric and complete the exercise. Tell them a useful way to complete the exercise is to begin by matching the words and definitions they are certain about before discussing the ones they are unsure of.
- Allow students to check their answers by looking back through the module before you share the answers.

## Answers

- 1. c; 2. d; 3. a; 4. b; 5. e**

## Student's Book page 32

## Page 32, Crossword Puzzle

- Give students the option whether to work individually or in pairs to complete the crossword.
- Students should read through all the clues before starting to write their answers in the grid. Tell them to write in pencil if they are unsure of an answer.
- While students are working, prepare to share the answers by writing the numbers one to five in a column headed 'Across' and the numbers six to nine in a column labelled 'Down'.
- Go through answers as a class.

## Answers

### Across

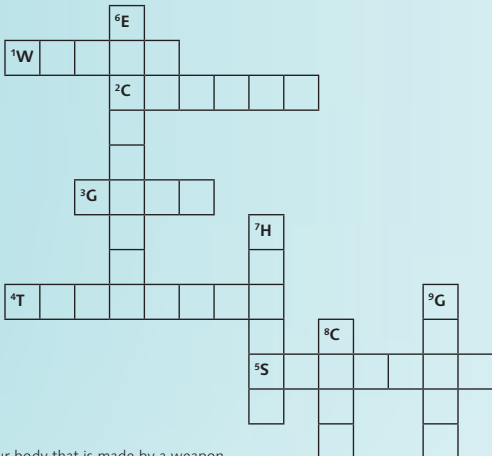
1. wound
2. caring
3. grab
4. threaten
5. soldier

## Down

6. encourage
7. honest
8. clever
9. great

# Crossword Puzzle

Read the clues and write the words in the puzzle.



**Across**

1. An injury to your body that is made by a weapon
2. Thinking about what people need and trying to help them
3. To take hold of someone or something with a sudden or violent movement
4. To say that you will cause someone trouble if they don't do what you want
5. A person who serves in an army

**Down**

6. To give someone the courage or confidence to do something
7. Someone who always tells the truth and does not cheat or steal
8. Skilled at doing something or intelligent
9. Famous for being able to do something extremely well

?

What is Rufaida Al Aslamiya's full name?  
Where was she born?

32



Read the questions about Rufaida Al Aslamiya and set them as a task for the following class.

### Answer

Her full name was: Rufaida Bint Sa'ad Al Aslamiya. She was born in Yathrib (the pre-Islamic name for Medina).

Refer to Activity Book pages 26–27.

- Have students complete all the exercises on page 26 individually or in pairs. They should then work alone to fill in the review table on page 27.

## Optional Activity

- Working in pairs, each student should pick three words from the module so far and write a clue for each one. Their partner should then try to guess the words from the clues.

# Lesson 8

## Project

### Heroes' corridors

#### The outcomes of this lesson are:

- To participate in a group discussion to decide on a hero
- To write notes to explain the choice of a hero
- To use sentences to communicate with the class clearly and effectively
- To take part in a well-prepared authentic presentation to the class

#### Materials

- Student's Book page 33
- Construction paper, coloured paper, cardboard, scissors, marker pens, a glue stick and sticky tape

#### How to go about the material:

- Make sure you have all the necessary materials prepared before students start the Project.

- Prepare all the materials students will need in order to complete the Project. Make sure there is enough for each group.
- Read out the explanation of the task and tell students that this is supposed to be a fun activity to celebrate the heroes and heroines they have heard of.
- Put the students into groups and tell them to read through their first assignment. They should have a discussion in order to decide which heroes they are going to focus on. Students might make two or three suggestions each so that the group has as many options as possible before four are finally chosen.
- Each group should take notes explaining their choices. Tell them that they will have to justify their choices in the next assignment, so they should try to think of several clear reasons now.
- For the second assignment, ask one or two representatives from each group to explain their group's choices and have a class discussion. Write all the suggestions on the board so the class can remember all of the heroes that have been mentioned. Then, have a class vote to decide which heroes will be chosen to make signs and murals for your corridors.
- Then, tell students they can begin making their signs and murals. They should be as colourful and interesting as possible. Students should incorporate descriptions outlining why this person was chosen.
- When the task has been completed, get permission from the headmaster before sticking anything up in the corridors.
- Give students praise for their hard work and creativity.

#### Student's Book page 33





# REVISION MODULES 1-3

## I now know ...

### The outcomes of this lesson are:

- To use vocabulary relating to heroism and different cultures
- To review the grammar learnt in Modules 1-3

### Materials

- Student's Book pages 34-35
- Activity Book: I now know ... – pages 28-29

### How to go about the material:

- You can do the revision of Modules 1-3 in class before asking students to do the exercises.
- You may ask students to do the quiz on page 34 as homework and then correct them in the following class.
- It is recommended that you do the Optional Activity at the end of the lesson.

Simple and Present Continuous by asking questions about the different points of Modules 1-3. Test students on some of the new vocabulary.

### Teaching tips

- Read through the quiz with students. Have a short discussion about the different topics of the quiz without looking back at the Student's Book.
- Walk around the class monitoring the activity as students work either individually or in pairs.
- Have volunteers say what they think the answers are in response to you reading the questions aloud. Write their suggestions on the board.
- Write the correct answers next to the students' suggestions and then have a show of hands to see how many got the correct answers.

### Answers

1. a; 2. b; 3. c; 4. b; 5. a; 6. a; 7. b; 8. b; 9. a

### Student's Book page 35

### Page 35, Exercise 1

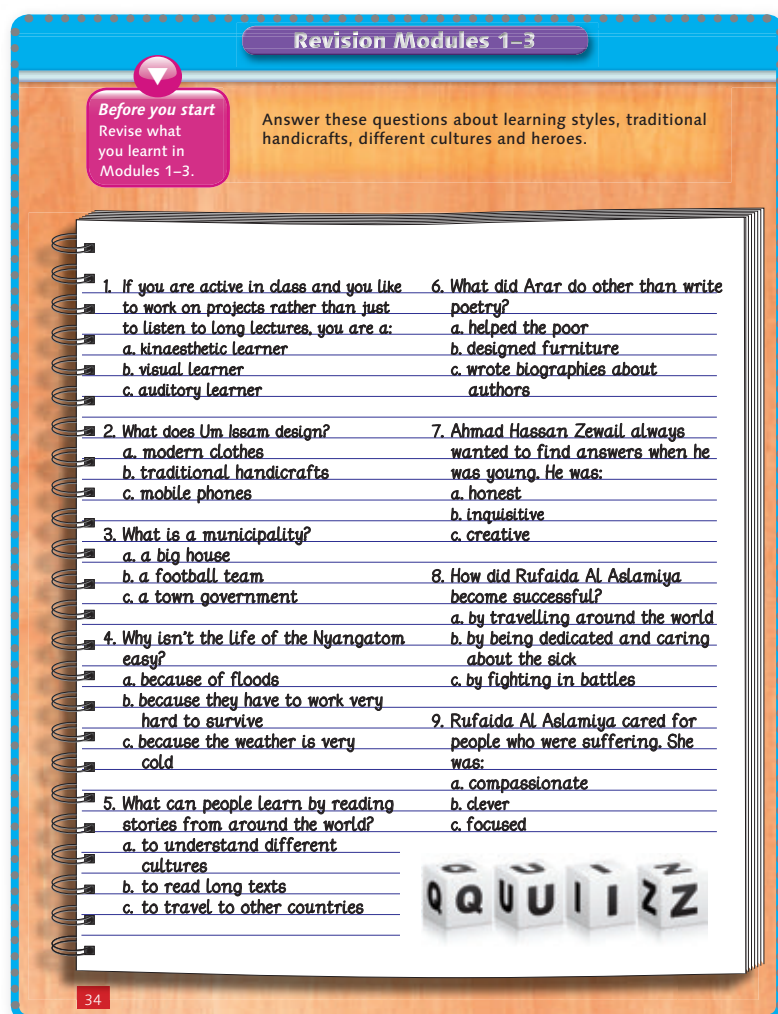
- Read the instructions and ask students to begin by finding the correct form of the verbs in brackets. They should keep each sentence in mind for the next part of the activity.
- Give students time to go through Module 1 and identify the person being referred to. Once they have found the person corresponding to each question, they should answer the questions as that person would.

### Answers

1. did you realise; 2. did you learn;  
3. do you give; 4. do you help; 5. are  
The questions refer to Um Issam.

### Suggested answers to the questions:

1. I realised that 45 years ago.
2. I learnt by watching my mother and grandmother.
3. Because I don't want to keep my knowledge to myself
4. I show them how to make simple but attractive handmade materials.
5. I make clothes, accessories, small bags for mobile phones, small carpets and furniture.



### Student's Book page 34

#### Before you start

- If you have decided to do the revision in class, give students time to go over their notes and the pages of Modules 1-3 in pairs. Use this opportunity to begin the revision of the Past Simple, Present

**1** Complete the questions using the correct form of the verbs in brackets. Find the person in Module 1 who the questions refer to. Then, give that person's answers.

- When \_\_\_\_\_ (you/realise) that this is what you wanted?
- How \_\_\_\_\_ (you/learn) to do it?
- Why \_\_\_\_\_ (you/give) courses today?
- How \_\_\_\_\_ (you/help) poor women and disabled people?
- What \_\_\_\_\_ (be) some of the things you make?

**2** In pairs, put these expressions in the correct column.

Fact	Opinion
in Africa	think
a thousand years ago	impressive
entertaining	Arar Literary Award

**3** Use the expressions in the "Fact" column to write your own sentences about writing.

**4** Choose some of the adjectives below from Module 3 to write a paragraph (3–5 lines) describing your superhero.

brave	creative	honest	moral
dedicated	focused	clever	
inquisitive	great		

**5** Working in pairs, try to guess who your partner's superhero is by asking questions using adjectives from the previous exercise.

**Example**

Is he/she brave?

**6** Find 10 words below from Modules 1–3 and write them down.

h	a	r	d	w	o	r	k	i	n	g	d	p
a	q	e	p	a	t	r	i	o	t	i	s	m
n	f	c	d	i	s	a	b	l	e	d	t	l
d	s	o	b	i	a	w	a	r	d	h	y	y
m	e	r	t	r	e	a	t	m	e	n	t	r
a	n	d	i	s	t	i	n	c	t	i	v	e
d	a	c	h	i	e	v	e	m	e	n	t	m
e	c	o	m	p	a	s	s	i	o	n	g	k

**Across**

- h \_\_\_\_\_
- p \_\_\_\_\_
- d \_\_\_\_\_
- a \_\_\_\_\_
- t \_\_\_\_\_
- d \_\_\_\_\_
- a \_\_\_\_\_
- c \_\_\_\_\_

**Down**

- h \_\_\_\_\_
- r \_\_\_\_\_

### Page 35, Exercise 2

- Draw the table for this exercise on the board and make sure students understand the task. Give them enough time to complete the activity either individually or in pairs.
- To check the answers, play a game with the students by dividing the class into two teams. Ask volunteers to represent their team by writing one answer in the table on the board at once. Give one point for a correct answer and deduct one point for an incorrect answer. You may add more words that students are familiar with to make the activity more fun. Keep the scores and consider giving a reward to the team with the most points.

#### Answers

**Fact:** in Africa; a thousand years ago; Arar Literary Award

**Opinion:** think; impressive; entertaining

### Page 35, Exercise 3

- Now, ask students to use the table from exercise 2 to write meaningful sentences which are recognisably based on either facts or opinions.
- Ask a few students to read their sentences to the rest of the class.

#### Answers

*Students' own answers*

### Page 35, Exercise 4

- Read the rubric and tell students that they must work individually to describe their superhero in one paragraph using some of the adjectives from Module 3. The aim is not to use all of the words but to be selective about which adjectives complement each other.
- Walk around the classroom giving help as students are writing their paragraphs. Give general feedback at the end of the activity.

#### Answers

*Students' own answers*

### Page 35, Exercise 5

- Put students into pairs to complete the activity. They should take it in turns to ask questions about their partner's hero. Remind students to use a range of adjectives in order to guess whom their partner has written about.
- Walk around the classroom monitoring the activity. You can think of a superhero and allow students to ask you questions in order to guess who it is.

#### Answers

*Students' own answers*

### Page 35, Exercise 6

- Tell students that the grid contains 10 words from Modules 1–3. They should circle each of the words as they find them and then write them down.
- Go through the answers as a class. Have different students give one answer at a time. Other students should then try to think of a person, object or scenario this word could be used to describe.

#### Answers

1. hard-working; 2. patriotism; 3. disabled; 4. award; 5. treatment; 6. distinctive; 7. achievement; 8. compassion; 9. handmade; 10. record

Refer to Activity Book pages 28–29.

- Ask students to do the exercises individually using what they have learnt in Modules 1, 2 and 3. They should then work in pairs to assess each other's work. They should discuss any difficulties they have had and think of ways to help each other.

### Optional Activity

- Ask students to evaluate their learning of the language and the different tasks and skills by placing a tick (✓) in the evaluation table at the end of page 35.

#### Remember!

- Remind students to bring their quiz answers from page 34 to the next lesson if it was set as homework.

# MODULE 4

## We will travel to the stars

### The outcomes of this module are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To participate in peer and group discussions related to space
- To use reading strategies to identify relevant information in an article about a trip to space
- To demonstrate understanding of a listening text about Muslim astronomers
- To follow instructions to make a model of the solar system

## Lesson 1

### The outcomes of this lesson are:

- To use pictures to make guesses
- To respond to questions about the solar system and galaxy before, during and after listening
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To participate in a group discussion about space travel

### Materials

- Student's Book pages 36–37
- Dictionaries
- Glossary – Activity Book pages 67–68
- Cassette
- Activity Book: Module 4 – page 30

### How to go about the material:

- You can ask students to write their own sentences using the key words for homework.
- You may do the Optional Activity at the end of the lesson.

Student's Book pages 36–37

### Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

### Before you start

- Have a class discussion about the pictures. If students cannot identify what is in them, explain that the main picture is a photograph of distant stars in space. Tell students that there are as many as 400 billion stars in our galaxy alone. Another picture is a photograph of our galaxy (the Milky Way) viewed from the side. The final picture is an artist's impression of our solar system.

**MODULE 4**

## We will travel to

**Outcomes**

You will be able to:

- predict the meaning of new vocabulary items
- read about space travel, the solar system and the universe
- listen to a passage about Muslim astronomers and their inventions
- talk about the possibility of space tourism using the Future Simple tense
- prepare a message to send to outer space

**Before you start**

Look at these pictures. What are they? What do you know about the Sun, the Moon and the planets? How far away are the Moon and the Sun from the Earth?

**Project: Make a solar system model**

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- Focus the discussion on our solar system in order for students to answer the questions. Allow students to try guessing the distance from the Earth to the Moon (over 380,000 km) and the Sun (over 150,000,000 km) before you give them the answers.

### Page 37, Exercise 1

- Read the instructions and give students a few minutes to answer all the questions.

### Page 37, Exercise 2

- Play the cassette and have students check their own answers.

### Audioscript

1. The Milky Way is a **galaxy**.
2. Our Sun is **in one of the arms of the Milky Way**.
3. There are **eight** planets in our solar system.
4. **The Sun** is the biggest of the three.
5. The Sun revolves within **the Milky Way**.



## Answers

1. a; 2. c; 3. a; 4. c; 5. b

# the stars

**1** Answer these questions.


- What is the Milky Way?  
a. a galaxy   b. a planet  
c. a universe
- Our Sun is ...  
a. in the centre of the Milky Way.  
b. outside the Milky Way.  
c. in one of the arms of the Milky Way.
- How many planets are there in our solar system?  
a. eight   b. seven   c. nine
- Which is the biggest?  
a. Jupiter   b. the Earth   c. the Sun
- The Sun revolves within ...  
a. the Earth.   b. the Milky Way.  
c. the Moon.

**2** Now listen and check your answers.

**3** Listen to the words below in context. Try to guess their meanings.

to revolve, planet, solar system, galaxy, universe, satellite, spaceship, Milky Way, astronaut

**4** In a group, discuss when you think man will be able to travel to Mars and other planets. Would you like to be an astronaut? What will the first men travelling to Mars, Jupiter or another planet see? Take down notes.



## Page 37, Exercise 3

to revolve, planet, solar system, galaxy, universe, satellite, spaceship, Milky Way, astronaut

- Play the cassette and pause occasionally to give students time to guess the meanings.
- Tell students to go through their guesses in pairs before allowing them to check using a dictionary or the glossary.

### Audioscript

- It takes the Earth 365 days **to revolve** around the Sun.
- Venus is the name of the **planet** between the Earth and Mercury.
- The Earth is one of the eight planets in our **solar system**.
- Our solar system is just one of many in the **galaxy**.
- There are millions of planets, stars and galaxies in the **universe**.
- Mobile phones can send and receive calls because of **satellites** in space.
- I am reading a book about how **spaceships** travel to space.
- Our galaxy is called the **Milky Way**.
- Neil Armstrong is my favourite **astronaut** because he was the first man to walk on the Moon.

Refer to Activity Book page 30, exercise 1.

- In exercise 1, students should use their new vocabulary to label the pictures. You can play a game as a class for students to use the remaining key words from page 37 of the Student's Book. Invite volunteers to the board one at a time to draw a picture representing their chosen word. The rest of the class have to guess what it is.

## Page 37, Exercise 4

### Background

Before humans were sent into space, animals were sent to make sure it was safe. Flies were the first living creatures sent into space, followed by mice, monkeys and dogs. Once scientists saw that animals were able to survive, they knew it would be safe for humans to travel into space. The first man in space was a Soviet astronaut called Yuri Gagarin. He was only 27 years old when he flew there in 1961. In 1969, the US astronaut Neil Armstrong became the first man to walk on the Moon. Until now, this is the furthest humans have travelled into space. Nowadays, private companies are thinking of ways for humans to visit space regularly. They know that the way to enable this is to make space travel cheaper, easier and faster.

- Ask students to form groups. Tell them something about human space travel so far.
- Tell students to have a discussion about the future of human space travel by answering the questions.
- Make sure students take notes during the group discussion. When they have finished, ask for a few volunteers to share their answers with the rest of the class using their notes.

### Answers

*Students' own answers*

### Optional Activity

- Put students into groups and have each group research a different living astronaut. They should then write a short piece about the astronaut including where they were born, what their mission was and what they will do in the future.



# Lessons 2 and 3

## There will be problems!

### The outcomes of these lessons are:

- To use mnemonics to remember the names of the planets
- To interpret a reading text about the problem of orbital debris in order to answer questions
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop strategies of listening to check the use of the Future Simple tense
- To make predictions about the future of space travel
- To participate in peer discussion about possible space holidays

### Materials

- Student's Book pages 38–40
- Dictionaries
- Glossary – Activity Book pages 67–68
- Cassette
- Activity Book: Module 4 – pages 30–31

### How to go about the material:

- The 'Before you start' activity can be set as homework.
- You may do the Optional Activity at the end of Lesson 3.

### Before you start

- Explain to students that 'mnemonic' /nə'mnɒnɪk/ is a device like a rhyme or pattern of letters that is used to remember things. In music for example, the way of remembering the notes of each string on a violin (G, D, A, E) is the sentence 'Good dogs always eat'. This technique allows students to remember things that might be otherwise difficult to learn. Before Pluto was declassified as a planet, the sentence 'My very easy method just speeds up naming planets' allowed people to learn the names of the planets in our solar system in order of their distance from the Sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto). Now that there are only considered to be eight planets, students should write a new mnemonic.

### Page 38, Exercise 1

- Tell students to read the article individually before answering the question in pairs.
- Invite several students to share their opinion and allow other students to respond.

### Answers

Students' own answers

### Page 38, Exercise 2

- Ask students to re-read the article before they attempt to answer the questions. Reassure them that they don't have to memorise all the content but can return to the text as they answer each question.
- Tell students to answer the questions together with their partner from exercise 1.
- Walk around the classroom helping students if necessary. Point them to relevant parts of the article rather than giving the answers directly.
- Discuss answers as a class.

### Answers

- The statement is a fact because space debris has already caused problems. In 2008, a space shuttle was damaged when returning to Earth.
- Students' own answers
- Students' own answers

### Page 38, Exercise 3

to float, to fall apart, space shuttle, scrap, scrapyards, orbital debris, screwdriver

- Tell students to guess the meanings of the words as you play the cassette. They should write down their guesses and then check them with the glossary or a dictionary before you play the cassette a second time.

### Student's Book page 38

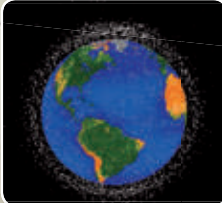
## There will be problems!

**Before you start**  
Ask your teacher to explain the word 'mnemonic' and use the technique to memorise the names of the planets in our solar system. Can you think of your own mnemonics?

- Read the article below. What do you think will happen if we don't try to find a solution for the scrapyards?
- Read the article again and answer these questions.
  - "This scrapyards could cause serious problems." Is this a fact or the writer's opinion? Explain why.
  - In your opinion, what could the solutions to orbital debris be?
  - Do you think it is possible that other planets have space debris like ours?
- Listen to these words below in context. Try to guess their meanings.

to float, to fall apart, space shuttle, scrap, scrapyards, orbital debris, screwdriver

### The biggest scrapyards in the solar system



Do you think that scrap or rubbish is a problem on Earth? Well, it's also a problem in the sky. On a clear night, look up into the sky. What will you see? You will see the Moon, the stars and the satellites. Although you won't see it, you will also be looking at the largest scrapyards in the solar system.

Look at this picture. There are tens of millions of pieces of rubbish. Scientists call this "orbital debris".

You will find the most unusual things floating around the Earth: a camera, a screwdriver, and even a glove! Most of this rubbish comes from satellites and rockets that stopped working and fell apart. This orbital debris would weigh five million kilogrammes on Earth.

This scrapyards could cause serious problems. In August 2008, when a space shuttle returned to Earth, it had small but dangerous holes in it made by pieces of space debris.

So, let's start thinking of ways to tidy space up!

## Audioscript

1. It is easy **to float** on the Dead Sea; you can just lie back on the water without having to swim.
2. The fence is going **to fall apart** if the storm gets any worse.
3. NASA's **space shuttles** flew to and from space 135 times over 30 years.
4. My car is like **scrap** – it's old and useless.
5. Our old car will be taken to the **scrapyard** because it can't be driven anymore.
6. **Orbital debris** is dangerous – something could hit a spaceship and cause a lot of damage.
7. You will need some screws and a **screwdriver** to fix the table.

## Student's Book page 39

### Grammar

#### The Future Simple (Predictions)

- 1 Complete this passage with the correct form of the verbs in brackets.



(1) \_\_\_\_\_ Jordan ever \_\_\_\_\_ (have) astronauts in space? Two Arab astronauts have been into space so far: Saudi Prince Sultan Bin Salman and Mohammad Fares of Syria. To become an astronaut, you (2) \_\_\_\_\_ (have) to train at a space training centre. This (3) \_\_\_\_\_ (not be) an easy task! Specialists (4) \_\_\_\_\_ (train) future Jordanian astronauts in science, maths, astronomy and technology. Jordanian astronauts (5) \_\_\_\_\_ (also learn) about flying and about the systems on the space shuttle. There are currently no space training centres in Jordan. To have astronauts in space, Jordan has to encourage young people to become future astronauts by having space training centres. This (6) \_\_\_\_\_ (open) a new door for education in Jordan. If you work hard, you might even make it to space one day!

- 2 Now, listen and check your answers.
- 3 Identify the Future Simple verbs in the passage above. Then, write sentences in pairs about becoming an astronaut using these verbs and some of your own.

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## Grammar

### The Future Simple (Predictions)

#### Page 39, Exercise 1

- Introduce the Future Simple tense. Pick up a piece of classroom equipment, such as a piece of chalk, and ask students what they think you will do with it. Elicit responses such as *You will write on the board*. Then, do something different to their prediction and explain that using the Future Simple involves speculation, which can sometimes be wrong.
- Say to students that you will, for example, drive home after school. Ask confident students to say how they think people will travel in 100 years' time using the Future Simple. Remind them that the predictions do not necessarily have to be true and encourage them to be creative with their responses. Correct any grammatical mistakes.
- Then, read the rubric to students and clarify any doubts. Ask students to work individually and give them time to do the exercise. While they are working, walk around the classroom seeing if anybody needs any help.

#### Page 39, Exercise 2

- Have students check their answers in pairs. Then, ask individual students to read their answers. Write the answers on the board for the class to use as a guide. Play the cassette and have students compare the answers on the board with the correct answers on the cassette.
- Invite a show of hands to see what the mistakes were. Explain why the sentences were wrong and refer students to the Grammar Notes on page 84.

## Audioscript

**Will** Jordan ever **have** astronauts in space? Two Arab astronauts have been into space so far: Saudi Prince Sultan Bin Salman and Mohammad Fares of Syria. To become an astronaut, you **will have** to train at a space training centre. This **won't be** an easy task! Specialists **will train** future Jordanian astronauts in science, maths, astronomy and technology. Jordanian astronauts **will also learn** about flying and the systems on the space shuttle. There are currently no space training centres in Jordan. To have astronauts in space, Jordan has to encourage young people to become future astronauts by having space training centres. This **will open** a new door for education in Jordan. If you work hard, you might even make it to space one day!

## Answers

1. will/have; 2. will have; 3. will not (won't) be;  
4. will train; 5. will also learn; 6. will open

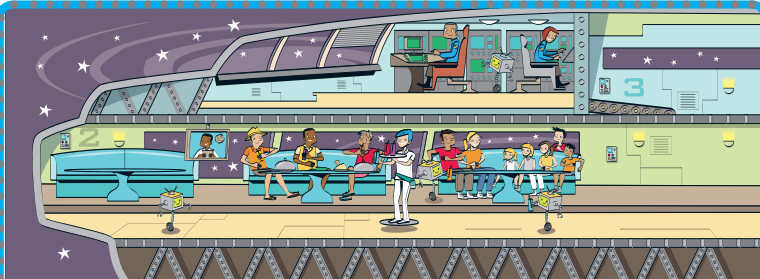
## Page 39, Exercise 3

- Tell students to read the passage again, following the instructions in the rubric.
- Put students into pairs after they have completed the first part of the exercise. Tell them to write relevant sentences using the verbs in the Future Simple from the article. Encourage students to include some other verbs as well.
- Check answers as a class by writing the Future Simple verbs from the article on the board. Discuss any common mistakes. Then, ask several volunteers to read out their sentences about becoming astronauts.

## Answers

See bold text in audioscript;  
*Students' own answers*

## Student's Book page 40



**4** Look at the picture of a space station. Write predictions about the following things.

spaceships crew  
computers spacesuits  
tourism/tourists families  
flight attendants

**Example**

In the 25<sup>th</sup> century, spaceships will travel to Mars. The crew and the passengers will not need spacesuits.

**5** In pairs, ask and answer questions about space travel in the future.

**Example**

A: Will tourists spend their holidays on another planet?  
B: Yes, they will. They will spend their holidays on Mars and Saturn.  
B: Will tourists visiting other planets need special astronaut training?  
A: No, they won't. 25<sup>th</sup>-century spaceships will have a normal atmosphere and gravity.

**6** Write predictions based on the following sentences.

1. Adel plays football very well.  
Adel will be a famous football player.

2. Cars cause a lot of traffic on the road.

3. People want to travel to unusual places.

4. Samira likes to help her friends in their studies.

**Over to you . . .**

**7** Only a few people have ever gone into space as tourists, but there are tourism companies hoping to change this. They want ordinary people to be able to go on space holidays! If you had the chance to go on holiday into space, who would you like to go with? What things would you want to take with you? What would you miss about the Earth?

**Example**

I would like to go with my brother because we both like to explore new places . . .

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## Page 40, Exercise 4

- Give students some time to look at the picture of a space station and to have a discussion about it. They should use the words in the box to make predictions about the people and things in the picture.
- Point out the example for students to use as a guide. Walk around the class making sure each student is taking notes from their group discussion.
- If you would prefer, give each group just a few of the words to make predictions about. Then, when all groups have finished, have groups share their work with the rest of the class.

## Answers

*Students' own answers*

Refer to Activity Book page 30.

- Ask students to look at exercises 2 and 3 on page 30. Make sure they understand what they need to do in each of the tasks and give them some time to do the exercises either individually or in pairs.

## Page 40, Exercise 5

- Read the rubric and the example out to the class. Put students into pairs and make sure they understand what they have to do.
- Walk around the classroom listening to the conversations. Make sure students stay focused, and correct any mistakes.

## Answers

*Students' own answers*

## Page 40, Exercise 6

- Read the rubric to the class. Explain to students that although they will be using the Future Simple (something will happen), we cannot really predict the future so we are only ever speculating about what might happen. The Future Simple is often used in this way.
- Point to the example and tell them that if the student Adel were especially good at football now, we might say *He will be a famous football player in the future*. The aim of the activity is to use the Future Simple to focus on what students are good at and to consider what this might one day lead to.

## Suggested answers

2. People will travel by bike.  
3. People will go on holiday to Mars.  
4. Samira will be a teacher in the future.



**Background**

The last flight into space with a tourist on board was in 2009. The tourist was a Canadian businessman called Guy Laliberté /gi: læ'li:bɜ:tɛɪ/. He spent 11 days in space, which included a trip to the International Space Station. Only six other people have visited space as tourists. The longest amount of time spent there by any of them was 15 days. There are many people who would like to travel into space, but at the current price of over \$20 million, not many people can actually afford to go.

**Page 40, Exercise 7**

- Read the first half of the rubric and give students some background information. Allow them to research touristic trips to space using the Internet and your school library.
- Tell students to work in pairs to ask and answer the questions. They should give reasons for their answers and make notes, using the example as a guide. You can divide the exercise so that each pair tackles just one or two of the activities. If some pairs finish earlier than others, have them answer more questions. They may like to present their responses in the form of a graphic organiser such as the one to the right.
- Ask several pairs to present their ideas to the rest of the class. Encourage other students to listen carefully to see how the ideas presented differ from their own.

**Answers**

*Students' own answers*

**Holiday in Space**

I would dare go on holiday in space.

YES

NO

If No, why not?

---



---



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If Yes,

1. I would like \_\_\_\_\_ to come with me.

2. I would take with me

---

3. I would miss \_\_\_\_\_.

Refer to Activity Book page 31.

- Ask students to use what they have learnt in the last two lessons to complete the first two exercises of the Second section. Exercise 1 should be done with students working individually. Students can work on exercise 2 in pairs. Go through the answers as a class. Read the dialogue in exercise 1 aloud and pause to allow students to provide answers at the relevant points. Then, ask one or two students to read the lecture in exercise 2 aloud, pausing to allow other students to fill in the gaps with the correct form of the given verbs. Correct any mistakes as you go along.

**Optional Activity**

- Have students go over their space holiday ideas from exercise 7 and discuss which holiday would be the best.

# Lessons 4 and 5

## Skills focus It will guide you!

### The outcomes of these lessons are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To use reading strategies to identify relevant information in an article about a trip to space
- To demonstrate understanding of a listening text about Muslim astronomers
- To use words and sentences to participate in a discussion about planets

### Materials

- Student's Book pages 41–43
- Dictionaries
- Glossary – Activity Book pages 67–68
- Cassette
- Activity Book: Module 4 – pages 31–32

### How to go about the material:

- You can ask students to write their own sentences using the key words for homework.
- You may do the Optional Activity at the end of Lesson 5.

### Student's Book page 41

**Skills focus**

**It will guide you!**

**Before you start**  
How do you think each of the people and things in the photos helped to explore space?

**1** Listen to the words below in context. Try to guess their meanings.

compass, zero gravity, to navigate, to launch, catapult, destination, astronomer

Find the words

- ▶ A device used to throw things with great force
- ▶ A scientist who studies the stars and planets
- ▶ To send something like a spaceship into orbit

41

### Before you start

- Students should look at the pictures in pairs and answer the questions. The main picture shows an old map and compass. The picture on the bottom right shows early astronomers who developed the use of the telescope /telɪskəʊp/ (an instrument designed to make things that are far away look as if they are close). These people and objects enabled us to master navigation on Earth and to understand important things about space, for example, how close the Moon is and what other planets are in our solar system. Without knowing these things, people would never have known what was in space, let alone how to get there. The curiosity and intelligence of scientists through the ages led them to build rockets like the one in the top-left picture. Even something as advanced as a rocket will have a compass on it that may look slightly different but will, in essence, be almost exactly the same as early compasses. The picture on the top right shows an astronaut; a person who, thanks to hundreds of years of scientific study by people from all around the world, is able to explore space and help us learn even more about it.

### Page 41, Exercise 1

compass, zero gravity, to navigate, to launch, catapult, destination, astronomer

- Play the cassette for students to listen to the words in context and to try to guess their meanings with a partner. Then, ask the pairs to share their answers with the whole class and write down the ones they haven't guessed in order to check in a dictionary or the glossary.

### Audioscript

1. He used a **compass** to find out which way north was.
2. In space, you can float because of **zero gravity**.
3. **To navigate**, you should use a good map.
4. When are they going **to launch** another rocket into space?
5. A **catapult** can throw things much further than a person ever could.
6. I went on an aeroplane from Beirut. My **destination** was London.
7. The **astronomer** spent hours studying the stars all night.

### Find the words

- Students work in pairs reading the definitions and matching them to the key words in exercise 1.

### Answers

catapult; astronomer; to launch

## Student's Book page 42

### READING

- 2 Read the article. Can you think of other ways of sending people into space?

#### Taking a trip to space

Can you imagine going into space and being able to float in air? Richard Branson's company is offering short journeys into space for anyone who can afford it. For around \$200,000, you could go on the trip!

The spaceship will be in two parts and will be able to hold two pilots and six passengers. The plan is for a three-and-a-half-hour flight. (1) \_\_\_\_\_. Then, it will launch the shuttle over 100 km high and break off.

(2) \_\_\_\_\_.

This is not the only private company that wants to offer short trips into space.

(3) \_\_\_\_\_. It sounds dangerous, but it is an idea that goes back to Sir

10 Isaac Newton in the 18<sup>th</sup> Century. Rockets are expensive and need a huge amount of fuel.

(4) \_\_\_\_\_. However, humans might not survive the force needed to send them to the stars!

#### Reading Strategies: Texts with sentence gaps

- First, read the text as a whole to get the general idea.
- Next, read each paragraph with a sentence gap again and identify the topic of each paragraph, (e.g. gap 1 = Richard Branson's trip into space.)
- Read the sentences before and after the gaps. Then, look at the missing sentences and underline the linking words, (e.g. First of all.)
- For each gap, find a sentence that matches the topic of the paragraph and links with the sentences before and after it, (e.g. gap 1 = c.)

- 3 Follow the stages in the Reading Strategies box to find the correct sentences (a–d) for each gap (1–4) in the text.

- After that, passengers can undo their seatbelts and enjoy the feeling of zero gravity in the shuttle.
- So, instead of being driven by rockets, a spaceship could be thrown into space.
- First of all, a bigger ship will carry the passengers' shuttle into the air.
- Another possible method of launching people into space is a space catapult.

#### VOCABULARY

- 4 Find these words in the completed text and guess their meaning.

- seatbelt
  - used for protection in an accident
  - used for covering a seat
  - used for indicating speed
- shuttle
  - spaceship
  - cover
  - fly
- to afford
  - to become used to new conditions
  - to have enough money to pay for something
  - to add things together
- to break off
  - to turn into pieces
  - to jump
  - to separate

42

## Refer to Activity Book pages 31–32.

- Tell students to work on exercise 3 on page 31 and exercise 4 on page 32 individually. Walk around the classroom checking for grammatical errors and spelling mistakes. Make sure that students are using the Future Simple correctly to make predictions and talk about future plans.

## Page 42, Exercise 2

- Once students have read the article individually, ask them to work in pairs to answer the question. Encourage them to be as creative as possible and to think of as many possibilities as they can.
- They should write a sentence or two for each method they think of. Ask several pairs to share their ideas with the rest of the class.

### Answers

Students' own answers

## Page 42, Exercise 3

- Read the Reading Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Reading Strategies box to complete the exercise.

### Answers

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

## Page 42, Exercise 4

- Tell students to locate the words in the text (including the sentences from exercise 3) and then work in pairs to guess their meanings.
- When the students have finished, write the answers on the board.

### Answers

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

## Student's Book page 43

- 5 Read the article again and answer these questions.

- What will people be able to do in zero gravity?
- Did Newton think that space travel would be possible one day? Explain your answer.
- Do you think space travel will become more popular for tourists in the future? Why/Why not?

### LISTENING

- 6 Listen to this passage about Muslim astronomers and their inventions and fill in the blanks.



Do you ever wonder how aeroplanes and ships reach their (1) \_\_\_\_\_ without getting lost? The history of science shows us that it's more than just luck! (2) \_\_\_\_\_ studied the universe for a long time and found ways to map the Earth by looking at the stars. Muslim astronomers, like Al Fazari and Al Khwarizmi, changed the way we understand our planet, and others, like Ibn Al Shatir, showed us how to (3) \_\_\_\_\_ it. Ibn Al Shatir invented both the magnetic (4) \_\_\_\_\_ and the (5) \_\_\_\_\_. These inventions allowed people to find their way to Mecca more easily, and even to know the times for (6) \_\_\_\_\_ throughout the day. Today, aeroplanes and ships use the compass for navigation.



### SPEAKING

- 7 Now, listen again and check your answers.

- 8 Read the notes on Venus and Mercury. Choose one planet, and think about whether or not we could live on it. Would it be easy to live there? Remember that to survive, you must breathe the planet's air and suffer its climate.

- 9 Sit with those that chose the same planet as you. Discuss your answers.

#### Life on Mercury



Mercury is the closest planet to the Sun. It revolves very slowly. A day on Mercury lasts 88 Earth days. The temperature on the side facing the Sun is around 415°C. The temperature on the side facing away from the Sun is around -170°C. A year on Mercury lasts 88 Earth days. It has a very thin atmosphere, no water, no wind and no weather. Mercury has no moons.

#### Life on Venus



Venus is the second planet from the Sun. It revolves backwards. A day on Venus lasts 243 Earth days. Venus is the hottest planet in the Solar System (around 470°C). Its atmosphere consists of carbon dioxide. Venus has no moons, but it has mountains and volcanoes.

43

## Page 43, Exercise 5

- For this exercise, have students read the questions before they re-read the article. Tell them to write down information that can be used to support their answers.
- Discuss the answers as a class. Reassure them that there are no definite answers for the third question so they are free to hold their own opinions. However, they should try to use evidence or ideas from the text to support their answers.

### Answers

- People will be able to float in zero gravity.
- According to Newton, people could be catapulted into space.
- Students' own answers



### Page 43, Exercise 6

- Students listen to the passage while doing the exercise individually. Then, they work in pairs, reading through the article in order to compare their answers.

### Page 43, Exercise 7

- Play the cassette again and tell students to stay in pairs to check their answers.

#### Audioscript

Do you ever wonder how aeroplanes and ships reach their **destinations** without getting lost? The history of science shows us that it's more than just luck! **Astronomers** studied the universe for a long time and found ways to map the Earth by looking at the stars. Muslim astronomers, like Al Fazari and Al Khawarizmi, changed the way we understand our planet, and others, like Ibn Al Shatir, showed us how to **navigate** it. Ibn Al Shatir invented both the magnetic **compass** and the **sundial**. These inventions allowed people to find their way to Mecca more easily, and even to know the times for **prayer** throughout the day. Today, aeroplanes and ships use the compass for navigation.

#### Answers

- destinations;
- Astronomers;
- navigate;
- compass;
- sundial;
- prayer;

### Page 43, Exercise 8

- Read the rubric and tell students that, for a long time, people have talked about what it might be like to live on another planet. Tell students that they will join in the discussion by reading the factfiles and answering the questions.
- Tell them to think of ideas in response to the questions. Students should base their answers on just one of the planets and justify their ideas by using information from the corresponding factfile.
- Walk around the classroom listening and correct any mistakes before students move onto the next activity.

#### Suggested answer

We could not live on Mercury because the temperature is too hot or too cold (depending whereabouts on the planet you are) and there is no water. We could not live on Venus because it is too hot and we couldn't breathe in the atmosphere.

### Page 43, Exercise 9

- Put students into small groups based on which planet they referred to in the previous exercise. Tell them to discuss their answers to see if they agree about whether it might be possible to live on another planet.
- Ask a few volunteers to summarise their group's verdict at the end of the activity.

#### Answers

##### Students' own answers

- When the activity is finished, ask students to fill in the Assessment Tool 5 checklist on page 76 of the Activity Book, assessing their work as a group.

Speaking Task Assessment		
	Very well	Okay
We understood the notes about Mercury and Venus.		
Everyone contributed to the discussion about whether we could live on another planet.		
We gave good reasons.		
We could share our ideas with other groups.		

#### Refer to Activity Book page 32.

- Tell students to finish the Second section by completing exercises 5 and 6 on page 32. These exercises are designed to give students the chance to use the vocabulary they have learnt in the module so far.

#### Optional Activity

- Tell students that in 2011, scientists found the planet most similar to Earth (of the planets discovered so far), Kepler 22-b. Ask students what humans would need to live on it. What would the temperature have to be? What about an air and water supply? Have a class discussion about what life might be like for the first people visiting Kepler 22-b. If you like, you can have a very brief debate based on the statement *It is a waste of time, money and effort to send people to see if we can live on other planets*. Use the outline on pages 13-14 to guide the activity but, to keep it short, only follow one or two of the listed stages.

# Lesson 6

## Communication Workshop Sending a message to outer space

### The outcomes of this lesson are:

- To use a picture to make guesses about a reading text
- To participate in a group discussion about messages to space
- To use words and sentences clearly to present greetings

### Materials

- Student's Book page 44
- Activity Book: Module 4 – page 33

### How to go about the material:

- You can ask students to write their own sentences using the key words from the module for homework.
- You may do the Optional Activity at the end of the lesson.

### Background

In 1977, two 'Voyager' spaceships were launched into space, each one holding a 'Voyager Golden Record'. Each record was made containing over 100 images and sounds, chosen to represent life on Earth. These include a picture of the human body, Earth's location in the universe, animal sounds and spoken greetings in 55 different languages.

### Student's Book page 44

#### Before you start

- Ask students to read the article and look at the picture. Tell them it's about sending messages into outer space. Invite them to guess what might be in the picture and to do some research. Use the background information to answer any questions.

Communication Workshop

Sending a message to outer space

Before you start

Read this article. What is in the photo? What do you think it might be for?

From EARTH with love

These are the messages NASA sent to outer space in 1974, 1975 and 1977.  
These messages were sent to Gliese 581d, a planet similar to Earth. Gliese 581d is the nearest planet outside the solar system that could support life.  
Hello from Earth transmitted the messages from the Canberra Deep Space Communication Complex with the help of NASA. The Australian Science Minister Kim Carr entered the first message to launch the project. His message said: "Hello from Australia on the planet we call Earth. These messages express our people's dreams for the future. We want to share those dreams with you."  
When will the messages arrive in Gliese 581d? They won't reach it before the year 2030.

Speaking Strategies: Short presentations

- Make sure you understand what the subject is about.
- Write notes for the introduction (general information), the first topic (e.g. a description of our history), the second topic (e.g. scientific discoveries) and the end (a personal message).
- Practise giving the talk and prepare expressions you might use.

WRITING & SPEAKING

1 The first messages sent to outer space contained the formula for DNA, a diagram of the solar system and pictures of a man and a woman. If we sent a message today, we could make it more complex. Following the Speaking Strategies, work in groups to prepare a short presentation about how you might represent human civilisation. Here are some topics to think about, but you can add others:

- a description of our history and beliefs, life in our cities, country life
- a sample of our art, books, music, paintings, films
- science discoveries, astronomy, maths, biology, physics
- cure for illnesses, medicine

2 Prepare spoken greetings that you would like to send into space.

44

### Page 44, Exercise 1

- Read the Speaking Strategies as a class and then give students time to form groups and read the rubric together.
- Tell them that when preparing their presentation, they should listen carefully to each other's ideas and write down the ones they agree on. Their notes should be clear and they should work together to practise sharing their ideas out loud.
- Invite them to prepare pictures and drawings to use in their presentations.
- Ask each group to share their presentation. Set a time limit so that each group gets the chance to speak.

### Answers

Students' own answers

Page 44, Exercise 2

- Write the following on the board:  
*Portuguese: Peace and happiness to everyone.*  
*English: Hello from the children of Planet Earth.*  
*Arabic: Greetings to our friends in the stars.*
- Tell students that these are just three of the 55 spoken messages included on the Voyager Golden Record. In pairs, they should prepare the greeting they would most like to send. Each message should be no longer than 10 words. Encourage advanced students to think about how and why the messages vary from country to country. What do the messages tell us about each place or group of people they represent?

**Answers**  
*Students' own answers*

Teacher's anecdotal record: exercises 1 and 2			
My students	Okay	Good	Excellent
Read and discussed together the Speaking Strategies efficiently.			
Identified the meaning in the text correctly.			
Worked cooperatively in groups to discuss the question.			
Wrote down ideas that they all agreed on.			
All contributed to prepare visual aids for the presentation.			
Presented their ideas confidently and clearly in groups.			
Gave their presentations in groups successfully in the given time limit.			
My students can work better next time if			
I can guide my students better if			

Refer to Activity Book page 33.

- Put students into groups to work on exercise 1. Tell students that this is an urgent mission and they have a limited amount of time to make their choice. Set a time limit and insist that each student has finished the activity based on their group discussion by the end of this time. Then, have them work on exercise 2 individually before working with a partner to complete exercises 3 and 4.

- Optional Activity**
- Have a class vote to see which one message should be sent into space on behalf of your school. Would students make any changes if it were to be sent on behalf of Jordan?



# Lesson 7

## Language Development

### The outcomes of this lesson are:

- To use sentences in the Future Simple tense
- To identify words from definitions to complete a crossword puzzle

### Materials

- Student's Book pages 45–46
- Cassette
- Activity Book: Module 4 – pages 34–37

### How to go about the material:

- The Crossword Puzzle can be set as homework.

## Student's Book page 45

Language Development

1 Complete this dialogue with the correct form of the verbs in brackets.

**Ramzi:** What (1) \_\_\_ life \_\_\_ (be) like in the year 3000?

**Salma:** Oh, I think we (2) \_\_\_ (travel) through our solar system and other parts of space at the speed of light. We will have our holidays on the moons of Saturn.

**Ramzi:** Of course we can't travel at the speed of light!

**Salma:** Why not? In the past, there weren't any planes and the Internet did not exist. Can you imagine our future in 1,000 years? We (3) \_\_\_ (not work). There (4) \_\_\_ (not be) any jobs because robots will cook and clean. Schools (5) \_\_\_ (have) robots to teach maths, reading and writing.

**Ramzi:** What about climate change?

**Salma:** We (6) \_\_\_ (discover) a way to stop global warming, but human beings will also live on the Moon, on Mars and on other planets.

2 Now, listen to the dialogue and check your answers.

3 Rewrite the following sentences twice, the first time in the negative form and the second time in the interrogative form.

1. We will go on holiday into space.
2. We will travel at the speed of light in the year 3000.
3. School will be very different in 2100.
4. Robots will do all the work in the future.
5. Living on Mercury will be easy.

4 Match the following words to their definitions.

Words	Definitions
1. to revolve	a. It is a natural satellite.
2. to fall apart	b. It's a round object that moves around a star.
3. Moon	c. to break into pieces
4. planet	d. pieces of scrap moving around a planet
5. orbital debris	e. to move around something or to turn like a wheel

**What do you think?**

"It is impossible to travel faster than the speed of light, and certainly not desirable: one's hat keeps blowing off."

Woody Allen

45

## Page 45, Exercise 1

- Ask students to work in pairs, and tell them to read the dialogue and fill in the gaps with the correct verb. Before they begin, make sure they know that there are already vehicles that can travel faster than the speed of sound but, to date, there is no vehicle that can travel as fast as light does ('the speed of light'). Once they have finished, ask volunteers to read out their completed sentences.
- You can check understanding by asking students to write the infinitive form of each verb in their notebooks.

## Page 45, Exercise 2

- Play the cassette twice and ask students to check their answers.
- If students struggle to hear the answers, you can write them on the board and pause the cassette after each sentence.
- Have a show of hands to see how many students got the correct answers. Explain any problems.
- When the activity is finished, play a game with the students, choosing different irregular verbs for individual students to guess their form in the Future Simple.

### Audioscript

**Ramzi:** What **will** life **be** like in the year 3000?

**Salma:** Oh, I think we **will travel** through our solar system and other parts of space at the speed of light. We will have our holidays on the moons of Saturn.

**Ramzi:** Of course we can't travel at the speed of light!

**Salma:** Why not? In the past, there weren't any planes and the Internet did not exist. Can you imagine our future in 1,000 years? We **won't work**. There **won't be** any jobs because robots will cook and clean. Schools **will have** robots to teach maths, reading and writing.

**Ramzi:** What about climate change?

**Salma:** We **will discover** a way to stop global warming, but human beings will also live on the Moon, on Mars and on other planets.

### Answers

1. will/be; 2. will travel; 3. will not (won't) work; 4. will not (won't) be; 5. will have; 6. will discover

### What do you think?

- Read the quotation to the class and tell students that Woody Allen is a famous American comedian. See if anyone can translate Woody Allen's comment and explain why it is funny. Translate it for them if necessary. Explain that part of the humour lies in the fact that, rather than focusing on big scientific questions about the physics of space travel, Woody Allen focuses on the minor details of what might happen to your hat.
- Ask students if they think it will ever be possible to travel at the speed of light. Encourage them to do some research in their own time.

## Page 45, Exercise 3

- Students should work individually to complete the activity – writing each version of the given sentence in their notebooks. Before they begin, you should remind students that the interrogative is used to form questions. Remind them to label each sentence with the correct form as a useful reminder for when they come to revise.
- To check answers, read out each given sentence and ask volunteers to read out the other forms. Correct any mistakes as you go along.

## Answers

- Negative: We will not (won't) go on holiday into space.  
Interrogative: Will we go on holiday into space?
- Negative: We will not (won't) travel at the speed of light in the year 3000.  
Interrogative: Will we travel at the speed of light in the year 3000?
- Negative: School will not (won't) be very different in 2100.  
Interrogative: Will school be very different in 2100?
- Negative: Robots will not (won't) do all the work in the future.  
Interrogative: Will robots do all the work in the future?
- Negative: Living on Mercury will not (won't) be easy.  
Interrogative: Will living on Mercury be easy?

## Page 45, Exercise 4

- Allow students to work in pairs to complete the activity. Starting with the column on the left, students should read the 'Words' column and check to see if they already know any definitions without checking the column on the right. They should then find this definition or, if they are less certain, the definition they think matches each word best.
- While students are working, write the numbers 1–5 on the board. Once students have completed the activity, ask for the letter that corresponds to the numbers on the board. Leave this list on the board for long enough for students to check their own answers.

## Answers

1. e; 2. c; 3. a; 4. b; 5. d

Refer to Activity Book pages 34–35.

- Ask students to work on exercise 1 on page 34 and exercises 2–4 on page 35 individually. From this they should be able to check their progress through the module and assess what they might need some extra help on. Walk around the class offering your assistance. Give encouragement and praise where it is deserved.

## Student's Book page 46

## Page 46, Crossword Puzzle

- Ask students to solve the crossword puzzle individually. They then work in pairs. Tell them to exchange their books and check each other's corrections. Ask them to discuss the corrections they've done for each other and justify them.
- If you still have time, you can ask students to give you vocabulary they've learnt in Module 4 other than the ones used in the crossword puzzle.

# Crossword Puzzle

Read the clues and write the words in the puzzle.

**Across**

- A form of transport for carrying people through space
- The state in which there is no gravity
- A place where old or unwanted things can be left
- A machine that has been sent into space and goes around the Earth, Moon, etc.
- An instrument that shows directions

**Down**

- All space, including all the stars and planets
- The \_\_\_\_\_ is the Sun and the planets that go around it.

?

Although there are billions of stars in the universe, we cannot see them all from Earth. That's because most of them are too far away for us to see their light. How many stars can we see from Earth? What is a constellation of stars?

46

## Answers

### Across

- spaceship
- zero gravity
- scrapyard
- satellite
- compass

### Down

- universe
- solar system



Read the questions aloud and discuss the possible answers based on students' suggestions. After a few guesses, explain that the total number of stars we can see from Earth (without special equipment) is around 6,000, if we moved around the world to see them. However, from any one place at any one time, the maximum number that can be seen is around 2,000. A *constellation* is a pattern of stars we can see in the sky. Some famous examples include 'Orion', 'The Great Bear' and 'The Little Bear'. Encourage students to look for them one night.

Refer to Activity Book pages 36–37.

- If you decide to set exercises 1–3 on pages 36–37 as homework, ask students to answer all the questions and to make a note of any they had particular difficulties with. In the next lesson, you can discuss these points and recommend sections of the Student's Book that it might be useful for each student to review. Students should complete the 'What I Can Do' table in class and use the remaining time in the lesson to plan a way of improving on the skills for which they ticked 'Sometimes' or 'Rarely'. Help them make their plans and point out the parts of the Student's Book and Activity Book that they should review to help them.

# Lesson 8

## Project Make a solar system model

### The outcomes of this lesson are:

- To follow instructions to make a model of the solar system
- To take part in a well-prepared authentic presentation to the class

### Materials

- Student's Book page 47
- Cardboard, paper, scissors, tape, string, a compass, pencils, crayons and markers

### How to go about the material:

- Make sure all groups have the necessary materials. Just in case, bring a couple of sheets of coloured paper to the class.
- You may decide that students do the Project as homework and give oral presentations in class.

### Student's Book page 47

Make a solar system model

PROJECT

**Before you start**

You will need the following objects:

- a round piece of cardboard about 12 cm wide
- construction paper of different colours
- scissors
- tape
- string
- pencil, crayons or markers
- a compass

**Your second assignment**

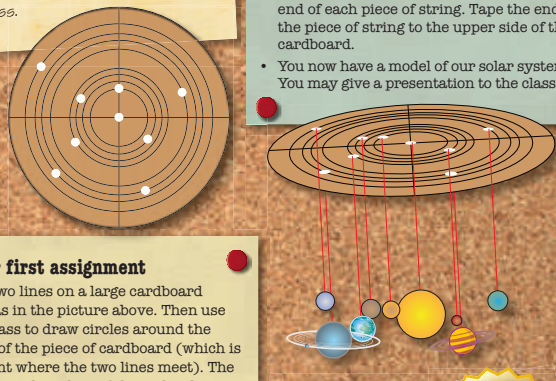
- Cut circles from construction paper to represent the Sun and each of the planets. Refer to the picture of the solar system on page 37 for the different sizes of the planets and the Sun.
- Write the name of each planet on the back of its circle with a marker or pencil.
- Tape a piece of string to each planet and to the Sun. Through the correct hole in the large cardboard circle, lace the other end of each piece of string. Tape the end of the piece of string to the upper side of the cardboard.
- You now have a model of our solar system. You may give a presentation to the class!

**Your task is ...**

To make a solar system model and present it to the class.

**A Your first assignment**

- Draw two lines on a large cardboard paper as in the picture above. Then use a compass to draw circles around the centre of the piece of cardboard (which is the point where the two lines meet). The circles are the orbits of the eight planets. Make sure you keep a distance between the first four planets and the last four.
- Use the sharp point of scissors to make a hole in the centre; this is where the Sun will hang. Then make one hole somewhere on each circle (orbit); a planet will hang from each hole.



**You are an astronomer now!**

47

- Make sure all groups have all the materials they need. Have them read through the instructions together in groups to help each other understand the assignments. Point out to them the final instructions and emphasise that the main purpose of the Project is for them to give a clear oral presentation in English to the rest of their class about the solar system. You should stress that the scientific aspect is only a way of practising their language skills.
- Tell students that ancient astronomers made models of the Sun, Moon, planets and stars as a way of studying the universe. This makes students part of a long tradition. They can discuss this point in their presentations as a way of practising their new vocabulary. Monitor their activity.
- As students are working on their second assignment, encourage them to label the planets from memory, using their mnemonics from earlier in the module. Give them some time to make notes to use for their presentation. They can look through the module for ideas or do some research to find new facts.
- Once they have finished, ask different groups to present their models to the class.
- After students are done with the activity, ask them to complete the Assessment Tools 6 and 7 checklists on pages 76 and 77 of the Activity Book.

### Communication Assessment Checklist

Did I	Yes	No	Comments
Keep my classmates interested?			
Organise my thoughts logically before speaking?			
Practise before speaking?			
Use correct grammar and vocabulary?			
Speak clearly and confidently?			

### Group Work Assessment Checklist

	Yes	No	Comments
All members participated in the group activity.			
Members worked together as a team to make the model.			
Members helped one another and worked independently from the teacher.			
Members managed their time properly in order to finish the activity.			



# MODULE 5

## You can do it!

### The outcomes of this module are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use *have to/don't have to* and *can/can't* to discuss the rules of different sports
- To participate in a small peer and group discussion
- To analyse a text about the modern and ancient Olympic Games to make inferences
- To write an argument about the use of technology in sports
- To write the rules of a new game

## Lesson 1

### The outcomes of this lesson are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To interview peers about sports
- To use words and sentences to report to the class about each other's sports

### Materials

- Student's Book pages 48–49
- Dictionaries
- Glossary – Activity Book pages 68–69
- Cassette
- Activity Book: Module 5 – page 38

### How to go about the material:

- You can ask students to write their own sentences using the key words for homework.

### Student's Book pages 48–49

### Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

### Before you start

- Encourage a discussion about the reasons why some sports like these are not as popular as games like football or not part of competitions like the Olympic Games. Is this fair? Is it justified?

**MODULE 5**  
**You can do it!**

**Outcomes**  
You will be able to:

- predict the meaning of new vocabulary items
- listen to the rules of different sports and games
- talk about the rules in your home using *can/can't* and *have to/don't have to*
- read about the modern and ancient Olympic Games
- write an argument for or against technology in football

**Project:** Make the rules of a game

**Before you start**  
Look at the photographs. What sports are these people doing? Do you know people who do them?

48

### Page 49, Exercise 1

- Read the instructions to students and make sure they understand what information they will be listening for.
- Before you play the cassette, tell students that they should take notes as they listen. After playing the cassette once, students should write answers to the questions and check them with a partner.

### Audioscript

**Badria:** And who's this on the trampoline? Why is he upside-down? Why is there a ball?

**Mariam:** That's my brother Hakim playing bossaball. It's a sport invented in Spain. It's like volleyball on a trampoline, with parts of football and gymnastics. You can use any part of your body: Hakim is upside-down so he can kick it over the net!

**Badria:** How many people do you need?

**Mariam:** You need three to five players on each team. Hakim is playing with his friends; he says it's fun.

**Badria:** Do you play bossaball?

**Mariam:** Never! I like watching it, though. But I prefer skating and playing tennis. They're less difficult.

**Badria:** My brother Jamal is trying to convince Dad to let him go ice diving in Antarctica. Look! These are the brochures he brought.

**Mariam:** It looks very dangerous!

**Badria:** That's exactly what Dad said! He said: "Wait until you are old enough. Then, you can go. You are too young to go ice diving now!"

**Mariam:** I don't think he's very happy about it.

**Badria:** No, he isn't! So now Jamal wants to go rally driving instead ...

### Answers

Bossaball is like volleyball, but you can use all of your body.

Hakim, Mariam's brother, does it.

Mariam skates and plays tennis.

She likes to watch bossaball.

Jamal wants to go ice diving.

His father will let him do it when he is old enough.

*Students' own answers*

## Page 49, Exercise 2

judo, tennis, table tennis,  
bossaball, ice diving,  
volleyball, hockey

- Play the cassette once or twice and have students guess the meanings of the key words.
- Allow them to use a dictionary or the glossary to check their answers.

### Audioscript

1. Learn **judo** to get fit and defend yourself.
2. I watched **tennis**, and my neck hurt from moving it left and right.
3. The wind blew the balls and made **table tennis** impossible.
4. Try **bossaball** to practise lots of skills.
5. I was **ice diving** and caught a big fish.
6. Teamwork is important in **volleyball**.
7. Do you prefer **hockey** on grass or on ice?

## Page 49, Exercise 3

- Ask students to complete the table on their own first. Then, put them into groups and tell them that they will be discussing the sports they like and don't like. If some students finish early, ask them to add a fifth column to their table called 'benefits'. Tell them to then write what benefits there might be from taking part in the different sports, for example, health, fitness and making friends.

- Instruct them to read the rubric as a group and then to ask and answer the questions. Remind students to use the vocabulary from exercise 2.
- Walk around the classroom making sure that students are taking notes. Then, tell them to work individually to create a table like the one on page 49 in their notebooks.

### Answers

*Students' own answers*

## Page 49, Exercise 4

- When groups have had time to take notes and summarise the information they have found about their classmates, ask a few students from each group to present their findings to the rest of the class.
- Do not correct students' mistakes as you go along, but make a note and later, without mentioning who made the mistake, correct it.

### Answers

*Students' own answers*

Refer to Activity Book page 38, exercise 1.

- Exercise 1 gives students the chance to practise their new vocabulary by completing each sentence using the pictures. Ask them to work individually so they can gauge their own level of understanding, but allow them to check their answers in pairs.

**1** Follow these instructions.

Listen to Badria and Mariam talk about the sports they and their family practise. What is bossaball? Who does it? What sport does Mariam do? What sport does she like to watch? What sport does Jamal want to do? When can he do it? Do you want to do any of these sports? Which one? Take down notes.

**2** Listen to the words below in context. Try to guess their meanings.

judo, tennis, table tennis, bossaball, ice diving, volleyball, hockey

**3** Complete the table. Then, in a group, ask and answer questions about which sports you do, which sports you like to watch and which sports you think are boring. Use the list in exercise 2 to help you. You can add all the other sports you know. Take down notes.

Example

A: Do you skate?  
B: No, I don't, but I like to watch it.  
A: What sports do you think are boring?

Name	practises	watches	thinks is boring
Abed	judo	football and basketball	golf

**4** Now report your findings to the class.

Abed and Malek play judo. They like to watch ...



# Lessons 2 and 3

## You have to play by the rules!

**The outcomes of these lessons are:**

- To analyse a text about the rules of different sports to make inferences
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To use *have to/don't have to* and *can/can't* to discuss the rules of different sports
- To demonstrate understanding of a listening text about a Jordanian athlete to answer questions
- To interview peers about what one *has to/doesn't have to* or *can/can't* do at home

**Materials**

- Student's Book pages 50–52
- Dictionaries
- Glossary – Activity Book pages 68–69
- Cassette
- Activity Book: Module 5 – pages 38–39

**How to go about the material:**

- The sports quiz on page 50 and exercise 1 on page 51 can be set as homework.
- You may do the Optional Activity at the end of Lesson 3.

**Before you start**

- Read the questions and direct students' attention to the quiz. Tell them to answer all the questions to see how well they know the rules of different sports.
- Check answers as a class. Then, have a show of hands to see if anybody got all of the answers correct.

**Answers**

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

**Page 50, Exercise 1**

- Put students in pairs and ask them to read the article. Then, they should have a discussion in response to the questions.
- Following their discussions, each pair should make a note of their ideas. Walk around the class monitoring the activity. Make sure that students are thinking of reasons for their answers and encourage them to combine ideas from the text with ideas of their own.

**Answers**

*Students' own answers*

**Page 50, Exercise 2**

- Give students time to read the article again and work together in pairs to answer the questions. Encourage students to use a graphic organiser for **b** and **c** such as the following:

Rules of the Game	
Tennis	1.
	2.
Football	1.
	2.
	3.
	4.

- If some students finish early, have them compare the rules of football and tennis with a third sport.
- When everyone has finished, ask for volunteers to share their answers. Allow several students to join in for the final two questions.

**Student's Book page 50**

### You have to play by the rules!

**Before you start**  
Which sports do you like playing or watching? Do you know the rules of the sports you like? Answer these questions to find out.

**Sports quiz**

1. Can you play football indoors?
2. Can you kick the ball in basketball?
3. Can you use any metals in a judo competition?
4. Can you hit the ball with your hand in tennis?
5. Can you hit the ball with your head in football?
6. Can you use your feet in hockey?

1 Read about the rules of some games. Do you think these rules will change in the future? Why/Why not?

### The rules of the game

Football and tennis are both very popular sports and people play them all over the world. What are the rules? Are they the same now as they were when people first played these sports?

Before 1863, not everyone played football with the same rules. Some people picked the ball up and ran with it. In 1863, there were new rules and these rules are used now. Each team has to have 11 players. You play football on a pitch. One player in each team, the goalkeeper, has to stand in the goal. The goalkeeper can pick the ball up and throw or kick it to the players in their

team. The other players have to kick the ball to the other players. You can't touch the ball with your hands. The referee watches the game. He makes sure players follow the rules.

People began playing tennis a long time ago. First, they hit the ball with their hand. Then they used a glove. Finally, they used racquets. You have to play tennis on a court with a net. You have to hit the ball over the net with a racquet. You have to hit the ball inside the lines. You can't throw the ball. You have to have an umpire. The umpire decides if a player wins a point.

2 Read the text again. Then, answer these questions in pairs.

- a. How do you think players should behave when there is no referee watching the game?
- b. Find two differences between the rules of tennis and the rules of football.
- c. What are the other rules for playing football?
- d. Does this article contain mainly facts or opinions? Give two examples from the text to support your answer.

3 Listen to the words below in context. Try to guess their meanings.

pitch, referee, goal, court, net, umpire, racquet



## Answers

a. Students' own answers

b. Answers may include: Tennis is played on a court, whereas football is played on a pitch. An umpire watches the game in tennis, whereas a referee watches a football match. To earn a point in football you must kick the ball into the goal, whereas in tennis you must hit the ball over the net.

c. Students' own answers

d. The article mainly contains facts including "Football and tennis are both very popular sports", "Before 1863, not everyone played football with the same rules" and "People began playing tennis a long time ago."

## Page 50, Exercise 3

**pitch, referee, goal, court, net, umpire, racquet**

- Play the cassette and pause after each sentence for students to guess the meanings of the key words. If they didn't guess some of the words, allow them to use a dictionary or the glossary to check their answers.

## Audioscript

- There was too much water on the **pitch** to play football.
- You'll be a great **referee** because you know a lot about sport and you make good decisions.
- David kicked the ball into the **goal** from 40 metres away.
- My school has a tennis **court** for us to play tennis together.
- I lost a game of tennis today because I kept hitting the ball into the **net**.
- From his chair, the **umpire** has the best view to judge the match.
- You should try to hit the ball with the middle of the **racquet**.

## Student's Book page 51

## Grammar

### have to/don't have to, can/can't

## Page 51, Exercise 1

- Play a quick game to introduce students to the difference between *have to/don't have to* and *can/can't*. Ask a volunteer to come to the front. Tell the students he/she was selected to go on a space mission, but they have to help him get ready for it by saying what *he has to/doesn't have to, can/can't* do to be able to travel to space. Elicit the responses, for example, *He has to learn about flying. He can't go without training at a space centre first. He doesn't*

*have to wear a spacesuit all the time. He can take his favourite shirt with him.* You can refer students to the Grammar Notes on page 85 of the Student's Book.

- Read the rubric to the class and stress that they must not look at the article on page 50 again until they have completed the activity.
- Give them time to complete the exercise and then tell students to look at the article in pairs to help mark each other's work.

## Answers

2. can; 3. have to; 4. can't; 5. have to; 6. has to

## Grammar

### have to/don't have to, can/can't

1 Read the sentences and choose the correct words. Check your answers in the text on page 50.

- Each football team has to / can't have 11 players.
- You can / can't kick the ball in football.
- I am a referee. I have to / don't have to watch the match.
- Football players have to / can't touch the ball with their hands.
- Tennis players have to / don't have to use a racquet.
- There is an umpire in tennis. He has to / can't decide if a player wins a point.

2 Complete the text with the correct forms of *can/can't*.

Ice diving in Antarctica is becoming very popular. You (1) \_\_\_\_\_ do it if you are not a well-trained diver. Once you are in the water, you can see a completely different world. You (2) \_\_\_\_\_ dive with seals and penguins. You (3) \_\_\_\_\_ observe animals from under the surface, or you (4) \_\_\_\_\_ catch a fish while it is in a deep sleep. However, because ice keeps moving, you (5) \_\_\_\_\_ be sure of your final destination. You might end up miles from your original diving spot.

3 Now listen to the text and check your answers.

4 Look at the pictures and use the phrases from the box to write school rules using *have to/don't have to* and *can/can't*. Then, write your own sentences using the words in brackets.

write notes by hand use mobile phones  
study hard take books out of library



- You have to study hard.
- (can't) You can't pass exams without studying.



- (don't have to)
- (have to)

51

## Page 51, Exercise 2

- Ask a confident student to stand up and read the text. When they reach the blanks, ask different students to suggest the correct forms of *can/can't*. Write students' answers on the board but do not correct any mistakes at this stage.

## Page 51, Exercise 3

- Play the cassette and put a tick or cross next to the answers on the board depending on whether they were right or wrong. Check that students understand the mistakes in any incorrect answers.

### Audioscript

Ice diving in Antarctica is becoming very popular. You **can't** do it if you are not a well-trained diver. Once you are in the water, you can see a completely different world. You **can** dive with seals and penguins. You **can** observe animals from under the surface, or you **can** catch a fish while it is in a deep sleep. However, because ice keeps moving, you **can't** be sure of your final destination. You might end up miles from your original diving spot.

### Answers

1. can't; 2. can; 3. can; 4. can; 5. can't

Refer to Activity Book pages 38–39.

- Tell students to do exercise 2 on page 38 and exercise 3 on page 39 as a way of practising what they have just covered in the Student's Book.

### Page 51, Exercise 4

- Read the rubric to students and make sure they understand what they have to do. Tell them that, first of all, they should try to match the phrases from the box with the correct pictures.
- Then, they should write their own sentences, using the example as a guide.
- Choose students to read out their answers and correct any mistakes as a class.

### Suggested answers

- You don't have to write notes by hand.  
You can use a computer.
- You can take books out of the library.  
You don't have to buy them.
- You can't use mobile phones.  
You have to turn them off.

### Student's Book page 52

5 Complete the text with the correct forms of **have to**/**don't have to**.



Winning isn't everything. If you want to be a truly good sportsman, you (1) \_\_\_\_\_ behave well all the time. This is called being a good sport. The most important thing that all good sports (2) \_\_\_\_\_ remember is respect: respect for your teammates, for your opponents and for the referee. Good sports accept that you (3) \_\_\_\_\_ win all the time and you certainly (4) \_\_\_\_\_ cheat to do so. Good sports never make their teammates or the other team feel bad and they (5) \_\_\_\_\_ make excuses if they don't do well. Remember that not everyone can be the world's best player but everyone (6) \_\_\_\_\_ be a good sport!

6 Now listen to the passage and check your answers.

7 Read the Listening Strategies.

#### Listening Strategies: Multiple-choice questions

- Before listening, read the questions and alternative answers.
- Where possible, use your general knowledge to guess the answer.
- Choose the best answer and make sure the other answers are not possible.
- Look for synonyms (e.g. *take part* = *participate*). The answer may not be obvious. Make sure the other answers are not possible.
- Listen carefully to check your guesses.

8 Listen to the text about a Jordanian athlete and use the Listening Strategies to answer the questions.

- What can't a player do to win a game?
  - try to cause injury
  - train hard
  - win a gold medal
- What does Hussam have to do to realise his dream?
  - compete against Jordanian players
  - win a gold medal in the Olympics
  - participate in the Arab Championship
- What does Hussam have to do to be able to participate in the Olympics?
  - learn other sports
  - wait until he's older
  - train well

9 Now listen again to check your guesses.

#### Over to you . . .

10 In pairs, ask and answer questions about what you **have to**/**don't have to**, **can**/**can't** do at home. Tell your partner.

#### Example

A: Do you have to make your bed?  
B: Yes, I do. Can you stay up late watching TV?

52

### Page 52, Exercise 5

- Ask students to work individually.
- Give them time to do the exercise. While they are working, walk around the class monitoring the activity.

### Page 52, Exercise 6

- Explain that you will play the cassette for students to check their answers.
- Play the cassette. While it is playing, write the correct forms on the board so that students are certain of the answers.
- Allow students to ask questions if they made any mistakes in order for you to explain the correct answers.

### Audioscript

Winning isn't everything. If you want to be a truly good sportsman, you **have to** behave well all the time. This is called being a good sport. The most important thing that all good sports **have to** remember is respect: respect for your teammates, for your opponents and for the referee. Good sports accept that you **don't have to** win all the time and you certainly **don't have to** cheat to do so. Good sports never make their teammates or the other team feel bad and they **don't have to** make excuses if they don't do well. Remember that not everyone can be the world's best player but everyone **has to** be a good sport!

### Answers

1. have to; 2. have to; 3. don't have to;  
4. don't have to; 5. don't have to; 6. has to

### Page 52, Exercise 7

- Tell students to read through the Listening Strategies individually and then discuss them as a class. Ask students if there are any other strategies they use which help during listening activities. This is a good opportunity for students to consider the ways they learn best and to learn from each other.

### Page 52, Exercise 8

- Tell students to read the questions and to think about whether they already know the answers. If they do, they should be listening to have the answers confirmed when the cassette is played. If they don't, they should listen carefully, especially the first time the cassette is played, and listen a second time to have their guesses confirmed.
- Play the cassette and give students time to write down the answers to the questions.

### Page 52, Exercise 9

- Play the cassette again for students to check or complete their answers. Have a general round of students answering the questions.

### Audioscript

Hussam Suleiman is a young Jordanian athlete from Zarqa who has won several gold and silver medals in Taekwondo in international sports competitions. He received a gold medal in the Arab Championship when he was just 17 years old. Hussam knows that winning is not everything, and in order to be a good sportsman you should always respect your opponent and never try to cause serious injuries. Hussam is training hard to be able to take part in the Olympic Games. His dream is to win a gold medal for Jordan.

### Answers

1. a; 2. b; 3. c

### Over to you ...

### Page 52, Exercise 10

- This exercise ensures students are able to recognise and use *have to*/*don't have to*, *can*/*can't*. Remind students that these forms are very common and therefore useful to learn.
- Ask students to work in pairs to ask and answer their questions. They can use vocabulary from the module or make up completely new sentences. To make the task slightly easier for some students, give them more hints about the kinds of things they can ask and answer questions about, for example, helping to cook, eating between

mealtimes, taking care of younger siblings, doing homework, etc. Tell all of the students to each write down one of their exchanges, like in the example.

- Ask several volunteers to read their work out loud for their classmates to hear.

### Answers

*Students' own answers*

Teacher's anecdotal record: exercises 7–10			
My students	Excellent	Good	Fair
Discussed the Listening Strategies constructively as a class.			
Suggested feasible additional strategies.			
Listened successfully to what they heard in the audio material.			
Spoke clearly and confidently.			
Applied good speaking strategies, such as eye contact.			
How can I improve my teaching strategies in similar exercises?			
How can I give more appropriate feedback?			

Refer to Activity Book page 39, exercise 1.

- Remind students of the distinctions between *have to* and *can* (the former is something obligatory and the latter is something possible or optional) before they begin exercise 1 on page 39. Students should first work out how to correct the sentences by finding the mistakes and then work in pairs to test each other on the answers.

### Optional Activity

- Ask students to choose a dangerous sport that they wouldn't want to play in the future. Have them write down reasons why. Invite a few volunteers to share their response with the rest of the class.



# Lessons 4 and 5

## Skills focus

## "Faster, Higher, Stronger"

### The outcomes of these lessons are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To analyse a text about the modern and ancient Olympic Games to make inferences
- To discuss solutions related to raising money for charity

### Materials

- Student's Book pages 53–55
- Dictionaries
- Glossary – Activity Book pages 68–69
- Cassette
- Activity Book: Module 5 – pages 40–41

### How to go about the material:

- Exercises 2 and 3 can be set as homework.
- You may do the Optional Activity at the end of Lesson 5.

Refer to Activity Book page 40.

- To review what students covered in the previous lessons, tell them to do exercises 2 and 3 on page 40. As exercise 2 depends partly on general knowledge, allow students to work in pairs so they can discuss the possibilities before settling on an answer. Students can then continue to work in pairs or work individually to complete exercise 3.

### Student's Book page 53

#### Before you start

- Ask students to guess what the five rings represent. Ask them if they have ever seen them before. What do they think they might symbolise? Following a class discussion, tell them that the Olympic rings represent the five continents where competitors come from (Africa, America, Asia, Australasia, Europe). All of the world's flags contain at least one of the colours represented in the Olympic flag. The rings are all connected to symbolise unity and cooperation among countries around the world.
- Then, ask students to discuss what the 'Skills focus' title, "Faster, Higher, Stronger", might be referring to. After they have shared their ideas, tell them that it is an English translation of the Olympics Games' Latin motto and captures the spirit of competition; to be better than everyone else in order to be the best in the world.

**Skills focus**

**"Faster, Higher, Stronger"**

**Before you start**  
Look at the photos. What are the five rings? What do they represent? Read the title. What do you think it refers to?

**1** Listen to the words below in context. Try to guess their meanings.

Olympic Games, athletics, fencing, gymnastics, medal, chariot racing

► A modern sports event traditionally held every four years in different places  
► A round, flat piece of metal given to someone who won a competition  
► The type of sport that includes running a race, jumping, throwing, etc.

**Find the words**

53

### Page 53, Exercise 1

Olympic Games, athletics, fencing, gymnastics, medal, chariot racing

- Play the cassette and give students time to guess the meanings of the key words.
- Allow students to compare their answers with a partner before playing the cassette a second time. Then, allow them to check their guesses in a dictionary or the glossary.

#### Audioscript

1. Only the best athletes from around the world go to the **Olympic Games**.
2. There are lots of great runners at my **athletics** club.
3. When I watch **fencing**, I imagine what sword fighting was like hundreds of years ago.
4. I wouldn't be good at **gymnastics** because I cannot stretch my arms and legs.
5. Sally won a silver **medal** after coming second in the race.
6. **Chariot racing** looks like fun, but aren't you afraid of being pulled along in a small vehicle by horses?

#### Find the words

- Have some students read the definitions aloud and find the corresponding key words to match them.

#### Answers

Olympic Games; medal; athletics



1



2

**READING**

1 Read about the Olympic Games. Find two differences between the ancient games and the modern games.

## The Olympic Games

The Olympic Games are a tradition from Ancient Greece. They took place in Athens over 2,700 years ago. The modern Olympic Games began in 1896. Many of the sports we see today were at the original games.

The modern Olympic Games happen every four years just as they did in Ancient Greece.

In Ancient Greece, winners received a crown

of olive leaves to put on their heads. The modern Olympic Games started to give medals – gold, silver and bronze – in 1908. In Ancient Greece, the games lasted five days. Now they last for about 16 days.

Four sports were at the first modern Olympic Games and are still there now. They are athletics, swimming, fencing and gymnastics. Some sports

that were played in the ancient games, like chariot racing, are barely even known nowadays. Some sports, like volleyball and basketball, were not in the Olympic Games until the 1900s. In 2016, there will be two new sports – golf and rugby. Some sports, such as chess and surfing, are not Olympic sports.

**What do you think?**

Champions aren't made in the gyms. Champions are made from something they have deep inside them – a desire, a dream, a vision.

Mohammad Ali

2 Read the text about the Olympic Games again and answer the following questions.

- If you were participating in the Olympic Games and you came second, which medal would you receive – a silver, bronze or gold medal?
- What are the similarities between the modern Olympic Games and the ancient Greek games?
- Do you think chess and surfing should be Olympic sports? Why/Why not?
- What sports would you like to see included in the Olympic Games? Explain your choices.

### Page 54, Exercise 1

- Ask students to read the article. You may decide to do this activity with students working either individually or in pairs.
- Give students time to read the article and discuss the question. They should then make a note of their chosen two differences.
- Walk around the class checking some of the answers. Finally, have students share their answers. Once a difference has been pointed out, ask other students not to repeat the same answer.

#### Answers

Answers may include: In the ancient games, winners received a crown of olive leaves, and in the modern games, winners receive medals. The ancient games lasted five days, and the modern games last for about 16 days. Some sports from the ancient games aren't included in the modern games – like chariot racing.

### Page 54, Exercise 2

- Tell students to consider each of the questions before re-reading the article so that they know which pieces of information they should be looking for.
- Once they have read the questions, instruct them to refer to the article on page 54 to find the answers. Encourage students to use a graphic organiser such as the following:

### The Olympic Games

I would like to receive a medal.

☐ bronze
☐ silver
☐ gold

Olympic Games	
Ancient	Modern

- Discuss answers as a class, allowing for a variety of opinions and ideas.

#### Answers

- A silver medal
- The Olympic Games and the ancient Greek games had many of the same sports and they both happened every four years.
- Students' own answers*
- Students' own answers*

### What do you think?

- Mohammad Ali was an American boxer who won 56 out of his 61 professional fights. Ask a volunteer to give the definition of the word *champion*. Then, start a discussion about what makes a champion. Is it the desire, dream and vision that one has inside that make a champion as Mohammad Ali is saying? Or someone who only works on their physical strength? Make sure students understand Ali's quotation by having them translate it into Arabic, with your assistance if necessary.

### Student's Book page 55

### Page 55, Exercise 3

- Make sure students understand each definition before they start working on the activity.
- Walk around monitoring the activity.

#### Answers

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

### Page 55, Exercise 4

- Allow students to read through the letter quickly before playing the cassette. Then, play the cassette and give them time to fill in the blanks by pausing when necessary.
- Tell students to check their answers in pairs. If there are any differences between students' answers, tell them to highlight them in order to listen more carefully the next time the cassette is played.

# VOCABULARY

3 Match the beginning and end of each sentence.

1. You have to be flexible and train hard
  2. You have to hit a ball over a high net
  3. Your horse has to be faster than other competitors'
  4. You have to fight with a long, thin sword
- a. in fencing.
  - b. in gymnastics.
  - c. in volleyball.
  - d. in chariot racing.

# LISTENING

4 Listen to the following letter about the Dead Sea Ultra Marathon and fill in the blanks.

## Dead Sea Ultra Marathon

2<sup>nd</sup> April, 2011

Dear colleagues,

I'm collecting money for (1) \_\_\_\_\_ this month by taking part in the Dead Sea Ultra (2) \_\_\_\_\_ (DSUM). The DSUM started in 1993 to collect money for the Neurological Society, which helps (3) \_\_\_\_\_ who have problems in the nervous system. The Marathon ends at the Dead Sea, the lowest point on Earth. (4) \_\_\_\_\_ come from different countries and in big numbers to participate in the event. There are many people in Jordan who work hard to make this (5) \_\_\_\_\_ beneficial for charity.

The Marathon takes place every April and I had five courses to choose from – 50km, 42km, 21km, 10km and 4.2km. I want to collect money by running 21km. If you'd like to support me, please make a (6) \_\_\_\_\_ to the Neurological Society.

Thanks for taking the time to read this!

Samer Moussa



5 Now, listen again and check your answers.

# SPEAKING

6 In a group, read the letter about the Dead Sea Ultra Marathon again. Think of other events you could do to raise money for charity. What kind of event would you choose? Which charities would you like to help? Why?

55

## Answers

1. charity; 2. Marathon; 3. people; 4. Runners; 5. event; 6. donation

## Page 55, Exercise 6

- Ask students to form groups and tell them that they will be having a discussion based on the letter they have just read.
- Tell them to read the rubric and work through the questions together. Walk around the classroom monitoring the activity. When all students have finished, invite groups to present their answers to the rest of the class.
- Then, tell students to assess their own performance by filling in the Assessment Tool 8 on page 77 of the Activity Book.

### Performance Assessment

1. Are the events we suggested practical?	Yes	No
workable?	Yes	No
helpful?	Yes	No
2. Are the reasons we gave for our choice of charity enough?	Yes	No
good?	Yes	No

As part of an ongoing, informal assessment of students' work, you can observe individuals' contributions to the group activity and make a note of their ability to discuss their ideas with others, to listen to their fellow students, and to speak English in front of the whole class. Do not point out individual's mistakes but give general pointers and see if there has been any improvement by Lesson 6, Exercise 3.

## Answers

Students' own answers

Refer to Activity Book page 41.

- In exercise 4, tell students to use the picture clues to complete the puzzle before finding the hidden sentence for number 7. Go around the class checking for spelling mistakes in exercise 4 that will stop students finding the correct answer for number 7.

## Optional Activity

- Have students close their books. Write on the board:  
bossaball ice diving tennis  
Ask students what they can remember about these sports. Discuss which would be the most suitable as an Olympic sport.

## Page 55, Exercise 5

- Play the cassette again for students to check their answers together. Then, write the answers on the board so that students can be sure they haven't made any mistakes.

### Audioscript

Dear colleagues,

I'm collecting money for **charity** this month by taking part in the Dead Sea Ultra **Marathon** (DSUM). The DSUM started in 1993 to collect money for the Neurological Society, which helps **people** who have problems in the nervous system. The Marathon ends at the Dead Sea, the lowest point on Earth. **Runners** come from different countries and in big numbers to participate in the event. There are many people in Jordan who work hard to make this **event** beneficial for charity.

The Marathon takes place every April and I had five courses to choose from – 50km, 42km, 21km, 10km and 4.2km. I want to collect money by running 21km. If you'd like to support me, please make a **donation** to the Neurological Society.

Thanks for taking the time to read this!

Samer Moussa



# Lesson 6

## Communication Workshop Taking part in a debate

### The outcomes of this lesson are:

- To read a conversation to identify relevant information
- To write an argument using organisational patterns
- To take part in a debate to present different ideas

### Materials

- Student's Book page 56
- Activity Book: Module 5 – pages 42–44

### How to go about the material:

- Page 42 of the Activity Book can be set as homework.
- You may do the Optional Activity at the end of the lesson.

### Student's Book page 56

Communication Workshop

Taking part in a debate

Before you start

Read the two arguments. Who do you agree with?

SHOULD TECHNOLOGY BE INTRODUCED INTO FOOTBALL?

**A:** We need technology in football! Too many serious mistakes are made where the best team has victory taken away from them.

**B:** I don't think so. Technology could ruin football! Referees watch games to make sure players follow the rules.

**A:** The reason why I think technology should be introduced is that referees are only human; they need the help of technology so we can get every decision right.

**B:** I disagree with you. I don't think technology is necessary because it can be expensive. Also, we would spend too much time watching replays rather than watching the game.

**A:** With millions of people watching and fortunes being won and lost, we cannot allow errors in football!

**B:** Whether it is played in a park or in front of 90,000 people, football must be played with the same rules. Besides, talking about the mistakes is part of the fun!

**1** In a group, read the conversation again and make a list of the positive and the negative points given concerning technology in football. Then, write down any additional ideas.

**2** Read the Writing Strategies.

**Writing Strategies: Persuasion**

- First, think of reasons to back up your argument (e.g. *technology can be expensive*). Make sure the reasons are *relevant* to your argument. Write down some ideas on a piece of paper.
- Then, present your reasons simply and clearly and support them with evidence. Use words and expressions like *because*, *the reason why*, etc.

**3** Following the Writing Strategies, work in a group to write an argument for or against the use of technology in sports and back it up with reasons and evidence. Use the conversation above as an example. Then, have a debate to present your ideas. Use expressions like *You're right*, *I see what you mean*, etc. and *I disagree with you*, *I don't think so*, etc. to agree or disagree with different points.

SPEAKING  
AND WRITING

56

### Before you start

- Tell students to read the conversation individually and to think about who they agree with and why. This will be important in the next exercise when each student will need to share their ideas as part of a group.

### Page 56, Exercise 1

- Read the rubric to the class and then put students into an even number of groups.
- Instruct the students in each group to work together to come up with a suitable list based on the conversation. Encourage them to use a graphic organiser such as the one below to arrange their arguments.
- Then, tell students that they must add some ideas of their own. In preparation for the following exercises, they should prepare to develop their argument beyond the use of technology in other sports. Ask them: *What do you think about the use of technology in sports where things happen more quickly than in football, e.g. car racing? What about in sports where people are being judged on their creativity, e.g. gymnastics? Does your opinion change between sports?*
- Always encourage students to think of two sides for every argument.

### Technology in Football

Positive points	Negative points

### Argument

Pros	Cons

### Reasons and Evidence

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

### Page 56, Exercise 2

- Allow students to remain in their groups to read the Writing Strategies.
- Go around the classroom allocating groups to one of the two sides of the argument – for and against the use of technology in sports. Make sure there is an even number of groups on each side.

Page 56, Exercise 3

- Read the rubric and tell students that they must use the Strategies to prepare a written argument. Their aim is to persuade a group with the opposing argument that their point of view is the correct one.
- When each group has had time to finish, pair them with a group who prepared a piece giving the opposite side of the argument. Instruct one person from each group to read their group's argument. Both groups must listen to each other's arguments before a discussion begins. Review the debate structure on page 14 beforehand if necessary.
- Then, tell students that they are allowed to say why they think the other group's argument was incorrect using evidence and examples to support their claim.
- Walk around the class monitoring the activity.
- Ask students to assess their group work using the Assessment Tool 9 checklist on page 78 of the Activity Book. Then, discuss the results with the whole class to see how they have done in general. Ask them if they have noticed any progress in group work so far in this semester.

Group and Debate Performance Rating Scale			
1 = Can do better   2 = Good   3 = Excellent			
All members participated in the group activity.	1	2	3
Members worked together as a team to write the argument.	1	2	3
Members listened to others when they were suggesting reasons.	1	2	3
Members helped one another when they were giving evidence.	1	2	3
Add all circled numbers for Total Score _____ (out of 15)			
What we really liked about our group:			

Refer to Activity Book pages 42–44.

- If you decide to set the exercises on page 42 as homework, give students a few minutes to make sure they understand what they will have to do. Clarify any doubts. Students can practise their writing skills in class by completing all of the exercises on pages 43 and 44. You can remind students that 'BCE' stands for 'Before Common Era', taken to mean anything before the year 0.

Optional Activity

- Have a class vote to decide whether technology should be included in sports. You can have a confident student from both sides of the argument to summarise the main reasons behind their choice.

# Lesson 7

## Language Development

### The outcomes of this lesson are:

- To participate in a peer discussion about the rules of different sports and games
- To identify words from definitions to complete a crossword puzzle

### Materials

- Student's Book pages 57–58
- Activity Book: Module 5 – pages 45–46

### How to go about the material:

- The Crossword Puzzle can be completed as homework.
- You may do the Optional Activity at the end of the lesson.

### Audioscript

Rules aren't only for games; you **have to** follow rules to drive too! First of all, you have to have a driving licence. In some countries you must also take a test on the Highway Code. Once you get your licence, you **have to** make sure you drive safely. For example, you **don't have to** stop at an amber light, but you **can't** go through a red light. If you see a green light, you **can** drive through, but be careful, there might still be people crossing the road. You **can't** go over the speed limit and you have to wear your seatbelt at all times.


### Answers

1. have to; 2. have to; 3. don't have to; 4. can't; 5. can; 6. can't

### Student's Book page 57

#### Language Development

- 1 Complete this passage with *have to*/*don't have to*, *can*/*can't*. Then, listen and check your answers.



Rules aren't only for games; you (1) \_\_\_\_ follow rules to drive too! First of all, you have to have a driving licence. In some countries you must also take a test on the Highway Code. Once you get your licence, you (2) \_\_\_\_ make sure you drive safely. For example, you (3) \_\_\_\_ stop at an amber light, but you (4) \_\_\_\_ go through a red light. If you see a green light, you (5) \_\_\_\_ drive through, but be careful, there might still be people crossing the road. You (6) \_\_\_\_ go over the speed limit and you have to wear your seatbelt at all times.

- 2 Look at the photographs of these sports. What are the rules? Work in pairs.

#### Example

- A: In volleyball, you have to hit the ball over a high net using your hands.  
B: In table tennis, the ball has to bounce on your side of the table before you hit it.



57

### Page 57, Exercise 2

- Read the rubric and put students into different pairs. One student should be 'A' and the other 'B' as in the example.
- Ask each pair to look at pictures 3 and 4 and discuss what the rules for each sport might be. Tell them to make notes based on their conversation using the example for pictures 1 and 2 as a guide.
- Discuss answers as a class.

### Suggested answers

- A. In football, you have to gain points by kicking the ball past a goalkeeper into the goal. You can't touch the ball with your hands unless you are the goalkeeper.  
B. In basketball, you have to work as a team to throw the ball through a hoop. You can run if you are bouncing the ball.

### Student's Book page 58

### Page 58, Exercise 3

- Read the rubric and clarify any doubts.
- Tell students to work individually, reading the text in order to complete the table. Go around the classroom offering help while students are working.
- Then, draw the table on the board. When students have completed the activity, ask for volunteers to fill in the table you drew on the board with their answers. Correct any mistakes as you go along.

### Page 57, Exercise 1

- Ask students to complete the exercise in pairs. Once they have finished, they should swap their answers with a different pair and mark them. If answers differ, students need to explain why they think their answer is correct. Tell students that they will listen to an audioscript to check their answers.



3 Read Alia's report. Then, complete the table.

The students in our group are 13 years old. There are six people in our group. We don't spend much time watching television. We all watch about an hour of television a day, so we all watch about seven hours of television a week. We all play lots of sports. We play tennis, basketball, volleyball and table tennis. Some of us enter competitions. We all like sports very much. We also have lots of hobbies. We collect stamps, coins and badges and we also do lots of activities for charity. One of us has a pet friend from England. We like reading, playing computer games, singing and playing musical instruments.

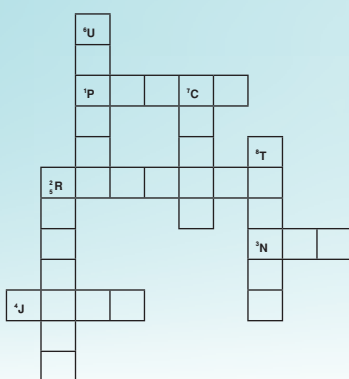
Alia

Number of hours watching TV a week	Sports	Hobbies

4 Now work in pairs. First, copy the table and complete it with information about you. Then, fill in the table with information about your partner.

## Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. A marked-out area of ground on which a sport is played
2. Someone who makes sure that the rules of a sport are followed
3. The object that players must hit the ball over in games like volleyball
4. A Japanese sport in which you must throw your opponent to the ground

Down

5. A specially-shaped piece of wood or metal that you use for hitting the ball in games
6. The person who makes sure that the players obey the rules in tennis
7. An area made for playing games such as tennis
8. A game for two people or two pairs of people who use a racquet to hit a ball over a net



It's 2032. Is this an Olympic year?

58

## Page 58, Crossword puzzle

- Start the activity by introducing the crossword puzzle as a quiz show. Explain to students that the class will be divided into two teams and members of each team will be given the chance to earn points for their team by giving the correct answer to a clue.
- Split the class into two groups and then invite one student from each team to stand up. Then, read the clues aloud (in any order). The first student of the selected two to raise their hand and give the correct answer wins a point for their team. Keep a note of answers and points on the board.
- Once the crossword is complete, add up the scores and congratulate the winning team. Make sure students copy the correct answers onto their own copies of the crossword.

### Answers

#### Across

1. pitch
2. referee
3. net
4. judo

#### Down

5. racquet
6. umpire
7. court
8. tennis



Ask students to read the question. Ask if anybody knows when the last Olympic Games were held. If nobody knows, tell them that 1984 was an Olympic year. From this they should be able to work out that 2032 will be an Olympic year.

Refer to Activity Book pages 45–46.

- Refer students to page 45 in their Activity Book and tell them that they need to do the exercises based on the vocabulary and structures they have learnt throughout the module. Ask them whether they have encountered any difficulties and why. Then, have them complete the 'What I Can Do' table on page 46. Compliment students on their hard work.

### Answers

Number of hours watching TV a week	Sports	Hobbies
seven	tennis; basketball; volleyball; table tennis	collecting stamps, coins and badges; charity work; writing letters; reading; playing computer games; singing; playing musical instruments

## Page 58, Exercise 4

- Tell students to form pairs to ask and answer each other questions in order to complete the table.
- Check selected students' work and then ask for volunteers to present their tables to the rest of the class.

### Answers

Students' own answers

## Optional Activity

- Have students write down the rules of their favourite sports, using *have to*/*don't have to*, *can*/*can't*. Ask them which of these rules they would change to make the sport more fun.

# Lesson 8

## Project Make the rules of a game

### *The outcomes of this lesson are:*

- To write the rules of a new game
- To use words and sentences clearly to present the game to the class

### **Materials**

- A large sheet of construction paper per group, magazine cutouts of various sporting activities, marker pens and crayons
- Student's Book page 59

### **How to go about the material:**

- You may decide that students do the Project as homework.

- Divide the class into groups of three or four. Explain that each group will have to review the module's content and use what they have learnt to invent a game and make the rules. They can combine old ideas from the module with new ideas of their own.
- Have students discuss ideas and make notes before they create their poster. Write some questions on the board as a hint to students. For example, *What do you have to do? How many people can play at one time? What can't you do? Would your game benefit from the use of technology to enforce the rules?* Remind students that they must use *can/can't* and *have to/don't have to*.
- When you are confident that a group has a good idea and clear rules, tell them to begin creating their poster. Encourage them to be as creative as possible, as long as their ideas are presented clearly. Make sure their poster includes a picture of the pitch or board their game is played on. They can use the picture of a pitch as a guide, but they must adapt it to match their own ideas.
- Invite each group to take turns presenting their game to the class. Allow other students to ask questions, e.g. *Can you run with the ball?* for the presenting group to answer *Yes, you can*.
- Praise students for their contributions and congratulate them for completing the Project.

### Student's Book page 59



# MODULE 6

## They have endured centuries!

### The outcomes of this module are:

- To use context to guess the meaning of new words
- To participate in a group discussion about familiar historical buildings
- To use the Present Perfect Simple tense to ask and answer questions
- To write a dialogue about activities
- To skim and scan an article about Jerash to identify relevant information
- To respond to simple questions during and after listening to an interview
- To use appropriate organisational patterns to write a report about a building
- To speak clearly and interact with peers effectively
- To take part in a class presentation about renovating the school

## Lesson 1

### The outcomes of this lesson are:

- To demonstrate understanding of a listening text by matching information with pictures
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To participate in a group discussion about familiar historical buildings

### Materials

- Student's Book pages 60–61
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 6 – page 47

### How to go about the material:

- You can ask students to write their own sentences using the key words for homework.

Student's Book pages 60–61

### Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

### Before you start

- Make sure students understand the module title before answering the 'Before you start' questions. Go through the questions, pausing after each one. Ask students to write down their answers before you ask for volunteers to say what they have written.

- Have a class vote to see which suggested building they think would be most likely to last for centuries.
- A fun variant of this activity would be to have students write their answer to the first question on a piece of paper. They should fold the paper so that their answer is covered and then pass the folded piece of paper on to another student. Students should write their answer to the second question on the 'new' piece of paper they were given, before folding it to cover their answer to the second question and then passing it on again. By this point, each student should have a piece of paper which has been folded twice – once where the first student answered the first question, and a second time where another student answered the second question. When all the questions have been answered, students should unfold the piece of paper they ended up with. There might be some interesting combinations of answers, such as *I would build a castle. It would be for a football team. It would be made of gold.*

**MODULE 6**

**2**

**1**

## They have endured

### Outcomes


You will be able to:

- predict the meaning of new vocabulary items
- listen to a specialist talking about historic complexes
- read about cities in the present and the past and the people who built and reconstructed them
- talk about the activities you have done using the Present Perfect Simple
- write a history report

Project: Renovating our school

60





**centuries!**

**Before you start**  
If you had to build something to last for centuries, what would it be? Who would it be for? How would you build it?

**Listening Strategies: Identifying pictures**

- Before you listen, look at the pictures. Think about how they might be described. Think about words or expressions that might be used.
- While you listen, write down important words. Concentrate on them. These can help you identify the pictures (e.g. *circular ditch; large standing stones = picture 3, Stonehenge*).
- If possible, listen a second time while looking at the pictures to check your guesses.

**1** **Following the Listening Strategies, listen to a specialist talking about three places. Match them to the descriptions and the pictures above.**

a. It was the capital of an empire more than 3,000 years ago.

b. It took people 2,000 years to build it, and we still do not know why it was built, or who built it.

c. It's a religious site, older than the pyramids.

**2** **Listen to the words below in context. Try to guess their meanings.**

**prehistoric, complex, ditch, heritage, empire, site, to carve, to incorporate**

**3** **In a group, make a list of historic places in your city, region or in other countries corresponding to the three categories below. Say what you can find in them. Use the words in the box to help you. Then, tell the class about them.**

a. monument b. religious site c. city

**Example**

Petra is a historic and archaeological city in Jordan. It is carved in rock. It's one of the New Seven Wonders of the World. It's on UNESCO's list of World Heritage Sites.

61

## Page 61, Exercise 1

- Read through the Listening Strategies and the rubric as a class. Allow students to work in pairs to discuss the pictures and have them think of ways each picture might be described. Make sure they realise that there are two pictures of the same place for building number 2.
- Play the cassette and tell students to write down any key words or expressions that might help them to identify the buildings in the pictures. Students should now be able to complete the activity.

### Audioscript

- Stonehenge is one of the most ancient monuments in the world. We do not know who built it or why. We now know that the building of it started around 3100 BCE and it lasted until 1100 BCE. At Stonehenge, you can see a large circular ditch and large standing stones. UNESCO added Stonehenge to its list of World Heritage Sites in 1986.
- From about 1375 BCE to 1200 BCE, Hattusha, in Turkey, was the capital of the Hittite Empire. This empire incorporated parts of Syria. Several large temple complexes, many fortifications and some impressive pictures carved into the rock walls have survived to the present day.
- The Mnajdra /mnajdʒrə/ Neolithic complex in Malta is one of the most ancient religious sites on Earth. Prehistoric men built it between 3600 and 2000 BCE, so it's older than the pyramids. Today, we can see part of the ceiling and great stone doorways among the ruins.

### Answers

The order of the photos is Mnajdra, Hattusha, Hattusha and Stonehenge.  
a. 2 (picture 2); b. 1 (picture 3); c. 3 (picture 1)

## Page 61, Exercise 2

**prehistoric, complex, ditch, heritage, empire, site, to carve, to incorporate**

- Read the rubric and then play the cassette. Pause at the end of each sentence to give students time to think about the meaning.
- Discuss meanings as a class. Ask students to give answers for the meanings they know and to listen carefully to understand the ones they don't before checking in a dictionary or the glossary.

### Audioscript

- We don't know much about **prehistoric** people because they had no writing.
- If you keep seeing old temples, you might be in a historic **complex**.
- I fell into a **ditch** when I was walking in the dark.
- The Beatles are a big part of Britain's musical **heritage**.
- The Romans had a large **empire** which covered most of Europe.
- The police do not know the exact **site** of the accident but they are looking for it now.
- I want **to carve** my name in this piece of wood but I don't have a knife.
- The teacher said she wants **to incorporate** our ideas into the next class project. I hope she uses some of mine.

Refer to Activity Book page 47, exercise 1.

- The purpose of exercise 1 is to have students make connections between words and their meanings. Tell them to work individually before discussing their answers in pairs.

## Page 61, Exercise 3

- Tell students to form groups. Each group should follow the instructions in the rubric to make notes about the historic places in your city. Encourage them to use a graphic organiser. Tell them to see the example for guidance about what kinds of things to write. They should make sure they answer the questions and use some of the key words to help them.
- Invite groups to present their ideas. Correct any mistakes at the end of each presentation.

### Answers

*Students' own answers*

# Lessons 2 and 3

## The lost city of the Incas

### The outcomes of these lessons are:

- To use a picture to make guesses
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop strategies of active listening to a text about Machu Picchu to identify information
- To use the Present Perfect Simple tense to ask and answer questions
- To participate in a class discussion about daily activities
- To write a dialogue by expanding notes

### Materials

- Student's Book pages 62–64
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 6 – pages 47–49

### How to go about the material:

- Exercises 1 and 2 on page 63 can be set as homework.
- You may do the Optional Activity at the end of Lesson 3.

each question. Reassure them that they are allowed to guess at this stage. The purpose of the activity is to encourage students to have a discussion based on the picture using some of the techniques they learnt in the previous unit.

- Eventually, ask students to take notes based on what they think are the most likely answers from the class discussion.

### Page 62, Exercise 1

- Tell students that this activity features a discussion between two friends after one of them has been on holiday. They should read through the text and think about what the missing words might be.
- Play the cassette and pause frequently to give students the chance to complete the dialogue with the correct words.
- Play the cassette again to give students a chance to check their guesses. Then, write the numbers 1 to 6 on the board and invite students to the front to write the correct answers.
- Ask students how what they have just learnt compares to their notes from the 'Before you start' activity.

### Student's Book page 62

## The lost city of the Incas

**Before you start**  
This is Machu Picchu: the lost city of the Incas. Where is it? How old is it? What do you think the Incas built it for? Take notes.

**1** Listen and complete.

**Susan:** Noura! Where have you been?

**Noura:** We've just got back from our holiday. We went to (1) \_\_\_\_\_. Why don't you come for dinner and we'll show you our photos.

**Susan:** I'd love to come!

*(Pause)*

**Noura:** ... and these are some of the photos.

**Susan:** Mmm. Lovely photos! Where did you take them?

**Noura:** Well, these are from Lima. Have you ever been there?

**Susan:** No, we have never been to Peru. We went to Mexico two years ago, though. What are these (2) \_\_\_\_\_?

**Noura:** This is the famous Machu Picchu: the lost city of the Incas.

It's one of the largest (3) \_\_\_\_\_ sites and has survived from 1537 until today.

**Susan:** It's amazing! What was it: a citadel, a religious (4) \_\_\_\_\_?

**Noura:** Some specialists have suggested that Machu Picchu was a religious refuge. Others have said that it was a military (5) \_\_\_\_\_ or a prison.

**Susan:** I imagine people are worried about how to (6) \_\_\_\_\_ it.

**Noura:** Definitely! UNESCO has put it on its list of World Heritage Sites and it has named it one of the New Seven Wonders of the World.

**2** Listen to the words below in context. Try to guess their meanings.

to suggest, military, fortification, citadel

**3** Read the dialogue as a whole. Then, answer these questions in pairs.

1. What are the different suggestions about what Machu Picchu was?
2. Why do you think UNESCO has put Machu Picchu on its list of World Heritage Sites and the New Seven Wonders of the World?
3. What do you think people should do to preserve Machu Picchu?

### Audioscript

- Susan:** Noura! Where have you been?
- Noura:** We've just got back from our holiday. We went to **Peru**. Why don't you come for dinner and we'll show you our photos.
- Susan:** I'd love to come!
- (Pause)*
- Noura:** ... and these are some of the photos.
- Susan:** Mmm. Lovely photos! Where did you take them?
- Noura:** Well, these are from Lima. Have you ever been there?
- Susan:** No, we have never been to Peru. We went to Mexico two years ago, though. What are these **ruins**?
- Noura:** This is the famous Machu Picchu: the lost city of the Incas. It's one of the largest **historic** sites and has survived from 1537 until today.
- Susan:** It's amazing! What was it: a citadel, a religious **site**?
- Noura:** Some specialists have suggested that Machu Picchu was a religious refuge. Others have said that it was a military **fortification** or a prison.
- Susan:** I imagine people are worried about how to **preserve** it.
- Noura:** Definitely! UNESCO has put it on its list of World Heritage Sites and it has named it one of the New Seven Wonders of the World.

### Before you start

- Tell students to look at the picture carefully and then allow volunteers to give answers as you ask

## Answers

1. Peru; 2. ruins; 3. historic; 4. site;
5. fortification; 6. preserve

## Page 62, Exercise 2

to suggest, military, fortification, citadel

- Play the cassette, pausing where necessary for students to discuss possible meanings in pairs.
- Play the cassette a second time before allowing students to check their answers using the glossary or a dictionary.
- When students have finished the task, tell them to complete Assessment Tool 10 on page 78 of the Activity Book in order to assess their performance:

Performance-Assessment Checklist		
	Okay	Very well
I could guess most of the words in the text.		
I could discuss the possible meaning of words with my partner.		
I could check the answers using the glossary or a dictionary.		

## Audioscript

1. I want **to suggest** going to the library this afternoon but I think my friend will want to do something else.
2. I like to know what soldiers wear so I have collected **military** clothes from many countries.
3. The **fortification** was made with many high walls to protect the city from attack.
4. The old **citadel** was like a castle I once visited on holiday.

## Page 62, Exercise 3

- Give students time to read the text again before answering the questions. Give students the choice of working individually or in pairs.
- Walk around the classroom monitoring the activity while students are working.
- Check answers as a class. Encourage as many students as possible to share their ideas since there is no one single correct answer.

## Suggested answers

1. The suggestions were that Machu Picchu was originally either a religious refuge, a military fortification or a prison.
2. Students' own answers
3. Students' own answers

## Student's Book page 63

### Grammar

#### The Present Perfect Simple

- 1 Find the odd verb in each column.

A	B	C
began	build	been
taken	carve	came
was	said	done
knew	go	written

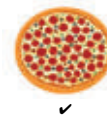
- 2 Complete this factfile with the correct form of the Present Perfect Simple. Then, listen and check your answers.

#### Factfile – Angkor

- It is located in Cambodia.
- Archaeologists (1) \_\_\_\_\_ (find) impressive monuments among its ruins.
- Specialists (2) \_\_\_\_\_ (conclude) that it was the largest pre-industrial city in the world.
- People left the city in 1431.
- French, Japanese and UNESCO archaeologists (3) \_\_\_\_\_ (work) together to renovate the buildings of the city.
- International tourism to Angkor (4) \_\_\_\_\_ (increase) in recent years.



- 3 Look at the pictures. Then, write sentences using the Present Perfect Simple to ask and answer questions about what has and has not happened.



1. What (you / eat) today?  
What have you eaten today?  
I have eaten pizza today.  
I haven't eaten a burger today.



2. (it / snow) all night?



3. (you / live) in the countryside before?



4. (Wassif / buy) a broken car?

63

## Grammar

### The Present Perfect Simple

#### Page 63, Exercise 1

- Read the rubric and explain to students that they are looking for grammatical clues in order to identify the odd verb. Once they have found the odd verb, encourage them to write down why it is different to the other verbs in the same column.
- Invite volunteers to give the correct answers while you offer praise and encouragement where appropriate.

## Answers

**A** taken ('taken' is the past participle form and the other words are in the past form); **B** said ('said' is in the past form and the other words are in the infinitive form); **C** came ('came' is in the past form and the other words are the past participle form)



## Page 63, Exercise 2

- Once students have read the instructions for the exercise, have them take a brief look at the factfile to begin. Then, have them read through the factfile more carefully a second time, stopping to fill in the gaps with the correct form of the Present Perfect Simple.
- Walk around the classroom, observing students' work. Before you play the cassette, give hints relating to any common mistakes you saw. Once students have had the chance to make any amendments, play the cassette so they can check their answers.

### Audioscript

#### Factfile – Angkor

- It is located in Cambodia.
- Archaeologists **have found** impressive monuments among its ruins.
- Specialists **have concluded** that it was the largest pre-industrial city in the world.
- People left the city in 1431.
- French, Japanese and UNESCO archaeologists **have worked** together to renovate the buildings of the city.
- International tourism to Angkor **has increased** in recent years.

### Answers

1. have found; 2. have concluded; 3. have worked; 4. has increased

## Page 63, Exercise 3

- Read the rubric to students and clarify any doubts. Remind them that they have had practice in extracting meanings from pictures. Give them encouragement that they are able to write correct sentences using picture cues. Go through the first example as a class to show how it is done.
- Tell students to work in pairs. If they disagree about something, refer them back to the example to see what kind of things they should be writing.
- Check answers as a class, explaining any recurring mistakes as you go along.

### Suggested answers

- Has it snowed all night?  
It hasn't snowed all night. It has rained all night.
- Have you lived in the countryside before?  
I haven't lived in the countryside before. I have lived on the coast before.
- Has Wassif bought a broken car?  
Wassif has bought a new car. Wassif hasn't bought a broken car.

## Student's Book page 64

4 Read through the table below. Then, find one mistake in each sentence and correct it.

a. She <b>have</b> explored the old city.	<u>has</u>
b. They <b>have ever</b> been to Qatar.	_____
c. <b>Have you</b> visit the old citadel before?	_____
d. I <b>not have</b> read travel books, but I like adventure ones.	_____
e. The students <b>has</b> learnt about the monuments in Jordan.	_____
f. My father <b>has</b> took me to the museum twice.	_____

### Over to you . . .

5 Complete the dialogue with the missing words.

have for seen just  
won ever never

**Omar:** Sami! I haven't (1) \_\_\_\_\_ you (2) \_\_\_\_\_ a long time! Where have you been?  
**Sami:** Omar! Good to see you! I've (3) \_\_\_\_\_ got back from a business trip to Turkey. I had to look for some new sites for our hotel chain.  
**Omar:** Have you found any?  
**Sami:** Oh, yes! I found a wonderful place in Antalya. Have you (4) \_\_\_\_\_ been to Antalya?  
**Omar:** No, my family and I have been to Turkey, but we have (5) \_\_\_\_\_ been to Antalya.  
**Sami:** Well, Antalya is a great place, and they have also done great work on some of the archaeological sites in the area to keep them in good condition. They've (6) \_\_\_\_\_ the Golden Apple tourism prize.

6 In pairs, take turns to ask and answer questions about these activities. Tick the things you and your partner have done.

Activity	You	Your partner
read a story in English		
do your homework at school		
see a Japanese film		
travel abroad		
play chess with your father		
watch a rugby match		
take care of your younger sister		
go camping with your brothers		

Tell the class how many activities you have both done.

7 Write a short dialogue based on the different things you and your partner have done.

64

### Refer to Activity Book pages 47–48.

- Refer to exercise 2 on page 47 and exercise 3 on page 48. Give students a moment to read the rubrics and ask any questions relating to the activity. Have them work individually.
- Then, for exercise 2, ask for a few volunteers to give examples of the Present Perfect Simple to check their understanding, or go through the first part of the activity together. Allow students to work in pairs for each exercise before comparing their answers in small groups.

### Page 64, Exercise 4

- Introduce the Present Perfect Simple tense by writing the names of eight places in Jordan on the board, with a tick or a cross above each of them. Say *I have visited Ma'an* (for example) *but I haven't visited the Dead Sea* (for example). Ask students to say where else they have or haven't visited using the Present Perfect Simple.
- Direct students' attention to the table and explain the activity to them. Tell them that in order to practise the Present Perfect Simple they must first identify the mistake. Hint that they will be able to find this by locating the main verb in each sentence.
- Then, students should write the correction in the right-hand column. While they are working, walk around the classroom pointing out any mistakes so students can have another attempt at finding the correct answer.
- If some students finish early, have them write down sentences of their own where the Present Perfect Simple tense is used incorrectly. Remind them to make a note of the correct answers on a separate piece of paper. They should then work in pairs or threes (depending on how many students finished early) to write down each other's sentences correctly. Tell them that these sentences will serve as useful examples when they come to revise.

#### Answers

- b. They have **never** been to Qatar.
- c. Have you **visited** the old citadel before?
- d. I **have not** read travel books, but I like adventure ones.
- e. The **student** has learnt about the monuments in Jordan. *OR* The students **have** learnt about the monuments in Jordan.
- f. My father has **taken** me to the museum twice.

### Over to you ...

### Page 64, Exercise 5

- Put students in pairs to check they know the meaning of each of the words in the yellow box. Then, have them read the dialogue, underlining any unfamiliar words to check using a dictionary or the glossary.
- Then, have students complete the activity by filling in each gap with the correct word.
- Write the answers on the board when students have completed the activity.

#### Answers

1. seen; 2. for; 3. just; 4. ever; 5. never; 6. won

### Page 64, Exercise 6

- Tell students to work in pairs, asking and answering questions in order to complete the table.
- Invite several pairs to share which activities they have done. Encourage them to give answers in full sentences, for example *I have done four of the activities but my partner has done five*.
- Once everybody has finished, make general remarks about commonly-occurring mistakes and explain the correct usage. Make sure you do not draw attention to individuals' mistakes.
- This exercise could be adapted slightly so that it is done as a roleplay activity, for example, a television interview. One student could play the part of an interviewer or journalist making a programme about young Jordanians, while their partner pretends they are being interviewed. If some students finish early, tell them to think of their own roleplay scenarios and to ask and answer the questions in a style different from the first 'interview' scenario.

#### Answers

*Students' own answers*

Page 64, Exercise 7

- Tell students to work individually to write a short dialogue based on their work in the previous activity. They can use exercise 5 in the Student's Book as a guide for writing a dialogue.
- If some students are working quickly, you can ask them to turn their roleplay dialogue into a short paragraph. They may write it up as a newspaper article (like they did in Module 3) or as a report (like they did for the Module 2).
- When students have completed the activity, ask them to work in their original pairs again to compare and check their dialogues. They can enact each other's dialogues as a way of practising their spoken English.

**Answers**  
*Students' own answers*

Teacher's anecdotal record: exercises 6 and 7			
	Yes	No	Comments
Was the dialogue-writing activity interesting?			
Did my students present the things they have done clearly?			
Did they manage to include most of the activities they have done?			
Did the dialogue keep the other students interested when reading it?			
Was the activity successful?			

Refer to Activity Book pages 48–49.

- Refer students to exercise 1 on page 48. Read the rubric and clarify any doubts. Ask students to work in pairs. When they are finished, ask each pair how they helped each other to answer the questions. Encourage them to work on exercise 2 on page 49 individually. Make sure they understand how to read the table and formulate sentences by going through the example as a class. (Note that Bilecik should be pronounced /bɪlədʒɪk/).
- Since students should be familiar with the Present Perfect Simple by now, you can change the way they complete exercise 3. Divide the class into two groups and, for each question, have a representative from the other group to write the correct question on the board. Whoever writes the correct question first wins a point for their team and their team gets to answer the question. If they answer correctly, they win a further point. The winning team is the one with the most points at the end of the exercise.

Optional Activity

- Ask students to select four words from their dialogue (exercise 7). They should try to pick words that aren't too easy to guess; some of the more difficult words would be better suited to this activity. They should then refer to a dictionary and write definitions for each of their four chosen words. Ask students not to copy each definition exactly, but to paraphrase it using their own words.
- The four chosen words should be covered with a small piece of paper on the students' copy of their dialogue, and then the dialogues should be swapped with the person they worked with in exercise 6. In this way, each student will give and receive a dialogue containing four 'missing' words.
- Each student in each pair should then read the definitions for their four chosen words, one at a time. Their partner should first guess the word being defined, and then place it correctly in their partner's dialogue.
- Walk around the classroom monitoring the activity. Give students encouragement, as some of them may find the task a little difficult. However, it marks the culmination of many of the skills they have practised throughout the whole book. For example, dictionary work and vocabulary building. Check students' progress throughout the activity and correct any commonly occurring mistakes.



# Lessons 4 and 5

## Skills focus

## Have they survived?

### The outcomes of these lessons are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To skim and scan an article about Jerash to identify relevant information
- To respond to simple questions during and after listening to an interview
- To interview peers about civilisations


### Materials

- Student's Book pages 65–67
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 6 – page 50

### How to go about the material:

- Exercises 2 and 3 on page 66 can be set as homework.
- You may do the Optional Activity at the end of Lesson 5.

### Student's Book page 65



**Skills focus**

## Have they survived?

**Before you start**  
Look at the pictures. Where are these places? Do you know if any of them have survived?

**1** Listen to the words below in context. Try to guess their meanings.

**track, to perform, route, growth, forum**

**Find the words**

- ▶ A large outdoor public place
- ▶ A prepared area of land used to race on
- ▶ The development of something over a period of time

65

### Before you start

- Read the box to students and ask them to work in small groups to come up with answers to each of the questions. If they do not recognise any of the buildings in the pictures, ask them to guess where in the world they might be and when they were built before they guess if they might have survived.

### Answers

Zvartnots Cathedral (featured in the main picture) is an Armenian church built in the 7<sup>th</sup> century. Some of it was destroyed in the 10<sup>th</sup> century but the rest of it has survived to this day. The two other sites (Jerash on the left and Machu Picchu on the right) have also survived to the present day.

### Page 65, Exercise 1

**track, to perform, route, growth, forum**

- Have students work in pairs to guess the meanings of the key words as you play the cassette, pausing when necessary. They should then check the meanings using a dictionary or the Activity Book glossary.

### Audioscript

1. I ran around the **track** three times today. That's 1,200 metres!
2. I am going **to perform** a piece of music to my classmates.
3. Which **route** should we take to get home? I think the fastest way is along the river.
4. The **growth** of the city was amazing. Lots of new people have gone to live there.
5. People in ancient Rome met and shopped in the **forum** because it was in the centre of the city.

### Find the words

- Have some students read the definitions aloud and find the corresponding key words to match them.

### Answers

forum; track; growth

### Student's Book page 66

### Page 66, Exercise 2

- Have students read the article individually and think about the question. Ask them to underline any words they do not know the meanings of (not including the ones given in exercise 3).
- Then, ask students to work in pairs to help each other check the meanings of the underlined words. Allow them to use a dictionary or the glossary.
- Check students have understood the article by asking simple comprehension questions such as *Is Jerash a new city? How did Jerash make its money?*

### Suggested answers

Ancient Jerash was smaller than modern Jerash and consisted of a main city surrounded by smaller villages. Ancient Jerash had a forum, two theatres, two baths and a chariot-racing track; today these things are in ruins. Ancient Jerash was mainly visited by traders whereas modern Jerash is more commonly visited by tourists.


### Page 66, Exercise 3

- Tell students to work individually to find the words in the text and match them with their meanings. Remind them to use contextual clues to help find the meanings.
- Write the answers on the board for students to check their own work.

### Answers

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


**READING** 2 Read the articles. What's the difference between ancient and modern Jerash?



**Ancient Jerash**

The ancient city of Jerash is around 50km north of Amman, Jordan. People have lived there for over 5,000 years, and the growth of civilisation can be seen by comparing the ancient and modern parts of the city.

5 In its first 100 years as a Roman city, Jerash became very rich because it was on important trade routes. By this time, Jerash had many great buildings, including a forum, two theatres, two baths and a chariot-racing track.



**Modern Jerash**

Modern Jerash is much bigger than the ancient city. In the last 100 years, it has grown to include many of the villages that used to be outside it.

10 Today, Jerash is one of the most popular tourist sites. Tourists go to see the ruins of ancient Jerash, but they also go to enjoy the entertainments of modern Jerash. Theatre, music, poetry and dance groups perform at the Jerash Festival every year, and are seen by thousands of visitors.

15 When we cross the bridge between ancient and modern Jerash, we move between different ages.

**VOCABULARY** 3 Match these words with their meanings.

1. growth	a. to go across
2. trade	b. development
3. to perform	c. commerce
4. to cross	d. to present something on stage

4 Complete the sentences with the words from exercise 3 in their correct form. Some word forms might stay the same.

growth   trade   perform   cross

- There has been an increase in \_\_\_\_\_ between the East and the West over the years.
- A group of international singers will \_\_\_\_\_ live on stage in Beirut next Friday.
- In the last 50 years, there has been a remarkable \_\_\_\_\_ in world population.
- When he \_\_\_\_\_ the street, he saw the museum right in front of him.

### Page 66, Exercise 4

- Make sure students are certain of the answers to exercise 3 before they begin exercise 4. Have students read the rubric and then read through the sentences. Allow them to ask any questions.
- Then, tell students to read through the sentences again one by one and fill in the gaps with the matching word in its appropriate form.
- When students have finished working, read each sentence aloud and ask for a volunteer to read out the correct form of the missing word. Write correct

answers on the board for other students to check their own answers.

### Answers

1. trade; 2. perform; 3. growth; 4. crossed

### Refer to Activity Book page 50.

- For exercise 4 on page 50, explain to students that *The Ladies' Home Journal* is a very old magazine that was first published in 1883. The article "What May Happen in the Next Hundred Years" was a fun way for people to make predictions about the future. Now that over one hundred years have passed, we are able to use the Present Perfect Simple to say whether the predictions turned out to be true or not.
- Go through the example as a class and then allow students to work in pairs to answer the questions. If some students go on to complete exercise 5 early, have them go back to exercise 4 and write their own predictions about what may happen in the next one hundred years from now. They should then imagine themselves one hundred years in the future and 'answer' their predictions using the Present Perfect Simple.

### Student's Book page 67

### Page 67, Exercise 5

- Before students begin the exercise, tell them that they must not look at the text on page 66 until you allow them to.
- Have students read through the sentences once before correcting them as they read them for the second time. Walk around the classroom monitoring the activity.
- Allow students to work in pairs. Tell them they may now refer back to the text on page 66 to check their answers.

### Answers

- Jerash was rich in the past because it was on important trade routes.
- People have lived in Jerash for over 5,000 years.
- In Jerash, there were many buildings, including a forum, two theatres, two baths and a chariot-racing track.
- There are many ruins for tourists to see in Jerash.
- Jerash Festival happens every year.

### Page 67, Exercise 6

- Read the rubric and clarify any doubts.
- Play the cassette and ask students to write down the correct answers as they listen. You should pause the cassette at regular intervals to make sure they are following.
- Play the cassette a second time for students to check their own answers. Allow them to compare their work with another student's at the end of the activity.

## Audioscript

**Interviewer:** So, tell me, what were you like when you were a child? Have you always been interested in archaeology?

**Archaeologist:** Yes, I have. I was always very curious about things. I used to find stone tools around where I lived and wanted to know what they were. The first archaeological site I worked at was in Iowa, in the US. I found things that were hundreds of years old, buried deep in the ground.

**Interviewer:** Where do you work now?

**Archaeologist:** I teach students at a university. But every summer I take students on a research trip to a site in Armenia.

**Interviewer:** Has anyone ever found anything really interesting on a trip?

**Archaeologist:** Yes! A few years ago an archaeologist found the world's oldest leather shoe at a site called Vayotz Dzor. The shoe was 1,000 years older than the Great Pyramid of Giza.

## Answers

1. Yes; 2. stone tools; 3. USA; 4. Armenia; 5. a shoe

## Page 67, Exercise 7

- Give students time to choose a civilisation they are interested in.
- Once they have made a choice, tell them to research their chosen civilisation carefully in order to create a table like the one in the Student's Book. Students should check the information and their answers using several different sources (books, websites, etc.) while researching their chosen civilisation. This is the key to good and reliable research.
- Check that students have finished their tables before moving on to the next activity.

## Answers

Students' own answers

## Page 67, Exercise 8

- Put students into groups to have a discussion about their choices based on the instructions in the rubric.
- Walk around the classroom monitoring the activity.

Teacher's anecdotal record: exercises 7 and 8			
My students	Most	Some	A few
Read and understood the instructions in the Student's Book.			
Could easily choose a civilisation they're interested in.			
Researched the civilisation successfully and created a table.			
Discussed their choice in a group efficiently.			

## Answers

Students' own answers

## What do you think?

- Have a class discussion about what the quotation might mean. Ask the students to translate and explain it: *Life was different 100 years ago. Even if life was satisfactory for the people living at that time, it does not mean their way of life would be satisfactory for us now. We should not try to live in the past, but accept these changes.*
- Then, see if students agree or disagree with it. Ask students to work in smaller groups to discuss the final question.

Refer to Activity Book page 50, exercise 6

- Students can work in pairs to do exercise 6 on page 50. The activity is a way for students to review the vocabulary they have learnt so far in the module. Suggest that students take it in turns to read and give the answer for each clue, like in a quiz.

## Optional Activity

- Ask students to choose one building in Jordan that best represents Jordanian culture. They should think about *how* it represents their country, for example, a sports stadium might reflect the popularity of football. Lead them towards an understanding of one of the module's main themes: that we can learn about different cultures based on the things they build and care about.

5 What can you remember? Cover the text and correct these sentences.

1. Jerash was rich in the past because it was a tourist site.
2. People have lived in Jerash for around 600 years.
3. In Jerash, there was only one building and it was used for entertainment.
4. There isn't a lot for tourists to see in Jerash.
5. Jerash Festival happens every four years.

## LISTENING

6 Listen to an interview with an archaeologist and choose the correct answer. Then, listen again and check your answers.

1	Interested in the subject as a child:	Yes / No
2	Objects first interested in as a child:	clocks / stone tools / socks
3	Country first worked in:	UAE / UK / USA
4	Country visited for research each summer:	Albania / America / Armenia
5	Most interesting object found:	a feather / a letter / a shoe

7 Choose a civilisation you are interested in. It can be one of those you learnt about in this module. Find information about it to complete a table, as in the example below.

Civilisation	The Incas
Country	Peru – South America
Period	Before 1532
Famous building	Machu Picchu
Food/Agriculture	maize, potatoes



## What do you think?

"We cannot adopt the way of living that was satisfactory a hundred years ago. The world in which we live has changed, and we must change with it."  
Anonymous

8 In a group, discuss your choices. Think of two or three questions to ask about the civilisations your friends chose. Which civilisation is the most interesting? Why?



# Lesson 6

## Communication Workshop Comparing old and new

### The outcomes of this lesson are:

- To use pictures to compare and contrast a monument then and now
- To make connections between prior knowledge and informational material about buildings
- To participate in a discussion about the buildings in one's city
- To use appropriate organisational patterns to write a report about a building

### Materials

- Student's Book page 68
- Activity Book: Module 6 – pages 51–53

### How to go about the material:

- Page 53 of the Activity Book can be set as homework.

- Then, have a class discussion about the similarities and differences between the two pictures. If you like, make comparisons between the old and new buildings listed on the board.
- After your discussion, tell students to read the article individually.

### Page 68, Exercise 1

- Read the rubric. Make sure students know that 'renovated' refers to the process of restoring something so it is as good as it first was, as outlined in the article.
- Have students add a third column to their list of old and new buildings in their notebook to complete the graphic organiser. This column should be labelled *Renovated* and should include examples of renovated buildings in your city or in Jordan.

### Answers

Students' own answers

### Student's Book page 68

**Communication Workshop**

## Comparing old and new

**Before you start**  
Look at the two photos and discuss similarities and differences. Then read the article.

**SPeAKING AND WRITING**

**Writing Strategies: Describing buildings**

- Plan your work before you begin writing. Think about how you want to describe the building you have chosen (e.g. who built it; what materials were used, etc.). Think about words or expressions that might be helpful.
- Think about pictures as well as words. The pictures will help you to write about the characteristics of the building. Make sure you use different adjectives to describe things.

These are two pictures of Amsterdam's Olympic Stadium. The first picture is from 1928. The second is from the present day. Since it was first used, the Olympic Stadium has gone through several changes.

In 1987, the city government wanted to destroy it. People opposed its destruction, so the government listed it as a national monument. Renovation of the Olympic Stadium started in 1996. Prince Willem Alexander reopened it on 13 May 2000. The Olympic Stadium has become modern and has recovered its attractive brick construction of 1928. Once again, it serves as a location for sporting events.

1 Are there any buildings that have been renovated in your city/region/country? Make a list.

2 In pairs, choose one renovated building and read about it. Write its main characteristics. If possible, find photos of its original state and of it nowadays. Here are some points to think about:

1. What is the building's name? What did people do in it?
2. When was it first used? Who used it?
3. What materials did the builders use (brick, concrete, steel, glass)? Draw a picture or find a photo.
4. When did people renovate it and why? What do people do in it nowadays?
5. What has changed and what has remained the same? Draw a picture or find a photo.

3 Read the Writing Strategies. Then, write about the building you have chosen. Follow the outline in exercise 2 and use the report on Amsterdam's Olympic Stadium as an example. Then, make a presentation to the class.

### Page 68, Exercise 2

- Explain the activity to students and give them time to pick the renovated building they would like to research. They should follow each of the points to make relevant and interesting notes.

### Answers

Students' own answers

### Page 68, Exercise 3

- Read through the Writing Strategies together and prepare students to complete the activity. Tell them that they already have all the background information they need from their work in exercise 2.
- Allow them to work in pairs to write their report and prepare their presentation.
- When they have finished, invite each pair to the front of the class to give their presentation. Set a time limit so that each pair gets their chance to talk about the renovated building they chose.
- Collect the written work in at the end of the lesson and draw attention to several strong points in the report and one thing that could be improved on.

### Answers

Students' own answers

### Before you start

- Draw two columns on the board as part of a graphic organiser, one labelled *Old* and the other *New*. As one student suggests a well-known building in your city, have other students say which column it belongs to. Tell students to copy the list in their notebooks.

### Refer to Activity Book pages 51–53.

- Put students into teams for all three exercises on page 51 and monitor them as they work through the three tasks. Then, have students work individually or in pairs to complete each of the exercises on pages 52 and 53. Students should not encounter any difficulties with the exercises but allow them to ask any questions they might have. You can set the spelling activities (exercises 3 and 4 on page 53) as homework if you prefer.

# Lesson 7

## Language Development

### The outcomes of this lesson are:

- To use of the Present Perfect Simple tense to ask and answer questions
- To identify words from meanings to complete a crossword puzzle

### Materials

- Student's Book pages 69–70
- Cassette
- Activity Book: Module 6 – pages 54–55

### How to go about the material:

- The Crossword Puzzle can be completed as homework.
- You may do the Optional Activity at the end of the lesson.

## Student's Book page 69

**Language Development**

**1** Complete this interview between a TV presenter and an archaeologist with the Present Perfect Simple form of the verbs in brackets.

**Gobekli Tepe: The World's First Temple?**

**TV presenter:** I'm driving to Gobekli Tepe, the world's oldest building, with Klaus Schmidt, a German archaeologist who (1) \_\_\_\_ (make) a surprising discovery.

**Archaeologist:** Yes. I (2) \_\_\_\_ (discover) rings of huge carved stones about 6,000 years older than Stonehenge.

**TV presenter:** How old do you think Gobekli Tepe is?

**Archaeologist:** It's about 11,000 years old. I'm sure it's the world's first temple.

**TV presenter:** OK, we (3) \_\_\_\_ (arrive) at the site where Dr Schmidt (4) \_\_\_\_ (discover) at least 16 buried rings. As we walk among them, I see that some are carved.

**Archaeologist:** We (5) \_\_\_\_ (find) images of animals, like foxes and gazelles. My team has also found human bones, but they still (6) \_\_\_\_ (not/locate) any evidence that people actually lived in Gobekli Tepe.

**2** Now, listen to the interview and check your answers. In a group, discuss your guesses.

**3** Choose a famous person. Make notes about what he or she has done during his or her life.

**Example**

Serena Williams – Female Athlete of the Year in 2002 and 2009 – been in many tennis tournaments – won US Open, French Open, Wimbledon, Australian Open and the Olympic gold medal at Beijing – lives and trains in America – has given lots of money to charity.

69

## Page 69, Exercise 1

- Make sure that students are confident in using the Present Perfect Simple before starting the activity. Have them read and complete the interview with an archaeologist about Gobekli Tepe /gə'bekli tepi/.
- While students are working, write the numbers 1–6 on the board. Then, walk around the classroom monitoring the activity until students have finished.

## Page 69, Exercise 2

- Play the cassette and have students check their answers.
- Invite volunteers to the front one by one to write correct answers on the board. Leave them on the board for other students to check their answers. You can invite students to act out the interview as a roleplaying activity (refer to page 12), with one student playing the TV presenter and another playing an archaeologist.

### Audioscript

#### Gobekli Tepe: The World's First Temple?

**TV presenter:** I'm driving to Gobekli Tepe, the world's oldest building, with Klaus Schmidt, a German archaeologist who **has made** a surprising discovery.

**Archaeologist:** Yes. I **have discovered** rings of huge carved stones about 6,000 years older than Stonehenge.

**TV presenter:** How old do you think Gobekli Tepe is?

**Archaeologist:** It's about 11,000 years old. I'm sure it's the world's first temple.

**TV presenter:** OK, we **have arrived** at the site where Dr Schmidt **has discovered** at least 16 buried rings. As we walk among them, I see that some are carved.

**Archaeologist:** We **have found** images of animals, like foxes and gazelles. My team has also found human bones, but they still **haven't located** any evidence that people actually lived in Gobekli Tepe.

### Answers

1. has made; 2. have discovered; 3. have arrived;  
4. has discovered; 5. have found; 6. haven't located

## Page 69, Exercise 3

- Give students time to think of a famous person or a star and then do some research about their lives. They should make notes, using the example as a guide. Tell students that their notes must be clear and their handwriting neat as other students in the class will be reading them. The star's name must be written clearly at the top of the page. Students should also write their own name on the paper in order to identify it later on.
- Walk around the class checking students' work is suitable for the next exercise. Give feedback and encourage them to use the Present Perfect Simple.
- When students have finished writing, tell them to fold their papers neatly in half so that the star's name is no longer visible. Ask everyone in the class to swap papers once or twice so they each have another student's work.

### Answers

Students' own answers

## Page 69, Exercise 4

- Put students into pairs and give them time to read the information they have on the star they were just given.
- Once this is complete, the students in each pair should ask each other questions to identify the star they are 'talking to'. Point out that they should act as if they are the star, as in the 'Serena Williams' example.

### Answers

Students' own answers

## Page 69, Exercise 5

- Ask students to read the rubric. Explain that the words have been written in the wrong order and that they have to put them in the correct sequence. When they have done so, they will find the definition of a word they have learnt in this module.
- Have students check their sentences in pairs before discussing answers as a class.

### Answers

- To make an object by cutting a piece of stone or wood
- It's a castle to defend people against an attack
- A group of similar buildings on the same site
- Used by or relating to the army
- A place where something important or interesting happened

## Page 69, Exercise 6

- Have students work in pairs finding the words that correspond to the sentences in exercise 6.

### Answers

a. 3; b. 1; c. 5; d. 4; e. 2

## Student's Book page 70

## Page 70, Crossword Puzzle

- Have a quick review of relevant vocabulary words that students have encountered in the module. Explain to the students that they have to work individually and that they have a time limit in which they have to complete this activity.
- You may motivate students by telling them that the first students who complete the task will be rewarded.
- Go through the answers as a class.

### Answers

#### Across

- citadel
- prehistoric
- fortification
- perform

#### Down

- incorporate
- empire
- heritage
- ditch
- track



Read the question aloud and set it as a task for the following class. The correct answer is that it was the tallest man-made structure in the world for over 3,800 years until the spire of Lincoln Cathedral was completed around the year 1300 CE.

## Refer to Activity Book pages 54–55

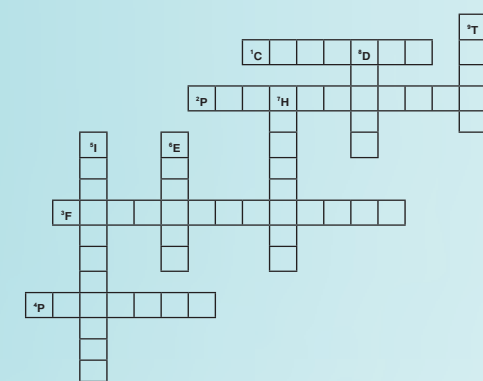
- Tell students that they have reached the end of Module 6 and that they need to do the exercises (1 and 2 on page 54 and exercise 3 on page 55) based on what they have learnt. Make sure they understand what they need to do and then tell them to fill in the last box. Ask them to rate the difficulty of each lesson of Module 6. Now they are near to the end of the Activity Book, congratulate students on their good effort and hard work.

## Optional Activity

- Review the Present Perfect Simple by asking each student to write on a piece of paper in the Present Perfect Simple about the activities they have tried. For example, *I have acted in a play*. Then, divide the class into groups, and have members of each group swap papers. Each member of the group reads out the activities written on the piece of paper they received and the whole group has to guess who wrote it.

## Crossword Puzzle

Read the clues and write the words in the puzzle.



**Across**

- A big building used to protect a city
- Relating to the time of history before anything was written down
- A wall or something similar used for protecting a place against attacks
- To entertain an audience by singing, acting, etc.

**Down**

- To include something as part of a group
- A group of countries that are controlled by one ruler
- The traditional beliefs, customs or values of a family, society or a country
- A long open hole in the ground
- A prepared area of land used to race on

**?**

The Great Pyramid of Giza is the only one of the Seven Wonders of the Ancient World to have survived. For how long was it the tallest man-made structure in the world?

70



# Lesson 8

## Project

### Renovating our school

**The outcomes of this lesson are:**

- To participate in a group discussion about the old and new parts of one's school
- To make a renovation plan
- To take part in a well-prepared authentic presentation to the class

**Materials**

- Student's Book page 71
- Paper, coloured paper, scissors, marker pens, glue sticks, sticky tape

**How to go about the material:**

- Make sure you have all the necessary materials prepared.
- You may decide that students do the Project as homework and give oral presentations in class.

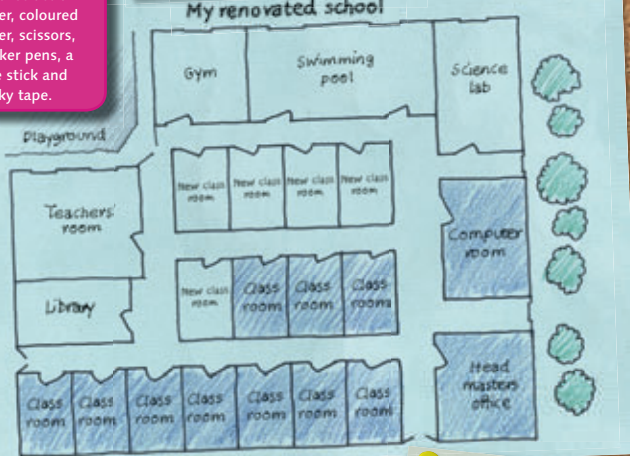
Student's Book page 71

### Renovating our school

**Before you start**  
Find a large sheet of construction paper, coloured paper, scissors, marker pens, a glue stick and sticky tape.

**Your task is...**  
To renovate your school building.

## PROJECT




**A Your first assignment**

- In groups, discuss the features of your school: the old and new or newer aspects of the building and the aspects that need renovating. Here are some points to think about:
- 1. When was your school first opened? By who?
- 2. What materials did the builders use (brick, concrete, steel, glass)? Draw a picture or find an old photo of your school.
- 3. What aspects need renovating (more and larger classrooms, a modern science lab / computer room / a larger garden / playground, a more accessible library)?
- 4. Where would you place them? Make a plan of the school as you want it.

**B Your second assignment**

- Show your project to the class. Explain what has changed and what has remained the same.



- Start by discussing students' answers to the question about the Great Pyramid of Giza from the previous lesson. Then, move on to the Project work.

- Arrange the class into groups. Then, ask each group to read through their first assignment and go through each of the points in a discussion. They should then work together to discuss each of the points, make notes, and collect or make interesting pictures of the school. By the time they get to points 3 and 4, tell them to imagine that their suggestions will be automatically implemented so they have a great responsibility to make the school as good as possible for all its students. They should use their imaginations to find ways of preserving and renovating old areas as well as creating new ones. They can take ideas from this module and from previous modules. For example, the layout of a spaceship for science areas (derived from Module 4) or a school garden for growing plants (derived from Module 2). This is the Project in which they can use the skills and knowledge they have acquired throughout *Action Pack 8*.
- Walk around the classroom giving praise for work that is creative and interesting. Encourage each group to make their plans clear and colourful, ready for the presentation in the second assignment.
- When students have finished making their renovation plans, ask each group to come to the front to give their presentation according to the instructions of the second assignment.
- Tell each group what is good about their plans and thank them for sharing their ideas. Then, have a class vote to decide which plan will be implemented to renovate your school.
- Keep students working in their groups in order to assess their collaborative work. Refer them to Assessment Tool 11 on page 79 of the Activity Book and tell them to complete it with their groups.

Project Work Assessment Rating Scale			
	Okay	Good	Excellent
Ability to discuss information with a group			
Ability to research information about the past and present of a building			
Ability to analyse which aspects of a building need improving			
Ability to arrange the ideas in a logical way			
Ability to present ideas to the class			
Division of tasks with the group			
Final result			



## I now know ...

### The outcomes of this lesson are:

- To review vocabulary relating to the universe, sports and buildings
- To review the grammar learnt in Modules 4–6

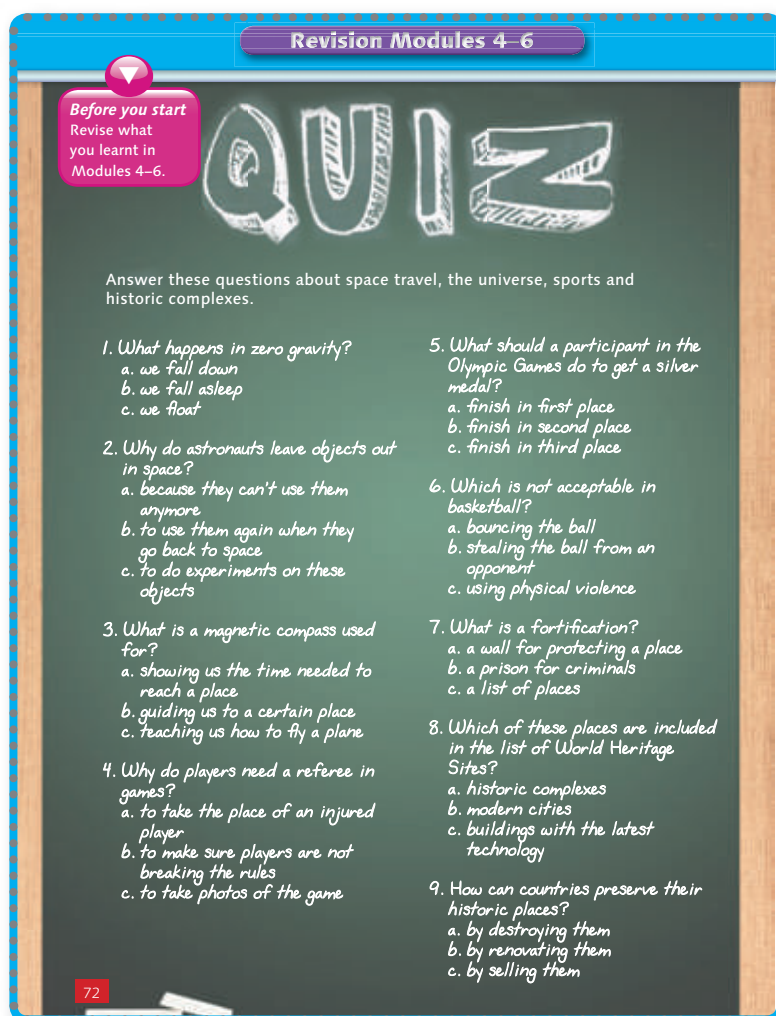
### Materials

- Student's Book pages 72–73
- Activity Book: I now know ... – pages 56–57

### How to go about the material:

- You can do the revision of Modules 4–6 in class before asking students to do the exercises.
- You may do the Optional Activity at the end of the lesson.

### Student's Book page 72



### Before you start

- Give students time to go over their notes and the pages of Modules 4–6 if you have decided to do the revision in class. Ask questions about different parts of Modules 4–6 in order to start revising the Future Simple, *can/can't*, *have to/don't have to* and the Present Perfect Simple. Check students' recollection of the new vocabulary and

understanding of the major topics by asking simple questions.

### Teaching tips

- Read through the quiz with students. Have a short discussion about the different topics of the quiz. Students shouldn't look back at Modules 4, 5 and 6 in the Student's Book before they have completed the quiz.
- Ask students to work on the quiz in pairs. Students should take it in turns to ask and answer the questions. They should discuss all their answers once they have finished and find evidence to support their responses. Walk around the class monitoring the activity as students are working.
- Go through the answers as a class.

### Answers

1. c; 2. a; 3. b; 4. b; 5. b; 6. c; 7. a; 8. a; 9. b

### Student's Book page 73

### Page 73, Exercise 1

- Tell students they will be reviewing the Future Simple tense by combining words from columns A and B to make sentences. Make sure they understand the activity and allow them to work either individually or in pairs.
- Once students have matched words from the two columns to make meaningful sentences, remind them to punctuate the sentences properly as they are copied down.
- Invite different students to the board to write out their completed sentences. Correct any mistakes as you go along and explain your corrections.

### Answers

1. d: The space scrapyard will damage space shuttles.
2. a: Humans won't be able to live on Mercury in the future because it's too hot.
3. e: A compass will help people reach a certain place.
4. b: Messages won't arrive at Gliese 581d before 2013.
5. c: Astronauts will have special training at a space training centre.



- 1 Use the words in columns A and B to make complete sentences with **will/won't**. Write them in your notebook using the correct punctuation.

A	B
1. space scrapyard	a. be able to live on Mercury in the future because it's too hot
2. humans	b. arrive at Gliese 581d before 2013
3. compass	c. have special training at a space training centre
4. messages	d. damage space shuttles
5. astronauts	e. help people reach a certain place

- 2 In pairs, put these expressions in the correct column. Then, write sentences using the correct forms of **have to** and **can**.

play on pitch   kick the ball  
not hit the ball with chest  
hit the ball over a net   referee  
not touch the ball with hand  
play on court   umpire

Football	Tennis

- 3 Listen and fill in the blanks. Then, listen again and check your answers.

Malta is an interesting island which has many impressive historic (1) \_\_\_\_\_. Malta's best-known attraction is the Mnajdra complex. (2) \_\_\_\_\_ men built it and decorated its temples with (3) \_\_\_\_\_. Before the discovery of the (4) \_\_\_\_\_ of Gobekli Tepe, in Turkey, the Mnajdra complex was considered to be the oldest building in the world. UNESCO has also included it in its list of World (5) \_\_\_\_\_ Sites.

- 4 Find the 10 words from Modules 4–6 and write them down.

o	n	q	o	y	o	e	z	e	i	e	v
i	e	d	i	t	c	h	e	s	t	r	o
n	d	q	e	m	p	i	r	e	i	t	i
c	a	s	t	r	o	n	o	m	e	r	
o	l	y	m	p	i	c	g	a	m	e	s
r	m	a	s	c	c	c	r	e	p	p	t
p	a	a	u	o	i	b	a	y	e	e	y
o	t	n	e	g	n	e	v	m	r	r	a
r	a	c	q	u	e	t	i	y	r	f	u
a	y	i	n	e	m	a	t	n	h	o	u
t	e	e	i	t	e	h	y	n	p	r	e
e	h	e	r	i	t	a	g	e	k	m	y

Across

1. d \_\_\_\_\_  
2. e \_\_\_\_\_  
3. a \_\_\_\_\_  
4. O \_\_\_\_\_  
5. r \_\_\_\_\_  
6. h \_\_\_\_\_

Down

7. i \_\_\_\_\_  
8. m \_\_\_\_\_  
9. z \_\_\_\_\_  
g \_\_\_\_\_  
10. p \_\_\_\_\_

	Always	Sometimes	Rarely
I can read a text and answer related questions.			
I can listen to a conversation and check my answers.			
I can use the new words.			
I can participate in the speaking tasks well.			
I can do the grammar activities correctly.			
I can do the writing tasks correctly.			

73

## Audioscript

Malta is an interesting island which has many impressive historic **complexes**. Malta's best-known attraction is the Mnajdra complex. **Prehistoric** men built it and decorated its temples with **carvings**. Before the discovery of the **ruins** of Gobekli Tepe, in Turkey, the Mnajdra complex was considered to be the oldest building in the world. UNESCO has also included it in its list of World **Heritage** Sites.

## Answers

1. complexes; 2. Prehistoric; 3. carvings; 4. ruins; 5. Heritage

## Page 73, Exercise 4

- Give students time to search for the 10 words chosen from Modules 4, 5 and 6 in the grid. They should then write down their answers before checking them in pairs.
- If you would like, students can test each other on the vocabulary from the three modules by writing a quiz. Put students into pairs and tell them to choose between them who will work on words 1–5 and who will work on words 6–10. They should write quiz-style questions which their allocated words are the answers to. For example, given the word *racquet*, a student might write the question *What does a player need to hit the ball in tennis?* for their partner to guess the correct answer. The student with words 6–10 can write an extra question about any of the other key words in Modules 4–6.
- Go around the classroom monitoring the activity and checking students' answers.

## Answers

1. ditch; 2. empire; 3. astronomer;  
4. Olympic Games; 5. racquet; 6. heritage;  
7. incorporate; 8. medal; 9. zero gravity;  
10. perform

Refer to Activity Book pages 56–57.

- Ask students to solve the exercises using what they have learnt in Modules 4, 5 and 6.

## Optional Activity

- Ask students to evaluate their learning of the language and the different tasks and skills by completing the table at the end of page 73. They should place a tick (✓) in the right box.

## Page 73, Exercise 2

- Draw the table for this exercise on the board and make sure students understand the task. Give them enough time to complete the activity individually.
- Play a game with students in order to check the answers. Stick a piece of paper on one side of the classroom with the word **Football** on it and another piece of paper on the opposite of the room with the word **Tennis** on it. Tell students that as you read each of the expressions, they should walk to the side of the room corresponding to what they think is the correct answer. For each answer, congratulate all the students who walked to the side of the room labelled with the correct word.
- Make sure students have the correct answers copied down in their notebooks before they start writing sentences of their own.

## Answers

**Football:** play on pitch; kick the ball; referee; not touch the ball with hand

**Tennis:** play on court; hit the ball over a net; umpire; not hit the ball with chest

*Students' own answers*

## Page 73, Exercise 3

- Read the rubric and clarify any doubts. Allow students to work in pairs.
- When students have finished, write the answers on the board for them to check their own work.



# Reading for fun A

## Mansour and the Candle

### *The outcomes of this lesson are:*

- To show appreciation of a moral story
- To use context to guess the meaning of new words
- To participate in a discussion and defend a point of view
- To apply knowledge of organisation and conventions of language to form a written argument

### *Materials*

- Student's Book pages 74–77
- Dictionaries
- Cassette

### *How to go about the material:*

- You can ask students to read the short story as homework and go straight to page 77.

### *Before you start*

- Ask students if they have ever challenged anyone or have been challenged to take an action. Also ask them if they have made promises to others or have been made promises that were not kept. Hold a class discussion. Encourage students to talk about incidents of challenges and promises they have experienced or heard about.
- Ask students to look at the two pictures in the story. Encourage them to make guesses about the two characters and then to relate these to the title, *Mansour and the Candle*.
- Tell students they are going to read the story about the two characters. Advise them to read silently to enjoy it and to get the content and not to worry about the vocabulary or the language structures.
- After students have finished reading, ask for volunteers to roleplay parts of the story by reading the dialogues between the two characters.

### Student's Book pages 74–76

**Reading for fun A**

### *Mansour and the Candle*

One day Mansour and his rich neighbour, Malek, were talking about the weather. Malek, who was wearing his heavy coat, said, "Brrr! It's very cold today."

"Malek!" smiled Mansour, "It isn't cold at all."

"What do you mean, it isn't cold?" Malek's voice became loud and strong. "You can't tell me it isn't cold. Can you sleep on the roof in this weather?"

"Of course," Mansour answered.



"What?" said Malek angrily.

"Perhaps you could sleep on the roof all night, but you would have to use a cover or start a fire to keep yourself warm."

"Not at all, Malek," said Mansour. "I can sleep on the roof tonight without any cover or fire if you want me to."

Now Malek knew that Mansour was a very wise man. So he said, "Mansour, sleep on the roof tonight. Do not use any cover or fire. You don't have to do it but if you do, I will take you on a journey to see a wonderful place I travelled to once."

Mansour couldn't sleep well that night. It was the coldest night for hundreds of years. He tried watching the stars, thinking they would shine down on him to keep him warm. Soon, dark clouds covered them. He watched the lights in houses across the city, but one by one, the house lights went out as people went to bed. Then, far away on the other side of the city he saw a small candle in a window. He tried to think that it was near him to warm him through the night. In the morning, he went inside and took a warm bath, thinking he would be a rich man.



74

### Student's Book page 76

### *What do you think?*

- See if students can explain the proverb. Go through it with them and try to elicit the meaning (whenever we make a promise to someone, we should do what we have said, to show that we meant it). Ask the students to translate the saying into Arabic and say whether they think this statement is true. What might be learnt from it?

### Student's Book page 77

### *Page 77, Exercises 1–4*

- Read the four questions to the class. Make sure the students understand what they have to do. Students work in groups to discuss the answers. Encourage them to give their opinion freely.
- Go around the groups offering help if needed. If you notice they are using the native language, Arabic, encourage them to use English. (While students are working, draw the tables in exercises 5 and 6 on the board).
- After students have finished, hold a general discussion allowing students to voice their opinions.



"Good morning, Malek," said Mansour to his friend. "It's a nice day, isn't it?"

"It's still cold," said Malek. "I'm sure you found it cold at night."

"Ah yes, it was cold. However, I stayed on the roof all night without a cover or a fire," said Mansour proudly.

"The whole night without any cover or even a small fire?" asked Malek surprised.

"How did you do it, Mansour?"

"I saw a small candle burning in the window of a house far across the city. It warmed my heart just by looking at it," explained Mansour.

"Ha! Then you did have something to keep you warm. You shall not go on a journey with me," laughed Malek.

Mansour left Malek's house feeling so sad, but one week after that, he invited his friend to a big dinner.

Malek knew that Mansour's food was the best in town, so he ate very little that day. He was so hungry by the evening that he arrived early. Malek waited and waited, but the dinner was not ready.

### Answers

1. Malek challenged Mansour to sleep on the roof without any cover or fire to keep him warm. Mansour wanted to teach Malek a lesson which was to keep his promise: to take Mansour on a journey if he slept on the roof at night without a cover.
2. Malek was rich and was wearing a heavy coat. He challenged Mansour, knowing that Mansour was wise. Maybe he was arrogant and felt like humiliating Mansour. On the other hand, Mansour had good intentions. He invited Malek for dinner to show him the importance of keeping one's promise.
3. Mansour was fair. He convinced Malek that the candle, which could not cook the meat, did not keep him warm that night on the roof.
4. In the end, the two men were happy. Malek knew he was wrong, and Mansour was going to go on a journey to see a wonderful place.

### Page 77, Exercises 5–7

- Read the instructions for exercises 5–7. Allow students to work out the answers in groups.
- Go around to clarify any problems groups may have.
- Remind students that the characters' personalities at the beginning of the story may seem different at the end.
- Ask a volunteer to come to the board to write the answers. Elicit answers from different students.

### Answers

5.

<b>Title</b>	Mansour and the Candle
<b>Characters</b>	Mansour, Malek
<b>Setting (time, place)</b>	<ol style="list-style-type: none"> <li>1. A day when Malek's challenge and promise were made</li> <li>2. The night Mansour slept on the roof</li> <li>3. The dinner at Mansour's house one week later, when the resolution took place</li> </ol>
<b>Events</b>	<ol style="list-style-type: none"> <li>1. Malek challenges Mansour to sleep on the roof at night and promises to take him on a journey.</li> <li>2. Mansour sleeps without any cover.</li> <li>3. Malek does not keep his promise saying that Mansour used the candles in other houses to keep him warm.</li> <li>4. Mansour is sad and thinks of a plan: he invites Malek for dinner to teach him a lesson.</li> <li>5. Mansour shows Malek a candle under the meat hanging from a tree.</li> </ol>
<b>The end</b>	Malek knows he is wrong, and Mansour will go on a journey with Malek to a wonderful place.

6.

<b>Mansour and the Candle: Characters and qualities</b>	
Mansour	hopeful, wise, poor, humble, perseverant, honest, faithful, fair
Malek	rich, unfair and arrogant (in the beginning); generous, faithful and fair (in the end)

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

### Page 77, Exercises 8–10

- Read the three questions to the class. Make sure students know what they have to do.
- Remind them of the skills they have developed from the debate tasks in Modules 1 and 5. Make sure that about half the groups talk about wisdom, while the other half talk about wealth. Assure them that sometimes they have to accept an argument which they do not believe in for the sake of participating in an academic task. Encourage them to do research to strengthen their arguments with proof.
- Advise students to visit the school library or carry out an Internet search to find famous people. Encourage them to give examples of prominent people.



- After students have completed the tasks, they present their arguments to the class. Encourage the audience to give positive feedback and constructive comments.

### Answers

#### Students' own answers

Mansour and the Candle

“Mansour, if we don’t eat now, I’m going home,” he shouted.  
“Yes, kind Malek, come with me.” Mansour said. He took Malek out to the garden where a big piece of meat was hanging from the highest tree. Under it, on the ground was a candle burning slowly.  
“What’s this?” shouted Malek.  
“Oh, wise Malek, if a candle burning inside a house on the other side of the city could warm me on my roof, surely it can cook this meat hanging in my tree.”

Malek knew that he was wrong. He promised Mansour he would take him on a journey after all. He was just about to leave when Mansour brought out the best dinner ever prepared. Malek was so happy that he couldn’t wait for their journey together.

What do you think?

“A promise is a cloud; fulfilment is rain.”

Arabian Proverb

76

### Optional Activity

- Ask students to research quotations about issues related to the story, such as friendship, hospitality, goal setting, motivation, perseverance, etc.
- Encourage them to write notes which they use to write an essay and give their opinion.
- Students present their work to the class or post it on the bulletin boards.

READING FOR FUN ACTIVITIES

In groups discuss the following questions.

- 1 In your own words, describe the challenge each of the two characters has set for the other.
- 2 What was the motive behind each challenge? Did the characters mean well? Explain your answer.
- 3 Do you think that Mansour was fair in his response to Malek’s challenge? What does this tell us about Mansour?
- 4 What do you think of the end of the story? Did you expect it? Is it fair?
- 5 Fill in the following table with information about the story.

Title	
Characters	
Setting (time, place)	
Events	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
The end	

- 6 In your notebook, draw a table and write adjectives that describe each character, Mansour and Malek.

Mansour and the Candle: Characters and qualities	
Mansour	
Malek	

- 7 Fill the blanks in Column A with the right words from Column B.

A	B
1. He _____ his hands by the fire.	a. shines
2. The _____ is quite warm today.	b. proud
3. The sun _____ brightly during the day.	c. hung
4. He was very _____ of his work.	d. roof
5. They _____ their clothes out to dry.	e. warmed
6. He could see the city from the _____ of his house.	f. weather

- 8 Malek had wealth while Mansour had wisdom. Discuss the advantages of being rich and compare them to the advantages of being wise. Take notes.
- 9 Then, as a group, choose either wealth or wisdom. Write an argument to support having one of them. Do some research to give examples of famous people to support your argument.
- 10 Participate in a debate to present your argument.

77

Refer to Activity Book page 58.

- For exercise 1, ask students to refer to the story and answer the questions. Tell them that a useful way of completing the exercise would be to have a question in mind as they scan the text for an answer. Encourage them to answer in their own words, not just to copy sentences directly from the story. For stronger students, tell them they can attempt to answer the questions without referring to the text until they have completed the exercise. Then, allow students to choose whether they work individually or in pairs to complete exercises 2 and 3 in the vocabulary and grammar sections.



# Reading for fun B

## Hayy Ibn Yaqzan

### The outcomes of this lesson are:

- To show appreciation of a story about somebody's life
- To use context to guess the meaning of new words
- To use the school library or the Internet to do research
- To take part in a well-prepared authentic presentation to the class

### Materials

- Student's Book pages 78–80
- Dictionaries
- Cassette

### How to go about the material:

- You can ask students to read the short story as homework and go straight to page 80.

### Student's Book pages 78–80

**Reading for fun B**


### Hayy Ibn Yaqzan حي بن يقظان

I heard about an island that is one of the most beautiful places in the whole world. Nobody knows for certain where Hayy Ibn Yaqzan came from, but he is the one who lived alone on the island for so many years. Some say he was left there by his mother to escape from an enemy. I say the most important thing isn't how he got to the island, but what happened to him while he was there. I will tell you how he grew up, how he changed and how he came to know God.

Baby Hayy was found crying by a passing deer. The deer **raised** him as if he was her own child. She gave him milk and ran to him if he cried. She carried him to trees and found the sweetest fruits for him. If it was too sunny, she found **shade** for him, and if it was too cold, she kept him warm. Hayy learnt to make sounds like a deer and to understand the birds.

However, he soon realised that he wasn't like the other animals. By the time he was seven, he knew that he had no way to defend himself, and no way to stop other animals if they wanted to steal fruit from him. He didn't even have fur or feathers to cover his body. So Hayy found leaves to cover his body and sticks to defend himself. In this way, he began to understand the power of his own ideas.

The animals grew afraid of Hayy and his strange new clothes. They all stayed away from him now, except for the deer who raised him and continued to love him.



78

### Before you start

- Write on the board in Arabic: Hayy Ibn Yaqzan. Ask students if they realise what the name means. Elicit answers. Explain that the name means 'Alive, son of Awake'.
- Give the background to the story. In the 11<sup>th</sup> century, the famous physician and philosopher wrote a story with the same title. Then, in the 12<sup>th</sup> century, a famous mathematician and philosopher called Ibn Tufayl Abubacer was inspired by the earlier story and wrote a similar one with the title "The story of Hayy Ibn Yaqzan".
- The story describes Hayy, who was the only human being on an island, developing through the different stages of human life. A deer guides him in childhood; he adapts in adolescence and becomes independent in adulthood.
- He learns about life and death through observing the surrounding animals and trees. He contemplates about the creation to acquire knowledge of the Truth and discover the presence of God.
- Ask students to look at the three pictures in the story. Encourage them to relate them to the background.
- Tell students they are going to read the story about Hayy. Advise them to read silently to enjoy it and to get the content and not to worry about the vocabulary or the language structures.
- After students have finished reading, ask students to work in groups to discuss the answers to the questions on page 81.

### Student's Book page 80

### What do you think?

- Socrates was an ancient Greek philosopher born around 2,500 years ago. Although none of his original writings remain, we know about his ideas because of the writings of his students. He encouraged other philosophers, like Plato, to think about wisdom and the extent of human knowledge. This quotation that is attributed to him suggests that wisdom can be reached by knowing that nobody can know everything. Ask students to translate the quotation into Arabic and to suggest any similar sayings or ideas that they have heard or read about.

## Page 81, Exercises 1–4

- Read the four questions to the class. Make sure the students understand what they have to do. Students work in groups to discuss the answers. Encourage them to say their opinion freely.
- Go around the groups offering help if needed. If you notice they are using the Arabic language, encourage them to use English.
- After students have finished, hold a general discussion of the answers.

### Answers

1. Hayy was possibly abandoned (left) on an island because his mother wanted him to escape from an enemy.
2. The deer was like a mother to baby Hayy. She offered him food, comforted and protected him.
3. The deer first gave Hayy milk then guided him to eat fruits from trees.
4. When Hayy was seven years old, he started to be aware of his surroundings. He protected himself from animals by covering his body and using sticks.

Hayy Ibn Yaqzan

But as Hayy's understanding of the world improved, the deer's health became weaker. One day, she died, and Hayy couldn't understand why. He thought of all the things he knew, but he couldn't work out why she was dead. He realised that he didn't even understand what makes us live. Feeling sad, he learnt how to bury the deer by watching the ravens burying their food. He walked around the island lost in his own thoughts for many years.

As he walked around the island, he learnt how to make fire by rubbing sticks together. With fire, he learnt how to make himself warm, and soon after that, he learnt to cook the fish and other animals he caught. He was a good hunter because he understood how animals behave. After watching many animals, he came to see that all creatures see with their eyes, have blood that is moved through them by the heart, think with their brains, and had all of these things connected into one by an unseen Spirit. He realised that, in these ways, all living things are similar. Hayy continued to watch the world around him and learn many more things.

Hayy used his knowledge to improve his way of life. By the time he was 21, he had made a comfortable home on the island. He kept chickens so he could eat their eggs, and started to **tame** wild animals to help him work the land. He carried on for seven years, and learnt how man and animals can work together peacefully. He found comfort in this, and realised that all living things were connected as one by an unseen Spirit.

79

## Page 81, Exercises 5–7

- Read to the class the instructions for the three questions. Allow them to work out the answers.
- Offer help when students need it.
- After students have finished, ask for volunteers to give the answers.

### Answers

5. Hayy started thinking of life and death when the deer died.
6. Hayy started thinking of the human body after he watched many animals; he learnt that they see with their eyes, have blood in their heart and think with their brains.
7. When Hayy was 21, he lived in a home, learnt what animals to keep, tamed wild ones and learnt that man and animals could work together.

## Page 81, Exercises 8–9

- Read the two questions to the class. Allow students to continue working out the answers. (While students are working, draw the table in exercise 10 on the board).
- After students have finished, elicit answers from different students.

### Answers

8. After Hayy had learnt about the human body, he observed the Sun, Earth, Moon and universe.
9. Hayy thought that there must be a God to connect all living things. And finally, he knew about the perfection of God.

## Page 81, Exercise 10

- Read the question. Ask a volunteer to come to the board to fill in the table.
- Discuss with the students whether the deer can be considered as a character in the story.
- Tell students that reference to Hayy's age is not always mentioned. Encourage them to find a pattern in the giving dates (multiples of seven).

### Answers

Title: Hayy Ibn Yaqzan	
Characters	Hayy Ibn Yaqzan, the deer
Place	The island



Hayy's age 0-7	<b>Stages of learning</b> 1. lived with the deer and learnt to make sounds of animals
7-21	2. knew he was different from animals; covered his body 3. buried the deer 4. learnt how to start fires; kept warm and cooked food 5. learnt about the human body
21	6. lived in a home, kept chickens, tamed animals 7. observed the Sun, Moon, Earth and universe
The end	8. knew God exists and is perfect

## Answers

1. tame; 2. Pilgrimage; 3. shade; 4. perfection; 5. raised

## Page 81, Exercise 12

- This exercise provides a good opportunity for students to practise critical reading, especially the idea of 'questioning a text'. As they read, encourage students to ask themselves whether they think Hayy made good decisions at each stage of his development. They should consider ways that they might have acted and things they might have done differently. For example, they might have collected different types of food or chosen to learn about different things on the island.
- Go through answers as a class and invite different students to contribute to the discussion.

## Answers

### Students' own answers

### Hayy Ibn Yaqzan

Now Hayy knew so much about the things on the land, he wanted to learn about all the things in the sky.

Through the strength of his ideas, he began to understand how the Sun guides the orbit of the Earth, and how the Earth guides the orbit of the Moon. He learnt how to find certain stars at certain times of the year. He understood that the universe must be very old and very large. The universe seemed bigger than he could imagine, but he knew that it must all be held together by a great, unseen Spirit.

When Hayy thought about how the human body works as one, how all living things can work together as one and how the universe fits together as one, he was filled with wonder at how the unseen Spirit held all things together. There was nobody to tell him how the universe was born, but by watching the world around him, he knew that it must have been created by a great God. The more Hayy saw, the more he began to understand the **perfection** of God. God had made the universe more wonderful than any of the things Hayy had made. The order Hayy had brought to his land was nothing compared to the order God had brought to the universe.

Hayy loved God, and he continued happily like this for many more years. It is impossible for me to explain in words the joy he experienced. There isn't even enough time now to explain how he came to leave the island, to meet other men and to learn about Prayer, Alms, Fasting and **Pilgrimage**. There are many more things to tell you about the life of Hayy Ibn Yaqzan, but they're all stories for another day.

#### What do you think?

"True wisdom comes to each of us when we realise how little we understand about life, ourselves, and the world around us."

Socrates

80

## Page 81, Exercise 11

- Ask students to read the five definitions and make sure they understand what each one means. Then, have them find the words in bold from the text and match each word to a definition. Tell them to leave a word until the end (when there are fewer remaining definitions) if they have any doubts.
- Walk around the classroom monitoring the activity and try to help students. If they are struggling to understand any of the definitions, encourage them to use a dictionary.
- Check answers as a class by reading a definition aloud before asking a volunteer to tell you the matching word from the text.

### READING FOR FUN ACTIVITIES

In groups discuss the following questions.

- What do we know about Hayy when he was a baby?
- In your own words, describe the deer.
- How did Hayy learn what to eat?
- When did Hayy start to be aware of his surroundings? How did he protect himself?
- When did Hayy start thinking of life and death?
- How did Hayy start thinking of the human body?
- In what way did Hayy's life change when he was 21?
- What did Hayy observe after he had learnt about the human body?
- What was the last and most important thing that Hayy learnt about?
- Use the following table to outline the stages of learning that Hayy achieved in his life on the island. Some parts are already done for you.

Title : Hayy Ibn Yaqzan	
characters	
place	The island
Hayy's age	Stages of learning
0-7	1. _____
7-21	2. _____
	3. _____
	4. _____
	5. _____
21	6. _____
	7. _____
The end	_____

- Refer to the story. Find words in bold that mean the following.
  - to train a wild animal to live with humans
  - without any mistakes or faults; the best
  - a journey to a holy place for religious reasons
  - looked after a child and helped him to grow
  - shelter from direct light
- If you were Hayy learning new things alone on the island, would you have done things differently? Take notes.
- The story tells about the life of Hayy on the island. It also represents the stages a person goes through to learn about life. Research one of the following topics. Write notes, collect pictures and make a presentation for your classmates.
 

Topic A  
Find out when humans discovered the planets of the solar system.

Topic B  
Find out when humans first started using fire.

Topic C  
Find out when humans first started to bury their dead.

81

## Page 81, Exercise 13

- Assign the research topic for students to do at home or in the school library. Discuss with them when they will be ready to present their project to the whole class.

## Answers

### Students' own answers



# Activity Book Answer Key

## I remember ...

1. 1. d, logical 2. e, atmosphere 3. a, preserve  
4. c, traditional 5. b, scuba diving
2. 1. slower 2. most famous 3. hotter  
4. better than 5. oldest

3.

Affirmative	Negative	Interrogative
There are many important sites near this town.	<i>There aren't many important sites near this town.</i>	Are there many important sites near this town?
He is visiting Petra.	<i>He isn't visiting Petra.</i>	<i>Is he visiting Petra?</i>
<i>I like playing football.</i>	I don't like playing football.	Do I like playing football?
I went swimming last weekend.	I didn't go swimming last weekend.	<i>Did I go swimming last weekend?</i>

4. 1. There isn't 2. Are there 3. There is 4. Is there  
5. There aren't
5. 1. Don't leave rubbish lying about all over the place.  
2. Don't write your name on walls or stones.  
3. Be careful when visiting the ancient landmarks.  
4. Buy souvenirs, but don't take parts of the landmark.  
5. Make sure you have a good time.
6. 1. a 2. c 3. b 4. a 5. c

7.

n	t	p	p	l	e	u	e	s	s	l
t	u	o	o	t	n	e	e	a	u	s
o	r	e	l	a	x	d	o	n	n	u
u	r	k	i	d	n	a	p	d	b	s
r	a	a	c	g	a	t	h	c	a	p
i	n	v	e	s	t	i	g	a	t	e
s	s	p	o	c	t	m	e	s	h	c
m	o	l	f	p	u	y	a	t	e	t
p	m	m	f	m	i	s	b	l	t	n
u	s	w	i	m	s	n	s	e	a	n
r	t	i	c	a	c	h	s	c	i	m
c	m	u	e	c	e	d	o	i	e	m
d	l	d	r	c	k	e	a	o	s	s

Detecting: police officer, ransom, suspect, kidnap, investigate

Holidays: tourism, relax, swim, sandcastle, sunbathe

## Module 1

1. 1. Visual learner: b e g  
2. Auditory learner: c f i  
3. Kinaesthetic learner: a d h
2. 1. remember 2. discuss 3. apply 4. prefers  
5. like 6. is
3. 1. Jameela 2. Ramzi 3. Jameela 4. Mazen  
5. Mazen 6. Ramzi
4. a. What do you do every afternoon?  
b. When do you visit your friends?  
c. Where do you go at weekends?  
d. When do you visit your grandparents?  
e. How often do you go to the theatre?

*Students' own answers*

5. Noura is nine years old. She has got one sister, but no brothers. Her father is an engineer and her mother is a teacher. They live in a small flat, but Noura does not share her bedroom with her sister. She watches scientific documentaries sometimes, but her sister never does. Noura wants to start her own business in the future and design furniture.

## Module 2

### First section, pages 10–11

6. a. Noura has got one brother.  
b. Noura's mother isn't a teacher. She's a nurse.  
c. The family's flat isn't small; it's big.  
d. Noura shares her bedroom with her sister.  
e. Noura doesn't want to design furniture; she wants to design traditional clothes.
7. 1. started 2. found 3. used 4. invented  
5. wanted
8. 1. When did people begin making rugs?  
2. Who found the Pazyryk carpet?  
3. Why did it survive?  
4. What did people use carpets for?

Regular verbs		Irregular verbs	
Base form	Past tense	Base form	Past tense
start	started	find	found
survive	survived	be	was/were
use	used	say	said
date	dated		
suggest	suggested		
invent	invented		
produce	produced		
want	wanted		

10. 1. Do you like 2. is 3. get 4. live 5. makes  
6. do not have (don't have)
11. 1. ATTRACTIVE 2. VISUAL 3. HANDMADE  
4. DISABLED 5. COLLECT 6. ACCESSORIES

1A										T	T	R	7A										C	T	I	V	E																			
										2V										I	S	U	A	L																						
										3H										A	N	D	M	A	D	E																				
																				4D										I	S	A	B	L	E	D										
5C										O	L	L	E	C	T																															
6A										C	C	E	S	S	O	R	I	E	S																											
																				R																										
																				Y																										

12. 7. AUDITORY  
Example answer: relating to hearing

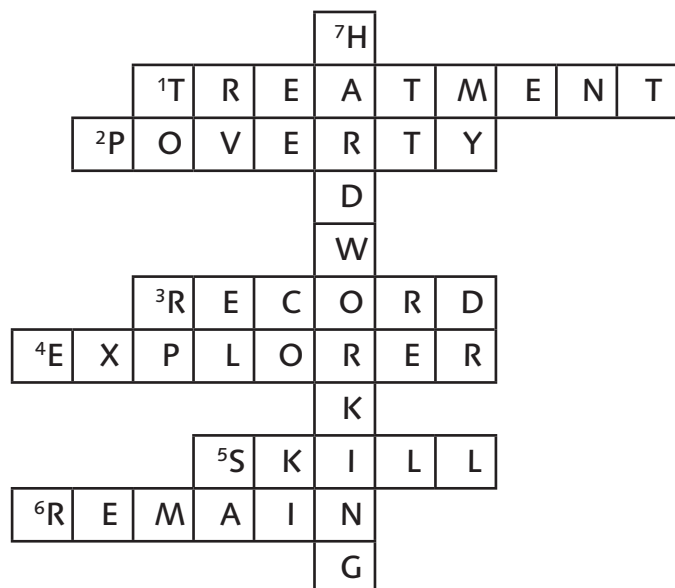
1. 1. d 2. e 3. a 4. b 5. c
2. 1. is 2. is 3. is 4. bring 5. celebrate
3. 1. c 2. b 3. a 4. c 5. c
4. 1. Rami usually gets up at 8 a.m., but today he's getting up at 7.30 a.m.  
2. Rami usually has breakfast at 8.30 a.m., but today he's having breakfast at 8 a.m.  
3. Rami usually does his homework at 9 a.m., but today he's visiting his aunts.  
4. Rami usually goes to Friday prayer with his father at 12 p.m., but today he's going to Friday prayer with his grandfather.  
5. Rami usually visits his aunts at 2.30 p.m., but today he's cooking a traditional meal with his grandmother.  
6. Rami usually has dinner with his family at 7.30 p.m., but today he's looking at old photos with his grandparents.

### Second section, pages 11–13

1. 1. live 2. am currently working 3. am reading  
4. tell 5. show
2. 1. Correct. d  
2. My mum and dad always check my school projects. a  
3. Ahmad is writing about his favourite poet at the moment. c  
4. Correct. b
3. 1. I often read articles on old African stories.  
2. Hala is eating lots of fish now.  
3. Jawad's father is taking his family to different places for their summer holidays at the moment.  
4. We always study hard before our exams.  
5. We spend our holidays in Aqaba every summer.
4. Students' own answers

5. "We are here to see how things work at JHCO. People of different nationalities are gathering here today to talk to us about their contribution to the organisation. Samia Ramadan, for example, is one of the many Jordanian doctors who are currently providing medical care for the sick. The girl who is holding a box is Jenny, an American student, who goes to medical school. She usually helps Dr Ramadan, but today she is unloading a truck along with other volunteers. They are preparing medical supplies, food and clothes to be sent later."

6. 1. TREATMENT 2. POVERTY 3. RECORD  
4. EXPLORER 5. SKILL 6. REMAIN



7. 7. HARD-WORKING

Example answer: putting great effort into work

### Third section, page 14

1.

Name	Strong points	Weak points
<b>Khadeeja</b>	She's a paediatrician. She's working for JHCO. She has a degree in Child Psychology. She can speak Arabic, French and English. She is 32 years old.	She can't start working immediately.
<b>John</b>	He has experience of working with children in difficult conditions. He's in good health. He can speak English, Arabic and Chinese.	He has never lived outside Britain. He is 45 years old.
<b>Jamal</b>	He's in good health. He raised a large family.	He's not a doctor or a professional. He doesn't have any specialist knowledge. He is 58 years old.

2. *Example answers:* Khadeeja's strong points are her age, her degrees in medicine and Child Psychology, her experience of working for JHCO and her knowledge of Arabic, French and English. Her weak point is that she's already working, so she cannot start immediately. John's strong points are his experience of working with children in difficult conditions, his good health, and his knowledge of English, Arabic and Chinese. His weak points are that he is 45 and has never lived outside Britain. Jamal's strong points are his experience with children, thanks to raising a large family, and his good health. His weak points are his lack of qualifications and specialist knowledge, and he is rather old for the job.

3. *Students discuss*

4. *Example answer:* I think the best choice is Khadeeja because she's a paediatrician and has worked with children before.

### Fourth section, pages 15–16

1. Art is one of the most important parts of Jordan's culture. Lots of Jordanian artists have exhibitions in art centres and galleries in Jordan. Jordanian art is based on Arabic and Islamic elements, but is also influenced by the West. One of the organisations in Jordan that is encouraging this variety in culture is the "Royal Society of Fine Arts" or RSFA. RSFA was started in 1972. It supports modern art and encourages dialogue between different cultures.

2. 1. because 2. but 3. and 4. but 5. However

3. Khadeeja  
c/o JHCO  
Amman  
Jordan  
20 January

Dear Fatima,

How are you, dear sister? How's our family? Are Mum and Dad OK?

I'm very well. The situation in Haiti is very bad, but I am very happy because I am helping people. I am living in a tent. It's not very comfortable, but some people don't even have a tent!

I miss you all! I still have to stay here two more months. I'm coming back in April. And after that ... can you believe it? Children of the World accepted my application. I still don't know where they are sending me. But let's not worry about it.

Write back soon.

I look forward to hearing your news.

Best wishes,  
Khadeeja



- Jamal  
c/o Children of the World,  
South Africa  
30 July

How are you all? I hope you are well.

Write back soon. I look forward to hearing your news.

Love,  
Dad

1. 1. are writing 2. am working 3. lives  
4. don't know (do not know) 5. eat
2. 1. Arar wrote poetry but also practised law.  
2. Art plays an important role in the Jordanian culture.  
3. The Nyangatom rely on herbs to make them better.  
4. A health centre is a building where patients see their doctors.  
5. She thinks JHCO is an important organisation.
3. 1. c 2. a 3. b 4. b 5. a

## First section, pages 19–20

1. 1. honest, moral 2. dedicated, inquisitive  
3. brave, clever
2. 1. were walking 2. was running  
3. was trying 4. was chasing  
5. was doing
3. 1. arrived 2. saw 3. were, doing 4. was  
5. realised 6. came
4. 1. a 2. b 3. b 4. c

1. The sun was shining.  
2. A brother and sister were carrying bags.  
3. A boy was riding a bike.  
4. A husband and wife were reading books in a library.
1. saved 2. was playing 3. didn't see 4. went  
5. was setting 6. stepped
- Fadi and his friends, Tareq and Hisham, were ordering juice from the café at the train station when they heard the train leaving. "The next train is in one hour," said the stationmaster. They went back into the café. Tareq and Hisham were having some coffee when they heard a whistle. They rushed out and saw that the train was going away. "Next one is sixty minutes from now," said the stationmaster. An hour later, Fadi and his friends raced out onto the platform, and Tareq and Hisham jumped onto the train. Fadi stood on the platform and began to laugh. His friends only came to see him off.
1. WOUND 2. INJURE 3. DEDICATED  
4. DISHONEST 5. CREATIVE 6. BRAVE



## 5 7. INQUISITIVE

*Example answer:* someone who asks many questions in order to learn and find answers

### Third section, page 23

1. *Students' own answers*
2. *Students' own answers*

### Fourth section, pages 24–25

1. One of the most impressive prizes that a Jordanian could get is the Ahel Al Himmeh Award. Many people in Jordan do charity work to help those in need. These people want to build a better community. They are heroes of different ages and from different backgrounds. They volunteer every day to make Jordan an even better place to live in. The Ahel Al Himmeh Award is given to these heroes for their efforts. It encourages volunteers to keep up the good work and inspires more people to get involved.
2. 1. compassionate 2. soldiers 3. dedicated 4. encouraged 5. wounds 6. caring
3. 1. and 2. One day 3. As soon as 4. but 5. Suddenly 6. But 7. Finally
4. There was a rich man who loved clothes and spent lots of money on them. One day, two thieves decided to trick him. They planned their trick carefully.

"Firstly", one of the thieves said, "we must convince him that we can make beautiful clothes that only intelligent people can see."

"Then", the other said, "we must say that nobody can see us work."

"Finally", said the first, "we have to give him his 'suit', and make him wear it. We have to make sure that we are miles away when he does ..."

5. *Students' own answers*

### What I have learnt, page 26

1. 1. was walking 2. heard 3. ran 4. saw 5. was lying 6. was standing 7. was phoning 8. arrived 9. got 10. took
2. 1. Ahmad Hassan Zewail was the first Arab to win a Nobel Prize in the scientific field.  
2. Ali helped an old man to cross the street before the cars came.  
3. While the boy was talking to the police, the robbers escaped.  
4. Rufaida set up hospital tents next to battlefields to treat injured soldiers.  
5. Baibars became King of Egypt after the death of Qutuz.
3. 1. a 2. c 3. b 4. a 5. b

## Revision Modules 1–3

1. 1. goes 2. does 3. do 4. gave 5. was
2. a. entertainment b. skilled c. treatment d. An explorer's e. patriotism
3. a. When did Mustafa Salameh reach the top of Mount Everest?  
Mustafa Salameh reached the top of Mount Everest on Jordan's Independence Day in 2008.  
b. How did Rufaida help people change their lives?  
She helped them make their lives healthier and more comfortable.  
c. Where was the grandmother going when Jack saw her?  
She was going to buy a gift for Bill.  
d. What did Baibars do after he became king?  
After he became a king, he built bridges, canals and mosques.  
e. How did Charles Robbins save his family?  
He saved his family from the attackers by phoning the police.
4. a. was chasing b. was riding c. was walking d. was painting e. was flying f. was playing
5. 1. b 2. c 3. b 4. a 5. a

## Module 4

### First section, page 30

1. a. spaceship b. astronaut c. solar system d. to revolve e. satellite
2. 1. will/ask 2. will/be 3. will have 4. will go 5. will explore 6. will float
3. 1. will build 2. will make 3. will not taste (won't taste) 4. will not be (won't be) 5. will play

### Second section, pages 31–32

1. **Student:** When will humans land on Mars?

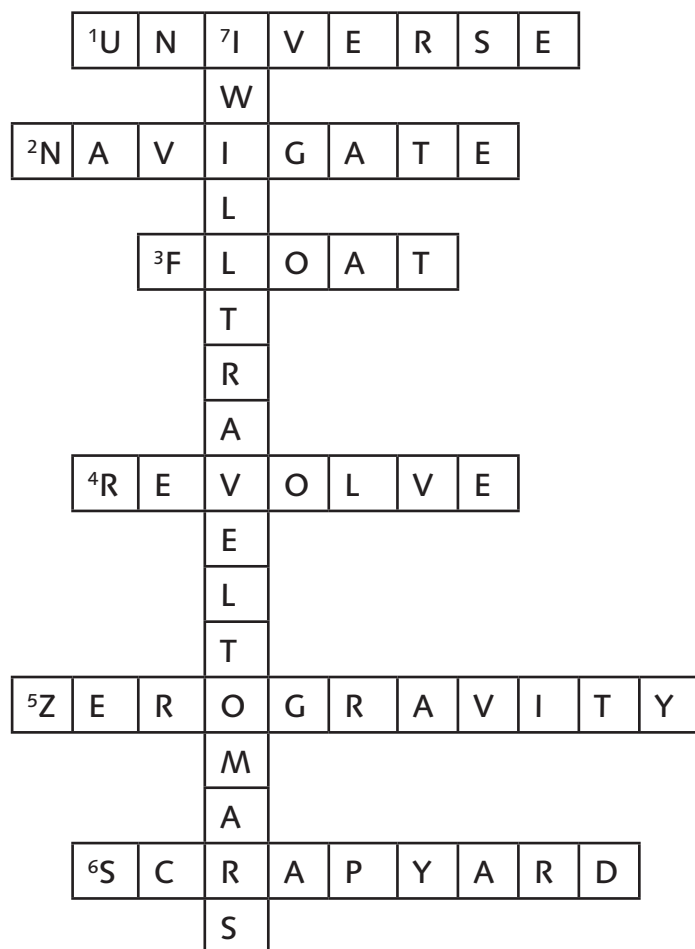
**Lecturer:** Well, that's a big question. We have to be sure of two things: that they will travel there and back safely, and that they will survive on the Red Planet. The first step is going to the Moon. This will teach astronauts how to live and work on another world. Then we will send a wheeled robot to Mars to explore the landing site. A few years later, it will return to Earth with a sample of Martian rock and soil. People will eventually travel to Mars, but not earlier than 2035.

2. 1. will study 2. will/reach 3. will not happen 4. will need 5. will not (won't) be

3. Friday: On Friday, Malek will not (won't) watch the sunset. He will listen to the news from Earth. Saturday: On Saturday, Malek will go on a spacewalk. He will not (won't) have a meeting. Sunday: On Sunday, Malek will not (won't) use the computers. He will do the cleaning.

Monday and Tuesday: *Students' own answers*

4. a. 4. Our generation won't reach the nearest star.  
b. 2. There will be more studies on travelling between the stars.  
c. 1. The crew will have to carry everything they need for the trip.  
d. 3. A car will take 30 million years to arrive.
5. 1. UNIVERSE 2. NAVIGATE 3. FLOAT  
4. REVOLVE 5. ZERO GRAVITY 6. SCRAPYARD



6. 7. I WILL TRAVEL TO MARS.

### Third section, page 33

1.	Name	Strong points	Weak points
	<b>Maher</b>	He can pilot a spaceship.	He becomes unhappy if he has to stay in one place for too long.
	<b>Lauren</b>	She knows everything about the human body and can cure any disease.	She's never been on a plane before.
	<b>Saleem</b>	He can repair spaceships.	He finds some computers hard to deal with.

2. *Students' own answers*

3. *Students discuss*

4. *Students' own answers*

### Fourth section, pages 34–35

1. 50 Babingley Close  
Thorpe Astley  
Leicester  
LE4 1DC  
England

25<sup>th</sup> September, 2050

Dear sir or madam,

I am writing to complain about your robot model ZZZ.

I bought it last Monday at your shop, Robotica, but I am afraid it does not work. I was careful to follow the instructions for use, but your robot does not obey my commands. It refuses to take the children to school and to wash the dishes.

I will return it to you as soon as you tell me where to send it. I also expect you to send me another robot to replace it.

Yours faithfully,  
Dorothy Smith

2. 1. planet 2. revolving 3. solar system 4. Earth  
5. Astronomers

3. a. First, we will send / Then, it will return / Finally, people will travel to Mars  
b. First it will begin / Then, it will melt / Finally, it will disappear  
c. First, you will find / Then you will see / Finally, you will reach

4. *Students' own answers*

### What I have learnt, pages 36–37

1. 1. will take 2. will/manage 3. will be  
4. will be 5. will guide

2. *Students' own answers*

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



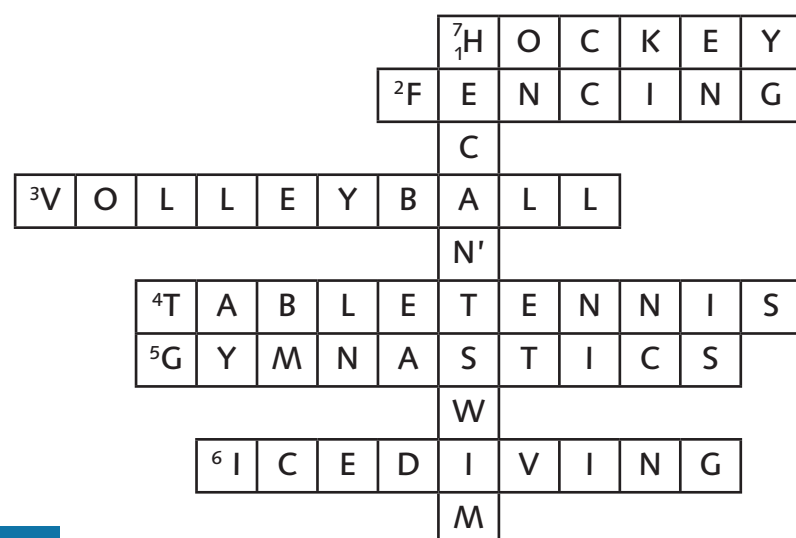
## Module 5

### First section, pages 38–39

1. referee 2. pitch 3. court 4. net 5. goal
1. has to 2. have to 3. have to 4. have to  
5. has to
1. has to 2. can't 3. have to 4. have to  
5. have to 6. can  
The game is basketball.

### Second section, pages 39–41

- Bossaball is a sport that was invented in Spain. It is like volleyball, but players ~~cannot~~ can use any part of their bodies. Players ~~don't have to~~ have to play on a court filled with air. Each side of the net has to have a trampoline so that players ~~have to~~ can jump high into the air. Teams ~~can't~~ can have between three and five players. To start the match, one team ~~doesn't have to~~ has to throw or kick the ball over the net. The opponents have to keep the ball in the air.
- F; Players can't use a racquet in judo.
  - F; Women can participate in the Olympics.
  - T
  - F; People have to use a ball in football.
  - T
  - F; Players can't compete in chariot racing in the next Olympic Games.
- If you want to participate in the DSUM, there are some rules that you can't forget. First of all, you have to make sure you are at the meeting point by 5:30 in the morning. You can't be late, or you'll miss the Marathon! Second, you can't bring any bicycle, animal or skateboard to the race course, this will be considered cheating! You have to run the full course if you want to win the race. However, you don't have to continue running if you feel too tired because you might hurt yourself. Whether you win the Marathon or not, don't forget to enjoy the race!
1. HOCKEY 2. FENCING 3. VOLLEYBALL  
4. TABLE TENNIS 5. GYMNASTICS 6. ICE DIVING



7. HE CAN'T SWIM.

### Third section, page 42

- Students' own answers*
- Students' own answers*
- Students' own answers*

### Fourth section, pages 43–44

- In 2011, the Jordanian National Football Team reached the quarter-finals of the Asian Cup. Before that competition, Jordan reached the quarter-finals only once.  
Jordan was in group B with Japan, Saudi Arabia and Syria. They beat Saudi Arabia and Syria, but not Japan, although they were winning against it until the last minute.  
One of Jordan's best players was Amer Shafia, the goalkeeper. Amer Shafia is also called The Whale. European teams wanted him after the competition because of his skills.
1. sports 2. athletics 3. rules 4. referee  
5. players 6. medals
1. However 2. Then 3. At the beginning  
4. also 5. Finally 6. and
- Students' own answers*

### What I have learnt, page 45

1. can't 2. have to 3. doesn't have to 4. can  
5. can't
1. A football team has to have eleven players.  
2. A goalkeeper can touch the ball with his hands.  
3. Players can't kick the ball in basketball.  
4. Runners don't have to run a full course if they feel tired.  
5. An umpire has to decide if a player wins a point.
1. a 2. b 3. b 4. b 5. c

## Module 6

### First section, pages 47–48

1.
  - A ditch is a long channel at the side of a road or field.
  - To carve is to make a pattern on wood or stone.
  - Heritage is the objects or qualities from previous generations.
  - To incorporate is to include something as part of a group or plan.
  - Prehistoric means relating to the period before anything was written down.
2. 1. have taken 2. have given 3. have suggested  
4. have believed 5. have shown
3. 1. Stonehenge hasn't always looked the way it does now.  
2. Different experts haven't given the same date for the building of Stonehenge.  
3. For centuries, archaeologists haven't believed that people used Stonehenge as a health centre.  
4. Recent studies haven't confirmed what archaeologists said in the past about Stonehenge.  
5. People haven't used Stonehenge as a home.

## Second section, pages 48–50

1. 1. has had 2. haven't occupied 3. has remained  
4. has become 5. has allowed
2. 2. Has/ever experienced; she has; was  
3. Has/ever travelled; he has; did he travel;  
travelled  
4. Have/taken; they have; did she take;  
did he take
3. 1. Have people used Stonehenge as a citadel or a  
health centre?  
People have used Stonehenge as a health  
centre. They haven't used it as a citadel.  
2. Have people used Stonehenge as a place for  
burying the dead or a campsite?  
People used Stonehenge as a place for burying  
the dead. They haven't used it as a campsite.  
3. Have people left or destroyed Angkor? People  
have left Angkor. They haven't destroyed it.  
4. Have people built Machu Picchu in Mexico or  
Peru?  
People have built Machu Picchu in Peru. They  
haven't built it in Mexico.

4. 1. People have used cars instead of horses to travel.
2. Mosquitoes and flies haven't all died.
3. The letters C, X or Q haven't disappeared from our everyday alphabet.
4. People have spoken English more than any language in the world.
5. Photographs have shown all of nature's colours.
6. People have used wireless telephones all over the world.

5.

Landmarks	Actions	People
ditch	to carve	Incas
fortification	to renovate	expert
	to preserve	archaeologist

6. 1. GROWTH 2. COMPLEX 3. PERFORM  
4. EMPIRE 5. TRACK 6. CARVE 7. ROUTE

<sup>1</sup> G	R	O	W	T	<sup>8</sup> H						
<sup>2</sup> C	O	M	P	L	E	X					
			<sup>3</sup> P	E	R	F	O	R	M		
		<sup>4</sup> E	M	P	I	R	E				
				<sup>5</sup> T	R	A	C	K			
			<sup>6</sup> C	A	R	V	E				
				G							
<sup>7</sup> R	O	U	T	E							

- ## 7. 8. HERITAGE

*Example answer:* traditional beliefs, values, etc. of a country or family

### Third section, page 51

1. *Students' own answers*
2. *Students' own answers*
3. *Students' own answers*

### Fourth section, pages 52–53

1. England is full of strange traditions, but there aren't any as weird as Swan Upping. Each year, The Swan Wardens of the Dyers' Company and the Vintners' Company go up the River Thames in six rowing boats. They're accompanied by the Queen's Swan Marker. They've got to sail from Sunbury to Abingdon. Their job is to mark the swans they find along the way to show who their owner is. Swans belonging to the Dyers' Company get one cut in their beaks, the Vintners' Company's swans get two cuts, and the Queen's swans remain unmarked. Don't miss the action! You can watch it from the river bank.

2. In the Middle East, there has recently been a very interesting discovery of thousands of lines. These structures which are in the middle of the desert are visible only from the air. Although they have probably been there for about 2,000 years, nobody has ever seen them before now. Different designs cover a large area from Saudi Arabia to Syria. Archaeologists are now doing more research on the structures.
3. World; Heritage; sites; complexes; citadels
4. 1. After 2. Another goal of the renovation 3. The first 4. Then, 5. Finally,

### What I have learnt, pages 54–55

1. 1. have only been 2. have seen 3. haven't got 4. haven't visited 5. have just climbed
2. a. Some ancient sites took 2,000 years for people to build them.  
b. Many people have worked hard to preserve Petra.  
c. Ancient Jerash was on important trade routes.  
d. Natural disasters have destroyed many historic complexes.  
e. UNESCO has included many cities in its list of World Heritage Sites.
3. 1. c 2. b 3. a 4. c 5. b

## Revision Modules 4–6

### I now know ..., pages 56–57

1. a. will float b. will launch c. won't be able d. won't navigate e. will fall apart
2. 1. have to 2. have to 3. can't 4. have to 5. can't
3. a. I ~~hasn't visited~~ haven't visited Machu Picchu yet, but I would love to go there one day.  
b. Archaeologists still ~~not have guess~~ haven't guessed why people left Angkor in 1434.  
c. People ~~has living~~ have lived in the ancient city of Jerash for over 5,000 years.  
d. The Jerash Festival ~~have happen~~ has happened every year for the past 30 years.  
e. Archaeologists ~~have discover~~ have discovered that Gobekli Tepe is 6,000 years older than Stonehenge.

4.	Base Form	Past Form	Past Participle
	be	was/were	been
	preserve	preserved	preserved
	agree	agreed	agreed
	build	built	built
	win	won	won

5. 1. a 2. c 3. b 4. c 5. a 6. c 7. b 8. a 9. b 10. c

## Reading for fun A

1. *Suggested answers*
  1. He didn't really mean it. He was trying to be brave.
  2. Malek acted this way as he wanted to keep his money.
  3. Mansour waited one week because he was feeling sad.
  4. He chose to cook using the flame of a candle as he knew it wouldn't work. He was trying to show Malek that a candle could not have kept him warm.
5. *Students' own answers*
6. *Students' own answers*
2. 1. proudly 2. roof 3. sight 4. loud 5. receive 6. neighbour
3. 1. were talking 2. is sleeping 3. saw 4. stayed 5. brought

## Reading for fun B

1. *Suggested answers*
  1. He made clothes from leaves and weapons from sticks.
  2. milk, fruits, fish, eggs
3. *Suggested answers*  
He learnt that all creatures see with their eyes and have blood moved through them by the heart.
4. *Students' own answers*
2. 1. T 2. F 3. F 4. T 5. F
3. 1. perfection 2. shade 3. raised 4. tame
4. 1. Hayy will realise at the end that all living things are connected as one.  
2. He saw/has seen the ravens burying their food.

## Activity Book Test A

### Reading Comprehension

1. *Students' own answers*
2. 1. population  
2. transfer  
3. harmed  
4. risk
3. 1. Scientists might change our food by working on their genes to get more food as the world's population is growing.  
2. *Students' own answers*  
3. *Students' own answers*
4. *Students' own answers*

### Listening

1. 1. F 2. F 3. F 4. T 5. T



## Speaking

1. *Students' own answers*

## Language Practice

1. receives 2. go 3. are watching 4. is playing  
5. is teaching
1. were making 2. hurried 3. was reading  
4. was driving, stopped
1. attractive 2. municipality 3. accessories  
4. handmade 5. disabled

## Writing

1. *Students' own answers*

## Activity Book Test B

## Reading Comprehension

1. feature 2. symbolise 3. geometric 4. courtyard  
5. cleansing
1. b 2. d 3. c 4. a
1. *Students' own answers*

## Listening

1. Sara is in Egypt.  
2. She's been to Lebanon only once.  
3. She has visited the city of Petra, the Great Pyramid of Giza and the Cairo Citadel.  
4. Sara has gone shopping as well.  
5. She is going to Luxor and to the Nile.

## Speaking

1. *Students' own answers*

## Language Practice

1. He hasn't been to Jerash twice before.  
Has he been to Jerash twice before?  
2. Hussam won't join in the game today.  
Will Hussam join in the game today?  
3. My friends won't come from Amman at the weekend.  
Will my friends come from Amman at the weekend?
1. don't have to 2. can't 3. have to 4. can
- 3.

Space	Sports	Buildings
space shuttle	umpire	citadel
zero gravity	athletics	fortification
astronomer	pitch	forum
	Olympic Games	

## Writing

1. *Students' own answers*

## Activity Book Audioscript

### Module 1

#### Page 8, Exercise 6

Hi! I'm Noura! I'm 9. I've got one brother and one sister. Our father's an engineer and our mother's a nurse. I live with my family. We live in a big flat, but I share my bedroom with my sister. I sometimes watch scientific documentaries, but my sister never does. I want to start my own business in the future and design traditional clothes.

### Module 3, Second section

#### Page 21, Exercise 2

A child saved a man's life on Monday. Sami was playing in the garden behind his house after school when he heard a strange noise. He looked around and listened carefully, but he didn't see anything. The noise was coming from the trees nearby. He went closer and saw a man lying on the ground. Sami ran to the house and told his parents who called an ambulance. The man, who was a hunter, was setting a trap to catch rabbits when he stepped on the trap by mistake and hurt his foot. The man thanked Sami for saving his life and promised to stop hunting animals.

### Module 5, First section

#### Page 39, Exercise 3

Basketball is a very fast game and there are three versions of it. In the FIBA and NBA versions, each team has to have five players. However, in the College version, teams can't have five players; they have to have six. In the NBA and the College versions three referees have to watch the game, but in the FIBA version, there can only be two. Players have to pass the ball with their hands and throw it through a hoop to score points. In the College version, either the coach or a player can call timeout and the game has to last 40 minutes, divided into two 20-minute halves.

### Activity Book Test A

Did you know that if you learn a foreign language, it can help you improve your Maths skills and results in other subjects? The longer you study, the more you will improve. It doesn't matter which language you choose, learning it will make a difference to your life. For example, language skills are important in certain jobs, like business, engineering, communications, education, entertainment and scientific research. When you learn a language you will improve your creativity and thinking skills. This will help you to understand and accept different lifestyles and traditions. Research shows that knowledge of other languages helps students to understand their native language, too.  
So take the opportunity to make your life better – learn a language, as soon as possible!

### Activity Book Test B

Dear Nadia,  
We've had a fantastic trip so far! We've been to three countries! I've never seen so many amazing places before. We started our trip in Lebanon – it's the first time I've ever been there. We spent two weeks in Jordan. One of the most beautiful cities I've ever seen is Petra. Have you ever seen a picture of it? And now we are in Egypt! We've only been here for three days but I've seen so many wonderful places. I've been to the Great Pyramid of Giza, and the Cairo Citadel and I've also been shopping at the market. I've bought you lots of presents! We haven't been to Luxor yet, but we've booked a trip on the Nile, so that's next – I'm so excited about it! I hope I will get the chance to ride a camel while I'm here in Egypt. Have you ever ridden one? I hope I don't fall off because I've never even sat on a donkey before. Wish me luck!  
Love, Sara

# Learning Strategies

Learning strategies are thoughts, actions or techniques that students use to understand and complete a task. Students need to know their own use of strategies. This will help them acquire more strategies that will lead to more independent learning. So it is essential that we incorporate learning strategies into the classroom. This will accelerate the learning of language and content.

There are three types of learning strategies: cognitive, metacognitive and socio-affective.

## Cognitive strategies

- These relate to individual learning tasks, such as accessing prior knowledge about a topic, categorising vocabulary, predicting, guessing meaning, summarising, organisational planning, taking notes and solving problems.
- To help students develop their cognitive strategies, provide them with the following set of questions when they are working on a task.

- What do I already know about this topic?
- How does this information relate to the information I already have?
- What resources provide relevant information about this topic?
- How can I organise the material?
- What is the best way to take notes in this task?

Examples of cognitive strategies are:

## Organisational planning

- Students use a graphic organiser to represent relationships between facts or terms within a task. A graphic organiser is a visual communication tool used to express ideas; it's a map that helps the teacher and students 'map out' their ideas in a visual manner. In Action Pack 8, there are numerous opportunities to use graphic organisers. For example, in Module 2, page 11, exercise 4 students make two lists for similarities and differences between people's lives and the students'. Another example is Module 5, page 49, exercise 3 where students have to ask and answer questions about sports and fill in a table.

## Predicting

- Students have an interactive role in the learning process by having their background knowledge stimulated. This gives the students a purpose and a focus in the reading and listening tasks and helps them to construct the main idea faster. Then, they perform the task to check if their predictions are correct.
- In Module 4, page 40, exercise 4 students are asked to refer to a picture, and then make predictions about the people and activities on a space station.

## Problem solving

- Students work in groups of four or five to identify the problem, explore situations, look at alternatives and exchange opinions. They may share with other groups to modify their answers. Students will discuss the solutions in their groups. They then evaluate the activity by identifying what was most helpful, what they learnt, and what ideas were generated. In Module 3, exercise 8 on page 26, students have to choose one of three problematic situations and participate in a conversation, listing five things that happened during the event. Refer to page 45 of the Teacher's Book for detailed instructions.

## Taking notes

- See Introduction, pages 15–16. Also see Student's Book, exercise 4 on page 7, for a note-taking activity, or exercise 6 on page 17, which involves writing personal notes.

## Metacognitive strategies

- These help students “think about their thinking”, such as planning for a task, monitoring during the task, self-managing and evaluating success.
- To help students develop their metacognitive strategies, provide them with the following set of questions when they are working on a task.

- Do I understand the task?
- What is the purpose of the task?
- Which information is the most useful?
- How can I use the information?
- What is the best way to do it?

Examples of metacognitive strategies are:

### Self-management

- Students use the strategies boxes in the Student's Book as a guide to perform various skills/tasks. See, for example, the Reading Strategies box on page 16 and the Speaking Strategies box on page 26 of the Student's Book.

### Self-evaluation

- Students could be directed to use the outcome boxes, which appear at the beginning of every unit in the Student's Book, to evaluate their own success in the module.

## Socio-affective strategies

- These involve social interaction, such as asking for clarification, working cooperatively, asking questions, negotiating meaning and practising vocabulary and structures.
- To help students develop their socio-affective strategies, provide them with the following set of questions when they are working on a task.

- Who can help me in this task?
- How and when should I ask for help?
- How can I work with my classmates?
- Who can give me feedback?
- How can I convince myself I can do it?

### Cooperative/Collaborative learning

- A good example of socio-affective strategies is cooperative/collaborative learning. Students are put into pairs or teams where they need skills to plan, organise, negotiate, ask questions, make their points and arrive at a consensus about an issue. They also agree on what tasks to perform, who will be responsible for each task and how information is researched and presented. Students are placed in a situation that requires authentic use of language in order to communicate. They learn from each other and exchange and reflect on different views. They develop higher-order thinking skills and positive self-esteem. For example, in Module 4, exercise 4 on page 37, requires students to work in groups to discuss various aspects of space travel. Refer to page 57 of the Teacher's Book for detailed instructions.



# Learning Styles

Not all students learn the same way. Learners take in information, process it and remember it in different ways. There are generally considered to be three types of learning style.

- Visual learners learn through seeing. They like activities that are based on pictures, understand directions better when shown not told, use colour and shape to remember information – i.e. visualise the text.
- Auditory learners learn through hearing. They like listening activities and songs, memorise easily, retell a story, succeed in roleplays and make good group leaders.
- Kinaesthetic learners learn through movement and touch. They cannot sit still; they move around, manipulate objects, write words over and over, enjoy physical tasks and sports and use movement and rhythmic routines as learning and memory aids.

Most learners learn through the three styles but prefer one. The styles are not fixed; they do develop. So we need to encourage learners to develop other styles. You can use the following statements to help your students become aware of their own preferred learning style.

When I'm learning,	I don't like sitting still for too long. I like doing puzzles and strategy games. I can often see visual images when I close my eyes. I like learning through songs and music. I keep a personal diary. I like working with other people.
--------------------	--

Students can tick several statements – each reflects a particular learning style.

Let's now examine Module 1 activities to see how the module caters for learners of different styles.

- In exercise 1, students share information and write notes. This caters for auditory and visual learners. In exercise 3, students listen to the specialist (auditory) and take notes (visual).
- Exercise 1 on page 6 asks students to look at the picture of Hamzah and his brother to answer some questions. This relies heavily on visual skills. In exercise 2, students have to listen to the questionnaire (auditory) and in exercise 3 they take notes (visual), then share with the class (auditory).
- Exercise 4 on page 7, listening to Hamidah's profile and taking notes, requires auditory and visual skills. Exercise 5, finding mistakes in the text, requires visual skills.
- Exercises 1 and 2 on page 8 require visual and auditory skills.
- Exercise 6 on page 9, Over to you, is a roleplay activity that requires social interaction skills (auditory).
- As to tasks that require students to be involved in movement, the projects at the end of Modules 2–6 ask students to use scissors, cut cardboard, glue and stick pictures and display the bulletin. Students have to use their motor skills to produce well-presented projects.

## Project-based Learning (PBL)

- Project-based learning is a learning strategy that is centred on the learner who is to investigate a topic. PBL involves such a wide range of skills and activities that all learning styles and many learning strategies are likely to be deployed. It reflects the real environment students live in and is used to rebuild real-world complexity. The context of the global project determines the learners' perspective on a given task, while subtasks in a smaller context provide guidance of the learning process. So, project-based learning functions as a bridge between using English in class and using English in real-life situations outside of class. Learning from doing complex, challenging and authentic projects requires students' resourcefulness and planning, new forms of knowledge representation in school, expanded mechanisms for collaboration and communication, and support for reflection and authentic assessment.
- In Action Pack 8, there are five projects, one at the end of each of Modules 2–6. For example, on page 59, the students are required to participate in a project – Make the rules of a game. Students invent a game, write down the rules, make a poster with the rules and present the game to the class.

# Assessment Strategies

Assessment strategies are used to gather data or ongoing feedback about the learning process. Teachers should use these strategies throughout the learning process and not only at the end of the process. The following are some important assessment strategies to be used at the level.

## Peer review

Students can benefit greatly from peer review, which is a form of continuous assessment. Peer review involves the act of sharing and commenting on one another's work. It should be considered part of the learning process, not as a product, with the aim of encouraging and motivating one's fellow students rather than judging or criticising them.

Possible benefits of peer review for students include:

- building confidence
- developing collaborative and turn-taking procedures
- developing empathy and socialisation
- promoting creative interaction
- giving and receiving constructive advice
- providing opportunities for the purposeful practice of all four language skills
- developing editing, proofreading and organisational skills within writing

## Peer review procedure

There are many possible ways of structuring the peer review process. Here is one practical example for use with students' written work in the ELT classroom. Note that the individual tasks (Steps 2 and 4) could, if desired, be set for homework.

### Step 1

The teacher photocopies the author's written draft and gives one copy to each member of the Review Team, which may consist of two, three or four students.

### Step 2

Working individually, Review Team members read the author's work carefully and complete Parts A, B and C of the Peer Review Form.

### Step 3

The Review Team meets the author. Each member asks the author the questions he/she has written in Part C of the Peer Review Form and writes the answers in Part D. The author takes the lead in providing the answers, but Review Team members may also offer suggestions.

### Step 4

Working individually, Review Team members think about the answers the author has given them in Part D of the Peer Review Form. They then complete Parts E and F, identifying outstanding problems and, if possible, suggesting solutions.

### Step 5

The Review Team meets the author again and holds a final feedback meeting in which each Review Team member's problems and solutions are discussed. All of the Peer Review Forms are then handed to the author.

### Step 6

The author reviews all the feedback he/she has received and decides what is useful and what is not. The author should feel free to ask for clarification from any of the Review Team members when revising their work.

If necessary, the peer review procedure can be repeated to further refine the author's work.

Peer Review Form	
<b>Author's name:</b>	<b>Title of work:</b>
<b>Reviewer's name:</b>	<b>Date:</b>
<b>Part A: Strengths</b> Write what is good about the author's writing.	
<b>Part B: Description</b> Describe or summarise the author's writing.	
<b>Part C: Questions</b> Write questions for the author about the writing.	
<b>Part D: Answers</b> Write the author's answers to your questions.	
<b>Part E: Problems</b> Write any problems you have with the writing.	
<b>Part F: Solutions</b> Think of solutions to the problems.	

## Portfolio

Literally, a portfolio is a portable case for carrying documents, papers, drawings or maps. Nowadays, the term refers to a collection of a person's creative work that displays their skills. In an EFL situation, a portfolio includes a variety of the student's work at different stages of development. The student can choose to include lists of vocabulary and proverbs, books read, graphic organisers and timelines, written responses to exercises, drawings, tests, peer/ self/ teacher assessments and parents' comments.

EFL students use portfolios to collect their classwork and homework throughout the year. Portfolios help students measure their progress as well as determine their strengths and needs. They encourage them to be more active in the learning process and provide them with opportunities for self-assessment. Students can use their portfolios to share their achievement with their parents.

Portfolios help EFL teachers to customise instructional plans for individual students and support other forms of assessment – formal or informal.

Guide the students to use a form for the items they decide to include in the portfolio, such as the following:

The item is a \_\_\_\_\_.

I chose it because \_\_\_\_\_.

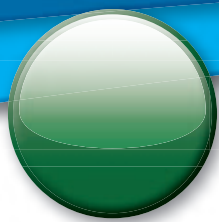
I learnt from it \_\_\_\_\_.

I did well on \_\_\_\_\_.

I need to improve in \_\_\_\_\_.

My future goals are \_\_\_\_\_.





# Test A

## Reading Comprehension

Read this article about Janek Mela.

27 July 2002 was the worst day of Janek Mela's life. The Polish teenager had a terrible accident. He had a serious electric shock. His parents rushed him to hospital for an emergency operation. Doctors saved his life, but they couldn't save his leg or his arm.

Janek was very unhappy. He stayed in hospital for a long time. Then one day, a famous Polish explorer, Marek Kaminski, invited Janek to join his team. They were going on an expedition to the North Pole. Janek was very surprised but also very happy. He accepted the challenge.

Months of treatment and preparation began. First, Janek had to learn to use his artificial arm and leg. Then he joined the team and began training for the expedition. Their plan was to raise money for disabled people.

The 112-kilometre journey to the North Pole took 21 days. There were many problems, such as cracks in the ice, polar bears and very bad weather. Finally, they reached the North Pole on 24 January 2004. They celebrated by eating a traditional Polish soup, called *borsch*.

Janek didn't just break a record. He showed incredible bravery and his achievement is truly great.

- 1 Match the words from the text in List A with their meanings in List B. (1 mark each)

List A	List B
1. expedition	a. difficulties
2. treatment	b. not real
3. artificial	c. journey
4. problems	d. amazing
5. incredible	e. medical help

5

- 2 Answer these questions. (2 marks each)

1. How did Janek lose his arm and leg?

---



---

2. Where did he meet Marek Kaminski?

---



---

3. Why did they go to the North Pole?

---



---

4. How do you think Janek felt when he reached the North Pole?

---



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5. What kind of person is Janek?

---



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10

## Speaking

- 1 In pairs, ask and answer the questions. (½ mark each)

- What do you do at the weekend?
- What are your favourite subjects at school?
- What clothes do you like to wear?
- What films do you watch?

2

- 2 Complete the following dialogue. (1 mark each)

A Hello, have you watched the documentary on having a healthy lifestyle?

B Yes, but do you think it's easy to \_\_\_\_\_?

A Oh yes, sure. We have to \_\_\_\_\_.


B What about the sports activities they suggested?

A \_\_\_\_\_.

B Then, we need to start changing our habits.

3

## Listening

- 1**  You are going to listen to an audioscript about a famous personality twice. The first time, try to get the general idea. The second time, try to remember the details. Then, complete the table. (1 mark each)

Date	Event
1137	
	Went to Egypt
	Became a high official in Egypt
1174	
	Died

	5
--	---

Language Practice

- 1** Complete the following dialogue. (1 mark each)

## A What are you doing?

**B** \_\_\_\_\_

A \_\_\_\_\_  
every day?

**B** \_\_\_\_\_

	3
--	---

- 2** Put the verbs in brackets in the correct tense. (1 mark each)

1. We \_\_\_\_\_ (play) tennis when it  
(start) to rain.

2. The thieves \_\_\_\_\_ (get away)  
when the police \_\_\_\_\_ (arrive).

3. Amer \_\_\_\_\_ (try) to jump over the fence when he \_\_\_\_\_ (fall) down.

4. He \_\_\_\_\_ (study) medicine in Amman this year.

5. The athlete \_\_\_\_\_ (practise) his high jump every day.

	8
--	---

- 3** Match the words in List A with the definitions in List B. (1 mark each)

List A	List B
1. distinctive	a. loving one's country
2. to compete	b. having a special quality that is different and easy to recognise
3. patriotic	c. to use violence against someone
4. to attack	d. to try and win a competition

	4
--	---

## Writing

- 1** Imagine you have just moved to a new school. Write a letter to your friend telling him/her all about it. You can describe the school, your classroom, the teachers and your classmates. (10 marks)

[illegible]

	10
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Total		50
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## Test B

### Reading Comprehension

Read this article about Japanese students.

Japanese high school students spend 240 days a year at school – that's 50 more than in Jordan! Classes are quite large, with about 40 or 45 students in each class. At the end of the school day, all students help to sweep the classrooms and corridors, empty rubbish bins and pick up litter outside the school. Then, the after-school clubs begin.

After-school clubs are very important in Japan. Popular sports clubs are baseball, football and volleyball, as well as ancient Japanese sports like karate and judo. Students can also take up other traditional activities such as calligraphy (decorative handwriting) and origami (folding paper to make shapes and figures).

When the school year begins in April, new students can join clubs. Clubs meet for two hours after school each day and may continue in the school holidays. The senior students organise the club and the juniors have to help them. For example, when the seniors are playing tennis, the juniors have to watch them and collect the tennis balls. They can only play when the seniors finish!

When they finally get home, Japanese students can't waste time on playing computer games or watching TV. They have to do two hours of homework every day, and three hours on Saturdays!

**1** Are these statements true (T) or false (F)? Explain why. (2 marks each)

1. Jordanian students have about 190 days of school each year. ☐

2. Japanese students have to tidy their school. ☐

3. The clubs only meet in the holidays. ☐

4. Most Japanese students watch lots of TV in the evenings. ☐

☐ 8

**2** Find words in the text with these meanings. (1 mark each)

1. secondary school \_\_\_\_\_

2. to clean the floor with a brush \_\_\_\_\_

3. rubbish on the ground \_\_\_\_\_

4. very old \_\_\_\_\_

5. start a hobby \_\_\_\_\_

6. enjoyed by many people \_\_\_\_\_

7. younger students at school \_\_\_\_\_

☐ 7

### Speaking

**1** Roleplay a journalist and a sports hero. You may ask the following questions. (1 mark each)

1. What is your favourite sport?

2. When did you start playing it?

3. How many players there have to be?

4. How do you play it?

5. How many medals have you won?

☐ 5



## Listening

**1** You are going to listen to the Tennis Championship information line. The first time, try to get the general idea. The second time, try to remember the details. Then, write after each statement whether it is true (T) or false (F). (1 mark each)

- The matches on court number one are singles matches. ☐
- The first match on court number one starts at 2 o'clock. ☐
- Court number two has two matches. ☐
- The first match on court number two is at 4.30. ☐
- The price of a day ticket for all people is JD20. ☐

☐ 5

## Language Practice

**1** Fill in the blanks using the verbs in brackets. (1 mark each)

- \_\_\_\_\_ (you/ever read) the book *A Tale of Two Cities*?
- They \_\_\_\_\_ (visit) the school library next Wednesday.
- Linda \_\_\_\_\_ (already/eat) her sandwich.
- Where \_\_\_\_\_ (you/travel) next weekend?
- When Ahmed joins the sports club next month, he \_\_\_\_\_ (practise) running.

☐ 5

**2** Complete the sentences with *have to*, *can* or *can't*. (1 mark each)

- When you have a test, you \_\_\_\_\_ prepare very well ahead of time.
- In a basketball game, players \_\_\_\_\_ kick the ball.
- Hassan \_\_\_\_\_ swim now that he had swimming lessons, but his friend still can't.
- I \_\_\_\_\_ see anything; it's too dark!
- When you visit the doctor, you \_\_\_\_\_ tell him exactly how you are feeling.

☐ 5

**3** Cross the odd word out in each column. Then, choose any two words and write their definitions. (1 mark each)

A	B	C
pitch	forum	citadel
umpire	astronomer	fortification
goalkeeper	spaceship	robber
referee	zero gravity	historic complex

\_\_\_\_\_

\_\_\_\_\_

☐ 5

## Writing

**1** Consider this debating topic. (10 marks)

*Each person in Jordan should use no more than 50 litres of water each day.*

Write a paragraph of about 50 words for or against the statement.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ 10

Total ☐ 50

# Teacher's Book Tests Answer Key

## Test A

### Reading comprehension

1. c 2. e 3. b 4. a 5. d
1. In a terrible accident/Because of a serious electric shock  
2. Marek visited him in hospital.  
3. To raise money for disabled people  
4. Very happy  
5. brave/strong

### Speaking

- Students' own answers
- Students' own answers

### Listening

1.

Date	Event
1137	Born
1160s	Went to Egypt
1169	Became a high official in Egypt
1174	Became Sultan of Egypt
1193	Died

### Audioscript

Saladin was one of the most famous Arab rulers in history. He was born in Tikrit in 1137. His family had political power. His father, Ayyub, was the governor of Baalbek. Saladin had a military education under his father. In the 1160s, he went to Egypt with his father to defend the city. In 1169, after his father's death, he became a high official in Egypt. Saladin worked hard to make the army and economy of Egypt stronger. In 1171, the Fatimid caliph died and Saladin restored the name of the Abbasid caliph. When his ruler died in 1174, Saladin became the Sultan of Egypt. He died in Damascus in 1193 and was buried in the Umayyad Mosque.

### Language practice

- Students' own answers
1. were playing, started  
2. were getting away, arrived  
3. was trying, fell  
4. is studying  
5. practises
1. b 2. d 3. a 4. c

### Writing

- Students' own answers

## Test B

### Reading comprehension

1. T  
2. T  
3. F: The clubs meet for two hours after school each day and may continue in the school holidays.  
4. F: Japanese students can't waste their time watching TV. They have to do their homework.
1. high school 2. sweep 3. litter 4. ancient  
5. take up 6. popular 7. juniors

### Speaking

- Students' own answers

### Listening

1. T 2. T 3. F 4. F 5. F

### Audioscript

This is the Tennis Championship information line. Here are the matches for today. Court number one is the show court today and has two great singles matches. The first match is between Jones and Al-Hadi. They come to court at 1 o'clock and the match starts at 2 o'clock. The second match starts at 4.30. Court number two has three matches today. They are all doubles. The first one is at 2.30. Then, the next one starts at 4.15 and the last match of the day is at 6.30. Prices: JD20 for a day ticket for adults. JD9.50 for a day ticket for children under 16.

### Language practice

1. Have you ever read  
2. will visit  
3. has already eaten  
5. will you travel  
6. will practise
1. have to 2. can't 3. can 4. can't 5. have to
- 

A	B	C
pitch	forum	citadel
umpire	astronomer	fortification
goalkeeper	spaceship	robber
referee	zero gravity	historic complex

Students' own answers

### Writing

- Students' own answers

# Wordlist

## A

accessory (M1)  
achievement (M2)  
astronaut (M4)  
astronomer (M4)  
athletics (M5)  
attack (M3)  
attractive (M1)

## B

battle (M3)  
bossaball (M5)  
brave (M3)

## C

caring (M3)  
carve (M6)  
catapult (M4)  
cattle (M2)  
chariot racing (M5)  
citadel (M6)  
classical (M2)  
clever (M3)  
collect (M1)  
compass (M4)  
compassion (M3)  
compassionate (M3)  
compete (M2)  
complex (M6)  
court (M5)  
creative (M3)  
crop (M2)

## D

dedicated (M3)  
destination (M6)  
disabled (M1)  
distinctive (M2)  
ditch (M6)

## E

empire (M6)  
encourage (M3)  
exceptional (M2)  
explorer (M2)

## F

fall apart (M4)  
fencing (M5)  
float (M4)  
focused (M3)  
fortification (M6)  
forum (M6)  
frightening (M3)

## G

galaxy (M4)  
goal (M5)  
grab (M3)  
great (M3)  
growth (M6)  
gymnastics (M5)

## H

handmade (M1)  
hard-working (M2)  
herb (M2)  
heritage (M6)  
hockey (M5)  
honest (M3)

## I

ice diving (M5)  
impressive (M2)  
incorporate (M6)  
injure (M3)  
inquisitive (M3)  
inspire (M2)

## J

judo (M5)

## L

launch (M4)

## M

medal (M5)  
military (M6)  
Milky Way (M4)  
moral (M3)  
municipality (M1)

## N

navigate (M4)  
net (M5)

## O

Olympic Games (M5)  
orbital debris (M4)

## P

patriotism (M2)  
perform (M6)  
pitch (M5)  
planet (M4)  
poverty (M2)  
prehistoric (M6)

## R

racquet (M5)  
record (M2)  
referee (M5)  
remain (M2)  
revolve (M4)  
robber (M3)  
route (M6)

## S

satellite (M4)  
scrap (M4)  
scrapyard (M4)  
screwdriver (M4)  
site (M6)  
skill (M2)  
solar system (M4)  
soldier (M3)  
spaceship (M4)  
space shuttle (M4)  
storytelling (M2)  
suggest (M6)

## T

table tennis (M5)  
tennis (M5)  
tent (M2)  
theft (M3)  
threaten (M3)  
tough (M2)  
track (M6)  
treatment (M2)  
tribe (M2)

## U

universe (M4)  
umpire (M5)

## V

volleyball (M5)

## W

wheat (M2)  
wound (M3)

## Z

zero gravity (M4)





# Grammar Games

## Game 1: What are you doing?

**Aim:** to practise the Present Simple (for habitual behaviour) and the Present Continuous (for what is happening now)

### Card Set 1

every Thursday	every weekend	every day	every morning	every Tuesday
now!	now!	now!	now!	now!

### Card Set 2



### Instructions

- This game is related to the grammar exercises on SB pp. 7 and 13–14, and AB pp. 10–13.
- Students work in pairs. Each pair needs a copy of both sets of 10 cards. Together they cut out and shuffle each set of cards separately, placing the two piles face down.
- One student takes one card from each pile and places them face up on the table.
- The other student makes up an appropriate sentence and says it aloud. For example, if the cards are 'every weekend' and the picture of the woman cooking, a suitable sentence would be, 'The woman cooks/makes/prepares soup every weekend.' If the cards are 'now!' and a picture of a girl painting a picture, a suitable sentence would be, 'The girl is painting a picture now/at the moment.'
- Students take turns until they have used up all 20 cards.
- If you think students need further practice, they can work through the cards again in pairs or small groups, drafting and writing suitable sentences in their notebooks.

## Game 2: What happened?

**Aim:** to practise the Past Simple (for sudden actions and events) in contrast with the Past Continuous (for what is happening now)

### Card Set 1

work	sing	think about	cook	tidy
watch	play	draw	read	listen

### Card Set 2

(hear) a loud noise	(knock) on the door	(smile) at me	telephone (ring)	a car (stop) outside
(smell) something burning	the room (go) dark	my mother (walk) in	(begin) to rain	a dog (bark)

### Instructions

- This game is related to the grammar exercises on SB pp. 25–26 and AB pp. 20–21.
- Students work in pairs. Each pair needs a copy of both sets of 10 cards. Together they cut out and shuffle each set of cards separately, placing the two piles face down.
- One student takes a card from Set 1, followed by a card from Set 2. The same student then makes up a sentence beginning with 'While ...' using both cards. For example, if the cards are 'play' and '(smile) at me', a suitable sentence would be, 'While I was playing my guitar, the baby smiled at me.'
- Students take turns until they have used up all 20 cards.
- If you think students need further practice, they can work through the cards again in pairs or small groups, drafting and writing suitable sentences in their notebooks.

## Game 3: Twenty years from now

**Aim:** to practise the Future Simple using *will*

### Card Set 1

a hotel	a new house	a flat	a tent
---------	-------------	--------	--------

### Card Set 2

Egypt	China	Jordan	France
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### Card Set 3

an engineer	a librarian	a scientist	a doctor
-------------	-------------	-------------	----------

### Card Set 4

science books	stories	history books	magazines
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### Card Set 5 (Questions)

What kind of house will you live in?

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Which country will you live in?

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

What will you be?

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

What kind of books will you read?

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

Name \_\_\_\_\_ Answer \_\_\_\_\_

### Instructions

- This game is related to the grammar exercises on SB p. 39 and AB pp. 30–32.
- Students work in groups of four. Together they cut out and shuffle each set of cards separately, placing the five piles face down.
- Each student first takes one of the large cards from Set 5.
- Each student then picks up one of the small sets of cards and deals one card to each member of the group, giving the last card to him- or herself. Each student now has one big card (questions) and four small cards (one from each set).
- Students look at their question card and complete the answer for themselves, referring to their set of four cards.
- Students then take turns to ask the other students their question, until each student has completed their question card with four answers.
- Students then make statements about the other members of their group, based on the information on their question cards. For example, 'Huda will be a scientist. She will live in France. Maha will live in a tent. She will read magazines.'



## Game 4: Guess my sport

**Aim:** to practise modal verbs: *have to/don't have to; can/can't*

### Card Set 1: job cards

table tennis player	football player	hockey player	ice diver
basketball player	rugby player	golf player	skier
volleyball player	marathon runner	swimmer	tennis player

### Card Set 2: question cards

?	Do you have to use a racquet?	Do you have to hit the ball over a net?	Do you have to kick the ball?
Can you pick the ball up with your hands?	?	Do you have to run a long way?	Do you have to have ice or snow?
Can you run with the ball?	Do you have to hit the ball into a net?	?	Do you have to use skis?
Can you play your sport indoors?	Do you have to have water?	Do you have to hit the ball with a stick?	?

### Instructions

- This game is related to the grammar exercises on SB p. 51 and AB pp. 38–40.
- Students work in groups of four. Together they cut out and shuffle the two sets of cards separately, placing the two piles face down.
- Student A takes the first turn by picking up the first job card. Student B takes the first question card and asks Student A the question. If the question card contains a question mark, Student B must make up their own question.
- Student A answers the question (*yes* or *no*). Student B then guesses Student A's job. If the guess is correct, Student A's turn ends. Student B gains a point and picks up the next job card. Student C then takes the next question card and the game continues.
- If, however, Student B's guess is incorrect, Student A's turn continues, with Students B, C and D taking turns to ask questions and make guesses until one of them correctly guesses Student A's job.
- When the question cards have all been used, they should be shuffled and used again.
- The game continues until all the job cards have been used once. The player with the most points is the winner.

## Game 5: How well do you know me?

**Aim:** to practise the Present Perfect tense

### Questionnaire

<i>How well do you know me?</i> Questionnaire			
<ul style="list-style-type: none"> <li>• Work in groups of four. First, think about yourself and the other three students in your group.</li> <li>• Guess how many people in your group (including yourself) have done each of the 12 things listed below.</li> <li>• Ask each other questions to check your guesses.</li> <li>• Complete the sentences with one of the phrases in the box below.</li> </ul>			
<b>0</b> = None of us <b>1</b> = One of us <b>2</b> = Two of us <b>3</b> = Three of us <b>4</b> = Four of us			
		How many?	Correct?
1	... have played tennis.		
2	... have failed an exam.		
3	... have travelled by plane.		
4	... have eaten Chinese food.		
5	... have swum in the Dead Sea.		
6	... have written a story.		
7	... have lived outside Jordan.		
8	... have looked after a baby.		
9	... have cooked a meal.		
10	... have studied French.		
11	... have owned a pet cat.		
12	... have won a prize.		

### Instructions

- This game is related to the grammar exercises on SB pp. 63–64 and AB pp. 47–50.
- Students work together in groups of four. Each student receives a copy of the questionnaire. Go through this with the whole class to make sure all the vocabulary is familiar.
- Then go through the bullet point instructions at the top of the questionnaire.
- First, students work alone, completing the 'How many?' column, guessing a number between 0 and 4.
- Next, students take turns to ask the other members of their group questions based on the 12 statements in the questionnaire to find out how many of their guesses were correct. The student who has made the most correct guesses is the winner.



# Dictionary Work

## Activity 1: Alphabetical order

### Notes

- Students need a clear understanding of alphabetical order before they can use a dictionary.
- The following activity has three parts, A, B and C, in ascending order of difficulty.
- Part A includes 15 words, each of which begins with a different letter. With 15 words in total, Part B includes five pairs of words beginning with the same letter (e.g. debate, discuss). Students therefore need to look at the second letter of these words to be able to order them correctly.
- All 20 words in Part C begin with the same letter: a. In some cases students will need to look at the third letter of a particular word (e.g. able, about) to be able to place the word in the correct order. Students will also need to know that short words occur before longer words that begin with the same letters (e.g. *am* precedes *amazing*).
- Students need to master all three parts of this activity before moving on to dictionary work.
- All the words in this activity can be found in Action Pack 8, Student's Book, Module 1.

### Part A

specialist	highlight	answer	incorrect	difficult
think	bedroom	music	frequently	read
visual	project	work	questionnaire	environment

### Part B

grammar	never	discuss	note	word
football	study	listen	debate	frequently
right	when	read	exercise	class

### Part C

able	afternoon	art	again	accessories
amazing	aunt	attractive	aloud	always
at	am	also	advice	article
all	another	auditory	about	alone

### Instructions

- Students work in groups. Each group needs a copy of the cards for Part A, cut out and spread face-up on the table.
- Students work together to arrange the words in alphabetical order.
- If some groups find the activity too difficult or confusing, tell them to select five (or ten) of the words at random and arrange these in alphabetical order. Follow the same procedure for Parts B and C.



## Activity 2: Parts of speech

### Notes

- The way you manage this activity depends on how many dictionaries (print and/or online) you have available.
- If you have plenty of dictionaries, or plentiful online access, students can work individually or in pairs.
- If fewer dictionaries are available (print or online), students can work together in small or larger groups.
- The objective is for students to look up words in a dictionary and to find out what part of speech they are.
- While the layout and content of dictionary entries differ greatly, most dictionaries use approximately similar systems of abbreviations to identify parts of speech:

adj	= adjective	n	= noun
adv	= adverb	prep	= preposition
conj	= conjunction	pron	= pronoun
det	= determiner	v	= verb

### Part A

#### Instructions

- This part of the activity focuses on one of the words from Part A of Activity 1 on page 132: *specialist*.
- They guess what part of speech this is.
- They look up the word in a dictionary to find out what part of speech it is (*noun*).
- They think of a simpler word from which *specialist* derives (*special*).
- Students think of other words that have the same ending (*suffix*) as *specialist*. You could make a list on the board. These examples all occur in *Action Pack 7*: *artist* (Module 1); *scientist* (Module 4); *palaeontologist* (Module 4); *tourist* (Module 6). The word *dentist* occurs in *Action Pack 8*, Module 1. Other words students might know include *biologist*, *chemist*, *guitarist*, *violinist*.
- If they don't know these words, students may be able to guess the meanings. They could also look them up in the dictionary.

### Part B

#### Instructions

- This part of the activity makes use of all the other words from Part A of Activity 1 on page 132.
- In pairs or small groups, students look up the following words to identify the part of speech: *bedroom* (n), *difficult* (adj), *environment* (n), *frequently* (adv), *highlight* (v), *incorrect* (adj), *music* (n), *questionnaire* (n), *read* (v), *think* (v), *visual* (adj).
- Ask students to design a table to group the words, something like this:

adj	adv	conj	det	n	prep	pron	v

(They will need to add words to the empty columns later.)

- Go round the class checking students' progress. Make a note of any difficulties, and deal with common ones with the whole class when they have completed the activity.
- Now ask students to look up these words and find out what part of speech they are: *answer*, *project*, *work*. (They can all be either nouns or verbs.)
- Tell students to add these words to both the *noun* and the *verb* column of their table.

### Part C

#### Instructions

- This part of the activity makes use of all the words from Part B of Activity 1 on page 132.
- Students work in pairs or small groups to look up some or all of the 15 words from Part B of Activity 1 in a dictionary. They identify which part(s) of speech each word is and add the words to the appropriate columns of the table they started in Part B above.
- (If students need further practice, you could make use of some or all of the 20 words in Part C of Activity 1 on page 132 as well.)

## Activity 3: Finding meanings

### Part A

#### Instructions

- Ask students to find the word *lectures* on page 5 of their Student's Book. (It appears under the third green bullet point, beneath the heading, 'Visual Learners'.) Tell students that if they do know the meaning of this word, they should imagine that they don't.
- Ask them to read the sentence in which *lectures* occurs: *Sometimes they find it difficult to listen to long lectures.* Ask who *they* refers to (*visual learners*). Ask students if they can work out what part of speech *lectures* is (*a noun*). Ask them whether it is singular or plural (*plural*).
- Ask students to tell you what they can find out about the meaning of the word *lectures* from its context. (*Lectures are something learners listen to. They may be difficult to understand, and they may last a long time.*)

### Part B

#### Instructions

- Now ask students to look up the word *lectures* in a dictionary. Here is the entry from the Longman Dictionary of Contemporary English, 3<sup>rd</sup> edition (1995):

**lec·ture**<sup>1</sup> /'lektʃə|-ər/ *n* [C] **1** a long talk given to a group of people on a particular subject, especially as a method of teaching in universities: [+ **on** / **about**] *a lecture on medieval art* | **give a lecture** *She's giving a series of lectures on molecular biology.* **2** an act of criticizing someone or warning them about something in a long, serious talk, in a way that they think is unfair or unnecessary: [+ **on** / **about**] *My aunt gave me a long lecture about the dangers of drink.*

**lecture**<sup>2</sup> *v* **1** [T] to talk angrily or seriously to someone in order to criticize or warn them, in a way that they think is unfair or unnecessary: *I wish you'd stop lecturing me!* | **lecture sb about / on** *Mrs Reed was continually lecturing her children about their behaviour.* **2** [I] to talk to a group of people on a particular subject, especially as a method of teaching at a university.

- You could use this or the equivalent entry in a different dictionary as an example. Students could identify which entry is a noun (*the first one*), which part of the entry is the definition and which parts give examples of the use of the word in context.

### Part C

#### Instructions

- Working individually or in pairs, students identify five words that they do not know from *Action Pack 8*, Student's Book, Module 1. They could choose some of the words from Activity 1 on page 132 or they could look through the module in search of others.
- Students make a table like this:

word	part of speech	definition	example sentence

- To complete the first three columns, students can copy the information from their dictionary. To complete the fourth column, however, students should invent an example sentence of their own.





