

BASIC EDUCATION **7A**

Second Edition

# English for Me

TEACHER'S BOOK



2019

MINISTRY OF EDUCATION



His Majesty Qaboos Bin Said, Sultan of Oman



# English for Me

## Grade 7A Teacher's Book

### Preparation:

This material has been produced, designed and managed by a committee formed by the English Language Curriculum Section of the Department of Human Sciences Curriculum Development, Directorate General of Curriculum Development at the Ministry of Education.

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# Contents map

	Students will learn how to:	Main language
<b>Unit 1</b> <b>Happy holidays!</b>	<ul style="list-style-type: none"> <li>• Talk about their holidays</li> <li>• Ask and answer questions about their own and other people's holidays</li> <li>• Listen to a variety of texts for specific information and general understanding about what people did on holiday</li> <li>• Read and understand a variety of texts for specific information and general understanding about what people did on holiday</li> <li>• Write a short description about what people did for their holidays using the past simple</li> <li>• Read and understand a longer, more complex story</li> <li>• Understand and talk about actions happening in the past using the past continuous</li> <li>• Write a postcard</li> <li>• Recognise and use the past tense endings / t / and / d / and / Id / of regular verbs</li> <li>• Talk about how they learn</li> </ul>	<ul style="list-style-type: none"> <li>• I was [playing football].</li> <li>• Paul's dad [was cooking].</li> <li>• We [were having a barbecue].</li> <li>• They [were eating fish and chip]s.</li> <li>• I/he/she was fishing when I/he/she fell into the water.</li> <li>• We/they were walking in the wadi, when it started to rain.</li> <li>• Where did you/he/she/they go? I/he/she/they went to Japan.</li> <li>• How did you travel? I travelled by plane.</li> <li>• Who did you stay with? I stayed with my aunt.</li> <li>• What places did you visit? I visited Nizwa.</li> <li>• What was the weather like? It was great.</li> </ul>
<b>Unit 2</b> <b>Great thinkers</b>	<ul style="list-style-type: none"> <li>• Talk about different ways of understanding</li> <li>• Talk about likes and dislikes</li> <li>• Understand and talk about famous people</li> <li>• Read and understand factual information about famous people</li> <li>• Listen to a variety of texts for specific information and general understanding</li> <li>• Write a simple biography</li> <li>• Write a shape poem</li> <li>• Plan their writing</li> <li>• Recognise and use the concept of syllabification</li> <li>• Talk about what skills they are good at</li> </ul>	<ul style="list-style-type: none"> <li>• I'm/He's/She's good at [Maths].</li> <li>• I'm/He's/She's not good at [Music].</li> <li>• I like [chocolate].</li> <li>• I don't like [poetry].</li> <li>• I hate [spiders].</li> <li>• I like [working in groups]</li> <li>• I don't like [playing volleyball].</li> <li>• I hate [working alone].</li> </ul>

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li>• <b>Verbs:</b> past simple of regular and irregular verbs</li> <li>• <b>Verbs:</b> past continuous of regular and irregular verbs</li> <li>• <b>Activities:</b> go to the beach, take photographs, play football, help in the house, go swimming, play computer games, visit your aunt, ride a bike</li> <li>• <b>Story:</b> box, barbecue, flowers, table cloth</li> <li>• <b>Postcards:</b> message, address, stamp</li> <li>• <b>Adjectives:</b> fantastic, great, boring, hot, nice, exciting, amazing, delicious, cold, bad, wonderful, beautiful, huge, strange, quiet, frightened</li> <li>• <b>Adverbs:</b> suddenly, slowly, quickly</li> <li>• <b>People:</b> aunt, uncle, grandma, granddad, mum, dad, brother, sister, friend</li> <li>• <b>Countries:</b> Jordan, Japan, Australia, China, Italy, Russia, India, Oman, New Zealand, Wales, UK, Mexico, Egypt</li> <li>• <b>Food:</b> beefburger, fish and chips, dim sum, pizza, dates, lamb, sausages, falafal, kushari</li> </ul>	<ul style="list-style-type: none"> <li>• Apply prior knowledge</li> <li>• Categorise</li> <li>• Use deductive reasoning skills</li> <li>• Ask and answer questions for personal information about holidays</li> <li>• Read and transfer information from one medium to another</li> <li>• Read a variety of texts for specific information</li> <li>• Read and understand a story for pleasure</li> <li>• Use referencing skills in reading</li> <li>• Listen to a variety of texts for specific information and general understanding</li> <li>• Write short texts in the past</li> <li>• Write a postcard</li> <li>• Recognise the stress, rhythm and intonation patterns of English through a rap</li> <li>• Independent learning skills: plan work, write, check spelling, reflect on what skills they are good at</li> </ul>	<ul style="list-style-type: none"> <li>• Play mime games</li> <li>• Say a rap</li> <li>• Do reading races</li> <li>• Do a role play</li> <li>• Act out a conversation</li> <li>• Read and match</li> <li>• Read a story</li> <li>• Write a postcard</li> <li>• Play a game of Bingo</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Regular verbs:</b> play, listen, hate, enjoy, love, like, work, play, use, design, return, help, want, attend, persuade</li> <li>• <b>Irregular verbs:</b> write, draw, think, learn, make, can, speak, find, choose, know</li> <li>• <b>Adjectives:</b> clever, silly, interesting, old, strong, enjoyable, amazing, fantastic, short, beautiful, excellent, shy</li> <li>• <b>Adverbs:</b> quickly, carefully, slowly, quietly</li> <li>• <b>Ways of understanding:</b> Visual, Musical/Rhythmic, Naturalist, Intrapersonal, Interpersonal, Bodily/Movement, Mathematical/Logical, Linguistic/Verbal</li> <li>• <b>Talking about language:</b> noun, verb, adjective, adverb, syllable</li> <li>• <b>Talking about learning:</b> biography, likes and dislikes, working along, in groups, in pairs, Learning Journal, understanding, skills</li> <li>• <b>School subjects:</b> Maths, Islamic Studies, Science, English, Arabic, Art, Music, Sport, Social Studies</li> <li>• <b>Musical instruments:</b> mizmar, piano, violin, bagpipes, drum, flute, guitar</li> <li>• <b>Shapes:</b> square, rectangle, circle, triangle</li> <li>• <b>Miscellaneous:</b> poetry, dynamite, zero, electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Apply prior knowledge</li> <li>• Categorise</li> <li>• Use deductive reasoning skills</li> <li>• Ask and answer questions for factual information</li> <li>• Ask and answer questions for personal information</li> <li>• Read and transfer information from one medium to another</li> <li>• Read longer, more complex factual texts for specific information and general understanding</li> <li>• Use referencing skills in reading</li> <li>• Listen to a variety of texts for specific information and general understanding</li> <li>• Write a short biography</li> <li>• Write a poem</li> <li>• Identify and categorise nouns, verbs, adjectives and adverbs</li> <li>• Recognise and use the concept of syllabification</li> <li>• Recognise the stress, rhythm and intonation patterns of English through songs</li> <li>• Independent learning skills: plan work, research information, writing and integrating visuals, check spelling, check handwriting, record progress of project, reflect on how they learn</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a song</li> <li>• Read and match</li> <li>• Do a jigsaw reading</li> <li>• Write and draw a shape poem</li> <li>• Do a project</li> <li>• Read biographies</li> <li>• Do a reading race</li> <li>• Play a game</li> </ul>



# Contents map

## Students will learn how to:

## Main language

### Unit 3 Exciting environments

- Understand and talk about different environments
- Ask and answer questions giving factual information about different environments
- Understand and use 'Wh-' question words to ask for factual information about the environment
- Make comparisons about different animals and plants
- Read and understand factual texts about the environment for specific information
- Listen to oral texts about the environment containing factual information for specific information and general understanding
- Write a haiku
- Write a factual report about an animal or plant
- Talk about how to study

- Is North America near the equator? No, it isn't.
- Is South America near the equator? Yes it is.
- Are there any rainforests in Europe? No, there aren't.
- Are there any deserts in Oman? Yes, there are.
- What are deserts like?
- Where are deserts?
- What is the weather like?
- What animals live in the desert?
- What plants grow in the desert?
- What people live in the desert?
- A komodo dragon is longer than a perentie lizard.
- An African elephant is heavier than an Indian elephant.
- The Sahara desert is larger than the Namibian desert.
- A rafflesia is bigger than an orchid.
- The hummingbird is the smallest bird in the world.
- The sloth is the slowest animal in the world.
- The rafflesia is the biggest flower in the world.
- The komodo dragon is the largest lizard in the world.
- The howler monkey is the noisiest monkey in the world.

### Unit 4 Super shopping!

- Understand and talk about the price of things
- Ask and answer questions about the price of things
- Read and understand prices in Omani and British money
- Write questions and answers about the price of things
- Listen to short oral texts for specific information and general understanding
- Listen to longer, more complex texts for specific information
- Read and understand more complex instructions for a role play
- Write instructions for a board game
- Write a factual description about Omani money
- Recognise and identify stress patterns in two syllable words
- Talk about how to learn English better

- Can I help you?
- Have you got [a red t-shirt]?
- Yes, we have.
- No, I'm sorry, we haven't.
- Here you are.
- I'd like [6] please.
- That's [4 rials], please
- How much is it?
- It's [1 rial].
- How much are they?
- They're [£2].
- They're [300 baizas] each.

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li>• <b>Places:</b> the equator</li> <li>• <b>Continents:</b> Africa, Antarctica, Asia Australia, Europe, North America South America</li> <li>• <b>Compass points:</b> North, South, East, West</li> <li>• <b>Environments:</b> cold place, desert, grassland, ocean, rainforest, mountain, place, sand, stone, rocks</li> <li>• <b>Plants:</b> bush, cactus, flower, grass, orchid, pitcher plant, rafflesia, tree</li> <li>• <b>Parts of plants:</b> leaf (leaves), petal, root, stem</li> <li>• <b>Time:</b> day, night, once a year, every night, every week, for seven weeks</li> <li>• <b>Weather:</b> snow, ice</li> <li>• <b>Adverbs:</b> usually, always, never, tightly</li> <li>• <b>Adjectives:</b> hot, dry, wet, cold, big, long, slow, large, heavy, small, noisy, short, nice, wide, new, tall, horrible, sunny, silly, difficult</li> <li>• <b>Animals:</b> elephant, zebra, giraffe, orang-utan, insect, snake, lizard, beetle, bird, camel, oryx, scorpion, sloth, monkey, zebra, spider</li> <li>• <b>People:</b> Aborigines, Bedu, Tuareg</li> <li>• <b>Verbs:</b> rain, send, want, think, do, know, win, help, visit, live, enter, grow, hold, eat, have, smell, hang upside down, stretch</li> <li>• <b>Miscellaneous:</b> haiku</li> </ul>	<ul style="list-style-type: none"> <li>• Apply prior knowledge</li> <li>• Use deductive reasoning skills</li> <li>• Understand and take part in conversations about different environments</li> <li>• Take part in extended conversation asking and answering question about factual information</li> <li>• Make comparisons</li> <li>• Listen to a variety of short texts for specific information</li> <li>• Listen to factual texts for general understanding</li> <li>• Read a variety of texts for specific information</li> <li>• Read longer more complex texts containing factual information for specific information</li> <li>• Transfer information from one medium to another</li> <li>• Use referencing skills in reading</li> <li>• Write a haiku</li> <li>• Understand how to write a factual report</li> <li>• Write a factual report</li> <li>• Write questions and answers about the environment</li> <li>• Understand and recognise the concept of syllabification</li> <li>• Independent learning skills: Plan a topic for research, plan work using the writing route, research information, writing and integration of visuals, check spelling, check handwriting, record progress of project, think about how to study</li> </ul>	<ul style="list-style-type: none"> <li>• Do reading races</li> <li>• Read and match</li> <li>• Do a project</li> <li>• Write a fact file</li> <li>• Make and label a map</li> <li>• Create a haiku</li> <li>• Do an information gap activity</li> <li>• Do a quiz</li> <li>• Make a quiz</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Verbs:</b> buy, can, finish, go back, go forwards, have, look, miss, pick up, put, start, throw</li> <li>• <b>Shops:</b> baker's, bookshop, computer shop, clothes shop, furniture shop, jeweller's, music shop, pharmacy, shoe shop, sports shop, supermarket, toy shop</li> <li>• <b>Clothes:</b> cap, boots, dishdasha, sandals, shoes, t-shirt</li> <li>• <b>Food:</b> apples, bread, butter, cake, yoghurt</li> <li>• <b>Gifts:</b> henna cone, incense burner, key ring, khanjar</li> <li>• <b>Jewellery:</b> bracelet, earrings, necklace, ring, watch</li> <li>• <b>Sports equipment:</b> exercise bike, roller skates, tennis racket</li> <li>• <b>Things to read:</b> book, comic, dictionary</li> <li>• <b>Toys:</b> ball, board game, computer game, doll, kite, teddy bear</li> <li>• <b>Shopping:</b> shop assistant, shopkeeper, shopping list,</li> <li>• <b>Money:</b> coin, note, pence, pound, baiza, rial</li> <li>• <b>Miscellaneous:</b> bandage, cough syrup, pills, computer, CD</li> </ul>	<ul style="list-style-type: none"> <li>• Apply prior knowledge</li> <li>• Categorise</li> <li>• Understand and talk about the price of things</li> <li>• Ask and answer questions about price</li> <li>• Read and understand prices in Omani and British money</li> <li>• Listen to longer, more complex texts for specific understanding</li> <li>• Listen to shorter texts for specific understanding and general understanding</li> <li>• Take part in a longer, more complex conversation using the functional language of shopping</li> <li>• Read a variety of texts for general and specific information</li> <li>• Read and transfer information from one medium to another</li> <li>• Understand and follow more complex instructions</li> <li>• Write instructions for a game using the present simple</li> <li>• Write a factual description about Omani money</li> <li>• Guess the meaning of unknown words</li> <li>• Recognise and identify stress patterns in 2 syllable words</li> <li>• Recognise the stress, rhythm and intonation patterns of English through a longer, more complex tongue twister</li> <li>• Independent learning skills: plan work, research information, writing and integration of visuals, check spelling, record progress of project, think about how to learn English better record the progress of a project</li> </ul>	<ul style="list-style-type: none"> <li>• Do reading races</li> <li>• Do a role play</li> <li>• Play a game</li> <li>• Play a board game</li> <li>• Say a tongue twister</li> <li>• Write instructions</li> <li>• Do a mini-project</li> <li>• Do a quiz</li> </ul>

# Contents map

	Students will learn how to:	Main language
<b>Unit 5</b> <b>That's</b> <b>entertain-</b> <b>ment</b>	<ul style="list-style-type: none"> <li>Understand and talk about different kinds of entertainment</li> <li>Understand and talk about different kinds of stories</li> <li>Ask and answer questions about what people were doing using the past continuous</li> <li>Write questions and answers about what people were doing using the past continuous</li> <li>Listen to a variety of oral texts for specific information</li> <li>Read and extract specific information from a variety of texts</li> <li>Read and understand a detective story for pleasure</li> <li>Write a poster for a play</li> <li>Recognise and identify the main stress in three syllable words</li> <li>Identify and use the prefix 'un-'</li> <li>Make a Learning Journal Profile</li> </ul>	<ul style="list-style-type: none"> <li>What were you doing last Saturday night? I was watching a film</li> <li>What was [Mai Ling] doing last Saturday night? She was learning how to juggle.</li> <li>What were Toshi and his dad doing last Saturday night? They were listening to a concert.</li> <li>Was Tariq watching a basketball match last Saturday night? Yes, he was.</li> <li>Was Khalfan playing with his new computer? No, he wasn't. He was reading a comic.</li> <li>Were you dancing at the Muscat Festival last night? Yes, I was.</li> <li>Were Toshi and his dad listening to a concert last Saturday night? Yes, they were.</li> <li>Were Petra and her sister watching a musical last Saturday night? No, they weren't. They were watching a ballet.</li> <li>Where were you? What were you doing? Did you see anyone?</li> </ul>

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li><b>Verbs:</b> dance, iron, juggle, listen, make, play, read, ride, sew, sing, use, watch, write a letter, chase, drink, pass, pull, put, sleep, take, tie-up</li> <li><b>Entertainment:</b> ballet, cinema, circus, concert, festival, film, musical, play, theatre</li> <li><b>Rooms:</b> dining room, hall, kitchen, living room, study</li> <li><b>In the house:</b> chair, table, desk, door, floor, fridge, room, table, window</li> <li><b>Types of stories:</b> adventure, comedy, detective, horror, romance, science-fiction</li> <li><b>Things we read:</b> book, comic, novel, poster</li> <li><b>People:</b> brother, husband, mother, nephew, niece, sister, son, uncle, students, friend, men, women, butler, gardener</li> <li><b>Crime:</b> crime, detective, fingerprints, footprints, thief</li> <li><b>Adjectives:</b> bad-tempered, hard-working, horrible, lazy, mean, pretty, rich, brilliant, dangerous, exciting, fantastic, frightening, funny, great, romantic, scared, unusual, happy/unhappy, healthy/unhealthy, kind/unkind, selfish/unselfish, tidy/untidy, true/untrue</li> <li><b>Adverbs:</b> always, usually, sometimes, never</li> </ul>	<ul style="list-style-type: none"> <li>Apply prior knowledge</li> <li>Categorise</li> <li>Use visual clues to predict meaning</li> <li>Use deductive reasoning skills in problem solving</li> <li>Ask and answer questions about what people were doing using the past continuous</li> <li>Understand and talk about different kinds of stories</li> <li>Listen to a variety of texts for general understanding and specific information</li> <li>Read and understand a variety of texts for specific understanding</li> <li>Read and understand a detective story for pleasure</li> <li>Use referencing skills in reading</li> <li>Transfer information from one medium to another</li> <li>Write questions and answers about what people were doing using the past continuous</li> <li>Write a poster for a play</li> <li>Identify and use the prefix 'un-'</li> <li>Recognise the main stress in three syllable words</li> <li>Recognise the stress, rhythm and intonation patterns of English through a chant</li> <li>Independent learning skills: plan work using a planning sheet, writing and integration of visuals for the poster, check spelling, make a Learning Journal Profile reflecting on learning skills</li> </ul>	<ul style="list-style-type: none"> <li>Read and match</li> <li>Do a reading race</li> <li>Read a detective story</li> <li>Solve a crime</li> <li>Make a poster for a play</li> <li>Play a game</li> <li>Say a chant</li> <li>Make a Learning Journal Profile</li> </ul>

# Introduction

## 1 The course

### 1.1 Description of the course

- ◆ *English for Me* Grade 7 is the third level of the new English curriculum for students in the second cycle of the Basic Education school system. As such, a conscious effort has been made to provide a bridge from the approaches for younger students used in Cycle 1 to approaches suitable for slightly older students. However, as with earlier grades, motivation and interest remain key considerations in the learning process. Topics have been chosen for their interest and relevance to the age group rather than determined by language.
- ◆ Key areas of language that students were exposed to in Grades 1 - 4 are systematically recycled in Grades 5 - 8. This recycling provides a firm foundation on which students can build. In addition, some key characters from Cycle 1 have been retained in order to provide a link with the previous years of learning English. At the same time, new characters have been introduced to show students that this is a new course. These new characters provide a vehicle for students to access information about students from English-speaking cultures, as well as other cultures.
- ◆ Whilst recognising that students of this age are slightly more mature, and able to deal with more analytical activities, it is also important to remember that they are still young. It is therefore very important that there is still an element of fun in their language learning. For this reason, games, songs, stories and puzzles remain key features of the course.

### 1.2 General aims

- ◆ The general aims of the course are as follows:
  - to maintain students' interest and enjoyment in learning English.
  - to contribute to the development of students' linguistic, intellectual, social, emotional and physical skills.
  - to enable students to use English for a purpose, and to regard English as a means of communicating real information.
  - to raise students' awareness of how language operates as a rule-based system.

- to encourage students to be actively involved in the learning process.
- to encourage students to reflect on, and evaluate, their own progress through self-evaluation tasks.
- to encourage students to develop independent learning strategies.
- to encourage students to co-operate with their peers and help each other to learn.
- to encourage students to develop a positive attitude towards, and take an interest in, their own and different cultures and peoples.
- to support teachers by providing systematic lesson guidance.

### 1.3 Methodology

- ◆ The *English for Me* methodology is based on an integrated, multi-layered approach to language learning, with functional and grammatical aspects of language, skills, vocabulary, pronunciation and learning strategies developed through key topics.

#### Language

- ◆ The key emphasis in *English for Me* is an inductive approach to language learning. Students are asked questions which lead them to discover language patterns and grammatical rules for themselves. By doing this, they become active participants in the learning process, not passive receivers of knowledge.
- ◆ Occasionally, however, where it is thought to be more appropriate, a deductive reasoning approach is adopted. In these instances, students are given a brief description of a rule and asked to apply it in the activities which follow.
- ◆ The structure of the course provides for recycling and revision of key functions and grammar, to take place at the same time as a gradual focus on new language. Recycling of key language throughout the course helps deal with the varying rates of learning.
- ◆ Throughout the course, there is a gradual input of basic grammatical terms so that students can gradually build up their knowledge of English. This ability to use basic grammatical terms

appropriately is important if students are to work out rules for themselves.

### Vocabulary

- ◆ Helping students to develop a wide vocabulary is a major aim of the new English curriculum. The vocabulary in the course is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with students trying to recall how much vocabulary they know about a particular topic. Their knowledge is then broadened through interacting with the texts and activities in the units. This vocabulary is then recycled in later units. This process of recall and recycling occurs continually throughout *English for Me*.
- ◆ *English for Me* includes a range of both active and passive vocabulary. The active vocabulary has been selected for its usefulness and high frequency use in real communication. The passive vocabulary has been selected on the basis of providing semi-authentic examples of language that enrich the topics and situations presented in each unit. Encountering vocabulary which they are expected to understand, but not use actively, helps students to learn to deal with new vocabulary by looking at it in context.
- ◆ The active vocabulary for each unit is specified in the unit aims. There is an increased content of active vocabulary in each unit. However, the majority of active vocabulary in any unit is recycled. This helps students to expand the amount of new vocabulary they learn, and also aids the storing and recall of vocabulary already learned.
- ◆ Throughout the course, students are encouraged to look at ways of storing words and expressions, and create their own dictionary pages in their exercise books. To begin with, these may just include words and pictures, but as they develop confidence they should be encouraged to name the part of speech, and write the word in an original sentence that reflects its meaning. In addition to the key vocabulary, students should be encouraged to add words that interest them on a personal level. They may be words in stories, songs or jokes, or words that look interesting or sound funny. **The Word Store**

section at the back of the Classbook is a useful resource for students wanting to check the spelling of key vocabulary.

### The Four Skills

- ◆ In *English for Me*, the four skills are systematically developed within an integrated framework. Although skills are not taught in isolation, there may still be more focus on one particular skill in a given activity. Wherever possible, skills are developed through responses to real tasks which generally require the use of at least two skills.

### Listening

- ◆ The listening material in earlier grades exposed students to native speaker models of English spoken at a nearly natural pace. The aim was to provide students with authentic models of spoken English reflecting natural patterns of stress, rhythm and intonation. This approach continues in the Grade 7 listening material.
- ◆ Usually, the difficulty of a listening task is determined by the type of task rather than by the level of the text itself. It is therefore essential that you check that students understand the nature of the task before they start to listen. The listening activities in the course should be used to teach, not test.

### Getting ready for listening

- ◆ Pre-listening tasks help students prepare for the listening text ahead, and thus make them better equipped to deal with it. All listening activities are presented within the context of the topic of the unit, and this helps students predict possible answers. Helping students remember what they already know about a topic also prepares them for the language and ideas they are about to hear. Before listening, reassure students that they do not need to understand every word.

### While listening

- ◆ With the right preparation, during listening students should be able to focus on understanding the message itself.

### Post listening

- ◆ When students have completed the listening activity, encourage them to check their ideas in pairs or groups. This helps to develop their self-confidence before any whole class checking.

## Speaking

- ◆ There is particular focus on giving and asking for personal information through interviews, surveys and other personalisation activities. There are also acting out and basic role play activities. The songs, rhymes, poems and stories in the course encourage students to imitate the models they hear on the CD. This helps them become sensitive to the rhythm and intonation patterns of English through simple repetition, as well as building confidence. The pair work, group work and games activities, although based on a given model, encourage students towards a freer use of the language within a controlled situation. The element of choice in these activities encourages students to begin gradually manipulating the language for themselves.
- ◆ It is important that students see that there is a reason for speaking. All the activities are presented within the framework of the unit topic and provide a real purpose for speaking. This may be to find out information about friends in the class; to ask for factual information about a topic; to express opinions about a topic or story; to play a game; or simply, to sing a song or tell a story.
- ◆ Teachers should always encourage students and not make them feel self-conscious about speaking in English. Always praise them for their efforts, regardless of the level of accuracy. Don't interrupt students and correct them as they are speaking, but praise their utterance, then re-phrase and repeat it correctly yourself.

## Reading

- ◆ *English for Me* Grade 7 continues to develop both top-down and bottom-up reading strategies through a variety of activity and text types. Text types include stories, songs, e-mails and letters, dialogues, factual pieces of information, games and instructions.
- ◆ Students are exposed to longer reading texts in Grade 7, which build on the gradual development of reading skills and progressively longer pieces of text than in earlier grades. Students are encouraged to read for the same reasons as in their first language - to find out something they did not already know, or for pleasure and entertainment. The texts in Grade 7 have been designed to provide students with real information, so that they learn something

new, or with enjoyment through stories and games, puzzles and songs. Whilst reading texts are becoming more extensive, vocabulary is still carefully controlled.

- ◆ Reassure students that they do not have to worry about understanding every word, whether they are skimming the text for general meaning or scanning it to pick out specific information. It is very important to develop a positive approach to reading so that students view it as an interesting challenge rather than a tedious chore.

## Getting ready for reading

- ◆ As with listening tasks, it is important to spend time preparing for a reading task. This should include drawing on students' previous knowledge about the subject matter, using visuals to aid understanding and looking at key vocabulary to help students predict the general content of the text. The detailed teaching notes very often suggest ways of arousing students' interest in the text before they begin reading.
- ◆ As a number of the reading texts in Grade 7 are quite long, students are often asked to read them at home before the lesson. Reassure students that they do not have to understand every word of a text, but they should try and get a general sense of the meaning, to familiarise themselves with what it is about before doing it in class.

## While reading

- ◆ Encourage students to work out the meaning of vocabulary as they come across it, using the context and any accompanying visuals to help them.

## Post reading

- ◆ It is important to get students to respond to what they have read, rather than just answering some set questions. Find out what they thought about the reading text. If it was a story, ask whether they enjoyed it, and to give their reasons. How many characters were there, and which character was their favourite? If the text was factual, what new information did they learn? What did they find interesting, strange, etc?
- ◆ Please do not encourage students to read texts aloud unless this is to recite a poem, act out a play or story, or as a rubric check. Reading aloud

is time-consuming and can be inhibiting. It forces students to concentrate on what they are saying rather than on what they are reading. This very often means that the meaning is lost. Reading words and sentences aloud was done in Cycle 1 for specific purposes. But as students progress, they have to learn to read silently.

- ◆ In Lesson 10 of Unit 1, a number of suggestions for a variety of detailed reading activities have been given for the story *The Box and the Barbecue*. The purpose of these activities is to help with students' understanding. The activity types suggested can be adapted to any story that students are asked to read in the future.

### Writing

- ◆ The writing activities in *English for Me*, particularly the more extensive activities, generally appear towards the end of a unit. This is to ensure that students have had plenty of exposure to the language they need for the writing activity. It is important that time is spent building up this language, and that a model is provided on which they can base their work.
- ◆ In Cycle 1, students generally wrote isolated words and phrases. But in Cycle 2, the activities have progressed to a more mature level where they write short paragraphs about themselves or about the topics in the units. This was introduced in Grade 5, and continues through Grades 6 and 7.
- ◆ In Grade 5A, students were introduced to a Writing Route which guided them through the stages of process writing so that they could see the importance of planning, drafting, re-drafting and checking their work. The same Writing Route appears again on page 149 of the photocopiable pages at the back of this Teacher's Book, for the teacher to copy and distribute to their class. The teacher should go over each of the stages, and remind students to follow the procedure outlined in the Writing Route whenever they are asked to carry out a writing activity.
- ◆ It is important that you familiarise yourself with the 'Alfred' font before beginning to check students' letter formation. This is the new font used in Basic Education, and is quite different from 'Sassoon'. You will need to get used to modelling it accurately for your class. The complete lower

case and upper case letters are shown at the back of this book, on pages 142 - 143.

### Correction

- ◆ Students' work will inevitably contain mistakes. Be sensitive in your correction and do not attempt to highlight and correct every error made, as this can be demoralising. Encourage students to correct their own mistakes and build in an element of peer correction. Apart from providing opportunities for students to discuss their work together, it also enables them to see how others - the audience - view their writing and ideas.

### Spelling

- ◆ In each unit, ten key words have been selected for students to learn to spell, using a particular method – the **Look, Cover, Write, Check** method. This method was first explained and practised in Grade 5A. The spellings to be learned are selected in the first few lessons of each unit but not tested until the end, so that students have plenty of opportunity to become familiar with them. In addition, a few other words are selected to give further spelling practice.

### Writing posture, pen grip and paper position

- ◆ Throughout the semester, you should check regularly students' writing posture, pen grip and the position of their paper.

### Posture

- Students should be encouraged to sit well back on their chairs in order to give themselves maximum stability. They should have both feet firmly on the floor
- Students' arms and hands should rest on the writing surface. Their free hand should control the paper.
- Students should not sit hunched over their work. This is generally caused by a student being too tall for their chair and table. If this occurs, you should discreetly arrange for a table and chair of a more appropriate height to be provided.

### Pen grip

- Check the grip students hold their pen with: the pen should be positioned between the thumb and the first finger, with the second finger acting as a support.

- A student's pen/pencil grip should be comfortable and relaxed. It is important that students do not adopt awkward pen holds, as this will restrict the speed of their writing later on.

#### Paper position

- The page should be positioned at an angle of approximately 30 to 40 degrees to the right, or left, of the student, according to their preferred writing hand, and not directly in front.
- There is no exact position for all students, but care must be taken that they adopt the most comfortable position to allow them to make relaxed and fluid movements across the page.

#### The left-hander

- Encourage the left-hander to try to hold their pen/pencil farther from the point. This allows them to see what they have written.
- If possible, sit the left-handed student on a slightly higher chair. This will allow them to see over the top of their piece of work.
- Left-handers often hold the pen/pencil very tightly. This can cause discomfort. If possible you may want to provide a pen/pencil grip.
- Left-handers need space on their left-hand side. They should not be positioned to the right of another student or next to the wall.
- The writing page should be positioned to the left of centre and tilted slightly to the right. This will give the student more freedom of movement.

#### 1.4 Cross-curricular links

- ◆ In order to complete many of the activities in the course successfully, students are asked to use skills they have developed across the curriculum. For example, when they are asked to do a class survey, they must know how to collect and classify the information needed and represent it accurately. This involves not only simple mathematical skills, but also interpersonal skills, learning strategies and critical thinking.
- ◆ The inclusion of pair and group work involves co-operation, adaptability and sharing. Students can contribute their particular skill or knowledge to group work. The artist, the science expert,

the actor – all will be pleased to use their special talents to make their group work successful.

- ◆ The development of effective learning strategies can aid students in their language learning. Each unit in the course includes the use of a variety of strategies such as comparing, classifying, applying prior knowledge, problem solving, sequencing, predicting outcomes, inferring meaning from context, making generalisations, and so on.
- ◆ A summary of the concepts and cross-curricular links in this course can be found at the back of this Teacher's Book on page 141.

#### 1.5 Dealing with student diversity

- ◆ Students learn at different rates and in different ways. Traditionally, they have been classified as 'weak' or 'strong' because of this. However, this is often not the case. What it means is that students develop at different rates in different areas of thinking. Individual students have different levels of ability in mathematical, verbal, creative and physical expression, and preferences as to which of these skills they use.
- ◆ *English for Me* provides opportunities to support these individual differences by giving equal opportunities to students with different learning styles. This is achieved through activities that draw on non-linguistic skills such as knowledge about other subjects, the ability to draw, competence in logical thinking, etc. This allows students with varying abilities to make positive contributions to activities.
- ◆ The variety of topics should mean that all students should be able to find something of interest. Many activities allow students to respond at different levels of understanding. The pair and group work activities encourage them to work together and learn from each other. The reading and listening tasks are usually graded, allowing 'weaker' students to answer some questions and 'stronger' students to be challenged by others.
- ◆ Finally, at the end of each unit students are asked to reflect on their own progress. This self-evaluation helps them see their own strengths and weaknesses and can be useful in encouraging them to pay more attention to particular aspects of their learning.



- ◆ *English for Me* also provides a variety of additional activities for students who finish activities before others. Students need to be made aware of all of these resources and activities at the beginning of the semester. At certain stages of the course, you may feel that you need to set some of these activities for groups of students while you work with others who are encountering difficulties.

The activities are as follows:

### 1. Extra tasks

In each unit, there is an extra task in the Classbook. These appear on pages 7, 19, 28, 41 and 55. They are all open-ended activities. It is suggested that they are either done as optional activities in class if there is time, or as homework activities. If there is no time, they can be omitted. They require no additional material.

### 2. Poster activities

There are a variety of additional poster activities included in the photocopiable pages at the back of this Teacher's Book (see pages 144–148). These are activities that can be posted on the classroom wall near the poster, and are very useful for those students who finish before others. They can be done independently of the teacher.

### 1.6 Unit design

- ◆ The design and content of the units have been developed out of the methodology underpinning the curriculum and the translation of these theoretical ideas into manageable practice. Each unit of work is organised around a central topic and provides enough material for fifteen 35-minute periods.
- ◆ Each unit has a language focus where students do simple analysis activities related to the key functions or grammar of the unit. The **Robby the Robot** character, which was introduced in the Skills Book in Grade 5A, indicates that students are going to do an activity where they have to think about some aspect of language. It may be a simple functional or grammatical analysis, or a focus on some aspect of spelling, punctuation, phonics, or generally working with words (how to store them, how they are sequenced, etc.).
- ◆ Units have either a story or a project. In earlier grades there were more stories than projects, in order to appeal to the interests of younger

students. However, in Grade 7 the focus has shifted from stories to projects, in keeping with the abilities of a slightly older age group.

- ◆ The projects are designed to give students an opportunity to carry out simple research and to produce personalised work which encourages freer writing. The purpose of the stories is to help students enjoy reading, and to encourage them to want to read beyond the classroom. The following stories and projects occur in Grade 7A.

**Unit 1** Story: *The Box and the Barbecue*

**Unit 2** Project: Design a book cover

**Unit 3** Project: Make an environment book or poster

**Unit 4** Project: Make a shopping board game



**Unit 5** Story: *The Missing Amazon Diamond*

- ◆ Grade 7 of *English for Me* is divided into five units per semester, with fifteen lessons in a unit. It is important to teach a complete lesson and not to start a new lesson at the end of a lesson if you finish early. If you do finish a lesson early, use one of the additional activities, or get students to sing one of the songs, or do a related TPR activity.

### 1.7 Lesson design

- ◆ Each lesson has been laid out as clearly as possible so that teachers can follow the structure easily. At the beginning, there is a **You Will Need** section with information about equipment and posters that will be required. Information is also given at the end of a lesson about anything the teacher needs to do before the next one. Some activities can be put on an OHT (overhead transparency) in advance, but if teachers do not have access to an OHP (overhead projector) it doesn't matter as the activities can be copied onto the board. Because of time restrictions, it is recommended that as much as possible is prepared in advance, and that teachers familiarise themselves thoroughly with each lesson before teaching it.
- ◆ At the beginning of each lesson, there is also a box which contains key information about what students will be doing in that lesson and the target language and vocabulary to be focused on. From this information teachers will be able to see at a glance what the lesson will cover. Not all the vocabulary has been listed in every lesson,

just key words.


- ◆ The activities in each lesson have been divided into **Tasks**. There are usually three or four tasks in a lesson. The tasks have been further subdivided into **Steps**, which have been laid out simply and clearly for teachers to follow. Timings have been suggested for each Task, but if teachers find they need more or less time to do a task, they should not worry. It is up to teachers to use their own judgement about how to prioritise activities, as they know best what their students need most practice with. If time is short, some steps may need to be shortened or even cut, or students asked to complete them for homework.
- ◆ Many lessons contain a Warm-up activity, and also allow time for checking homework if this has been given in the previous lesson. It is also indicated when Skills Books should be collected for checking, but teachers may feel they want to collect them more often – again this is up to teachers' own judgement.
- ◆ Any information which teachers should specially note is indicated by a triangular flag symbol. 
- ◆ This is different from the flag symbol used to indicate an opportunity for teachers to assess their students. 

## 1.8 Project work

- ◆ Project work is made full use of in *English for Me*. It enables students to work at a pace and level suitable to their individual learning abilities. Projects can promote cross-curricular links, and enable students to respond at different levels of understanding and in different ways to the topics researched. They are particularly useful as a way of helping students to develop independent learning skills, and follow particular areas of interest.
- ◆ The Project Record Sheets at the back of the Skills Book help students plan, organise and review their work systematically.

## 1.9 Portfolios

- ◆ Portfolios, which were introduced for the first time in English at Grade 5, continue to be used in Grade 7. They are particularly useful as a way of helping students to develop independent learning skills.

- ◆ A portfolio is an ongoing collection of a student's work, usually kept in a file or folder. It should include a wide range of work produced, and provide opportunities for learning, teaching and assessment. It is a collection of both work in progress and finished work. It may contain reading reports, writing assignments (including drafts), pictures, book reviews, project reviews and sample material, quizzes, etc. Eventually, it may also include comments from a student's peers and parents.
- ◆ Portfolios are valuable learning and teaching tools. They can be complex to set up and monitor, however, and teachers and students who are new to portfolios will need time to become familiar with them. Initially, the majority of the work to be included in the portfolio will be specified in the course until it becomes a natural part of classroom practice.
- ◆ In the Classbook and Skills Book, a character called **Portfolio Pete** appears beside a portfolio activity. He serves as an indicator to students that they should place that particular item of work in their portfolios. The same character appears in the Teacher's Book beside any activity involving portfolios. 
- ◆ The use of portfolios will vary from class to class and teachers will need to use their own judgement about when and how to use them. You may find it useful to use the following strategies to remind students about portfolio work.

### 1. Introduce the portfolio

Discuss with students the reasons for using a portfolio. Help them understand the process of creating a portfolio. At this stage, you may want students to cut out the *My English Portfolio* page (page 103 at the back of the Skills Book) and put it at the front of their portfolios. You will need to discuss with students the best way for them to organise the material in their portfolio folders.

### 2. Planning the organisation and use of the portfolio

Discuss the following routines and procedures for using the portfolio:

- when the portfolios will be used.
- how students will make their selections of materials for their portfolios.

- where portfolios will be stored.
- when students will have access to the portfolios.

### 3. Select items for the portfolio

Initially, items will be placed in the portfolio to represent components of the course. As students become more familiar with them, you should allow them to make more selections of their own choice.

### 4. Plan time for selection, reflection and conferencing

The portfolio should be included as part of the normal classroom programme. Time needs to be allocated for students to select items and think about the reasons for selecting them. The sharing of this information needs to be carefully scheduled, either individually, or in small groups, so you have an opportunity to talk with all the students about their portfolios over a relatively short period of time.

### 5. Assessing portfolios

It is suggested that you collect in portfolios for assessment at the end of each unit. By establishing a regular checking system, you will encourage students to keep their portfolios properly organised and up-to-date. However you may want to collect them in more often for checking.

## 1.10 Learning journals

- ◆ In Grade 7, students will make a learning journal. This will be used to develop their ability to reflect on how they learn, and how they can develop their skills. It will give them the opportunity to write more freely about their work.
- ◆ In Grade 7A, students will look specifically at different aspects of learning.
  - In Unit 1, they will think about the skills they are good at.
  - In Unit 2, they will think about how they learn.
  - In Unit 3, they will think about ways of getting started on a new topic.

- In Unit 4, they will think about ways of solving problems.
- In Unit 5, they will make a Learning Journal profile and store this in their portfolios.

They will need to retain their learning journals for the second semester.

The learning journal work should **not** be assessed.

## 2 Assessment and evaluation

- ◆ *English for Me* is based on an integrated system of continuous assessment which monitors students' progress over the course of the semester. This approach continues the continuous assessment system adopted in Cycle 1. Assessment and evaluation are important features of the educational process. The terms are often mistakenly used interchangeably.
- ◆ Assessment is the process of collecting information about a student's attainment. Its function is to determine what a student is actually achieving in relation to agreed criteria. Assessment should form a natural part of classroom activities. In *Grade 7 of English for Me*, activities which provide suitable opportunities for teachers to assess their students are marked with a square flag and the letter A.
- ◆ Evaluation is the process of making a judgement about information collected through assessment in order to reflect on the present situation and the differences between this and what the situation ought to be.

### Evaluation activities

- ◆ The last two pages of each unit in the Skills Book are devoted to a section containing evaluation activities. This section is called **My learning record**. The activities focus on the particular objectives of each unit, and encourage students to think about the extent that they consider they have achieved these objectives. They also provide useful feedback for the teacher about how well students think they have performed, and whether they enjoyed the activities. The relevant lessons in the Teacher's Book contain detailed notes as to how the activities in 'My learning record' should be carried out.
- ◆ The format of 'My learning record' always follows the same pattern. First, students are asked to study a list of the main objectives covered in the unit and evaluate how well they think they achieved them. Later, they are asked to list the things they learned about the topic of the unit, and what other things they would like to learn. They are asked what activities they liked and didn't like. Finally, they are asked to think about and evaluate how well they worked both with others and individually. They are also

given a spelling test of the ten key words they were asked to learn during the unit.

### Self-evaluation

- ◆ It is important for students to obtain a sense of the progress they are making in class, so that eventually they can become independent learners, capable of deciding for themselves what they need to learn and how they need to learn it. They have already been introduced to simple self-evaluation activities in earlier grades.
- ◆ Although the self-evaluation activities are primarily for students, they are also very useful for teachers when assessing students' progress. Teachers should look at the self-evaluation statements systematically and take the information they contain into account when compiling their reports. The feedback will complement teachers' own observations, and also help to highlight potential problems. These can often be solved by giving a little extra help; recycling some of the language or changing the pace of some of the activities.

### The Directorate General for Educational Evaluation

- ◆ Teachers must have a clear idea of what is to be learned in the teaching programme for effective teaching and learning to take place. The Directorate General for Educational Evaluation is responsible for providing documents to support teachers in assessing their students. Please refer to these documents, and address any issues regarding assessment to the Assessment Department.

## 3 Activities

- ◆ All the activity types in the course have been designed to encourage students to use English in an enjoyable and purposeful way. Many activities replace the need for drills because they practise language items through repetition - for example, songs, rhymes, stories and games. The activities have the additional advantage of involving students in different ways. They relate to students' own experiences, provide challenge, and extend students' use of motor skills. Physical involvement is a very important part of the *English for Me* course. Performing the actions to a song, pointing to things in a picture or the classroom, making things, and acting out stories all reinforce understanding of English.

### 3.1 Games

- ◆ Besides being enjoyable, games help students learn how to co-operate with each other, and work within a set of rules. They are an excellent way for students to use language in a real situation. Games can channel students' natural instinct for fun into successful language learning.
- ◆ The course includes: guessing games, pair games, card games and board games. These can be used as indicated in the lesson notes or as extra activities.
- ◆ As with pair work and group work activities, make sure that students understand the games by demonstrating with a group first, or by playing them yourself. Make sure that students feel confident with the language they need, and encourage them to use it while playing.

### 3.2 Stories

- ◆ Stories are a powerful tool in language learning. They are an excellent way to introduce English and contribute to students' development. They can also provide a starting point for a wide range of activities. Stories, and activities based on them, are a very natural way of linking English with other subjects in the school curriculum, and of making learning more attractive and interesting. They achieve this in the following ways:
  - They expose students to language used in purposeful communication, in situations which students find interesting.
  - They present language in a context which students can relate to. This helps them to

understand and memorise this language more easily.

- They help develop creativity. Students who listen to, or read, stories become more creative and imaginative than those without this opportunity.
- ◆ There are two stories in Grade 7A. The first story, *The Box and the Barbecue* (Unit 1) is recorded on the CD (Listening 1.10) so that the teacher can choose to play it in class if time allows. This follows the usual approach to stories in earlier grades. However, a different, more complex approach is used for the second story, *The Missing Amazon Diamond* (Unit 5). This story introduces students to the detective genre of fiction. It is not recorded as a complete story on the CD. Instead, information is built up gradually. First, students read information about the different characters, then a report by the detective and his interviews with different characters. Then they listen to a dialogue between the detective and one of the characters, and finally the detective's explanation of how he solved the crime.

### 3.3 Songs, rhymes, and tongue twisters

- ◆ In Grade 7A, the number of songs, rhymes and tongue twisters has been reduced from earlier grades, in order to give students practice with longer, more complex listening scripts and dialogues. The course does, however, contain one song, one rap song, one rhyme and one tongue twister, which are all recorded on the CD. These recordings provide students with lighter listening tasks in order to add more variety and enjoyment to the lessons.

### 3.4 Arts and crafts

- ◆ Creative activities enable students to display imagination, emotions, knowledge, and personal taste. They also provide an excellent stimulus for language development. Although the number of activities involving arts and crafts has been reduced in Grade 7A to reflect the more mature level of the students, a few have still been retained.
- ◆ Students enjoy doing these activities, and at the same time the activities help them to learn useful language in a natural and realistic way. Very importantly, these activities also help them to

become skilful with their hands. Using equipment such as scissors and glue sticks increases hand control, and makes controlling a pen or pencil much easier.

- ◆ The materials needed for each activity are listed in the Teacher's Book. Work out how many of each item you will need before the lesson. It is always useful to prepare a sample of the object your class are going to make beforehand. This enables you to make sure the materials you have are suitable (the right type of glue, the right thickness of card) and to foresee any potential problems your class may encounter. It is also very useful for students to see what they are going to make.
- ◆ Before distributing materials, make sure that students understand what they have to do by demonstrating, either with the object you have made before the lesson, or by mime. Organise students into groups and give out the materials as necessary. While students are making the object, go around the classroom offering guidance and support.
- ◆ It is important with these kinds of activities to keep a careful eye on your class. Be particularly careful about glues and felt pens – make sure they are non-toxic. Similarly, be careful when letting your students use scissors – make sure they understand that they have to handle them carefully and that they must not run or play with them.

### 3.5 Acting-out activities

- ◆ There are a number of acting-out activities throughout the course in which students, either in groups or in pairs, reproduce the main dialogues that appear in the stories and character situations.
- ◆ Students should practise the dialogues by listening to them on the CD and repeating the sentences with accurate pronunciation and intonation. Once they feel confident, ask them to rehearse the dialogue in groups or pairs. Then ask volunteers to act it out for the rest of the class. Although students usually enjoy acting in front of the class, do not force them to do this if they do not feel confident.

### 3.6 Total Physical Response

- ◆ Several activities in *English for Me* provide opportunities for students to develop language skills through physical movement. These are adapted from Dr. James Asher's **Total Physical Response** method. Asher discovered that children learning a foreign language had a capacity to process heard information at a much higher level than their capacity to produce language – a physical response to an instruction demonstrated understanding. The students involved in this research were found to have better listening comprehension and, later, better speaking skills than those students taught by traditional methods.
- ◆ The Total Physical Response (TPR) activities in the Grade 7 course give students intensive listening practice and repeated exposure to basic vocabulary items, while requiring a minimal verbal response or no verbal response at all.

## 4 Classroom management

- ◆ The teacher's role in a modern classroom is to be a 'facilitator' of learning. This includes initiating language input, helping students to interact with each other, evaluating what they do and providing feedback.

Teachers can support students' ability to process language in several ways:

1. By beginning with what students already know about a topic.
2. By ensuring that language is always supported by visual information.
3. By giving feedback on what students achieve and praising them for completing tasks.

### 4.1 Preparation and organisation

- ◆ Preparation is the key to any well-organised classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.

- ◆ Make sure you have provided students with everything they need before you ask them to start an activity. Always have spares of any essential items needed in case students forget, lose, break, or accidentally spoil the things they require.

- ◆ Establish a routine so that students know where to find and return materials. Organise your classroom so that important equipment is within easy reach of all the students during an activity. After the activity, make tidying up an essential part of the lesson.

- ◆ Clear instructions are essential when organising the class for an activity – always make sure students know exactly what they have to do before they start. They should see and hear a model of the activity, or the language they are expected to produce, so that they understand clearly what is required.

### 4.2 Classroom language

- ◆ The amount of time in which students in school are exposed to English is very limited. Therefore English should be used in class as much as possible. Gesture, mime and visuals are all useful aids for a teacher so that their class can understand what they are saying more easily.

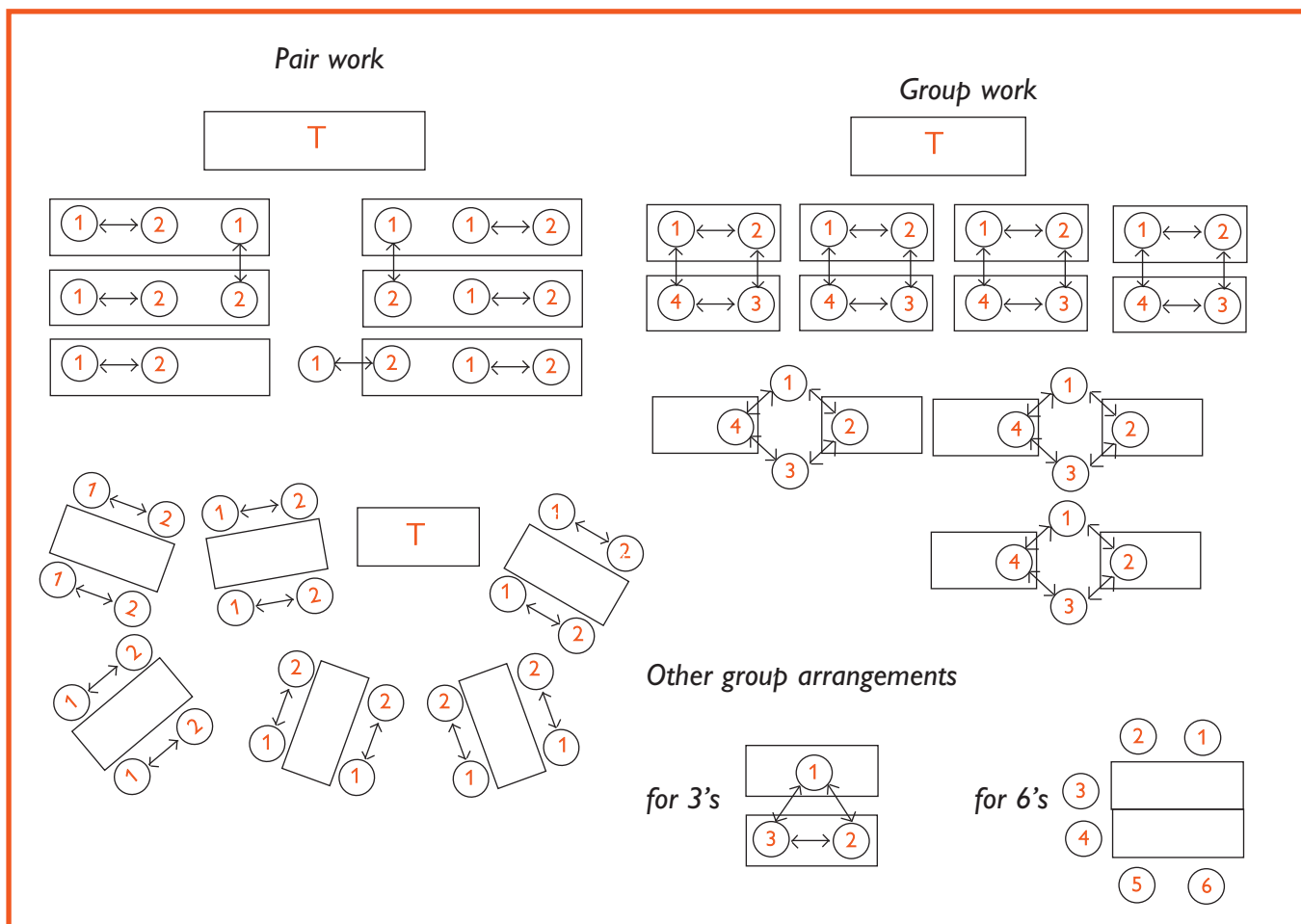
- ◆ However, in a class of young students, apart from 'what you teach', there are other important factors to be taken into account. For example, when you have your very first contact with your students you will need to create a relaxed atmosphere, and make your students feel comfortable and secure. This is quite difficult, and very time consuming, to achieve in English so you may decide to use L1. The only rule about when to use L1 with a class of young students is a simple one – common sense. It is important to remember that we are teaching English, but also that we are teaching children.

- ◆ In earlier grades, teachers were encouraged to use the following stages in their use of English in the classroom:

1. Use L1 and some English.
2. Use English and some L1.
3. Use English.

- ◆ However, at this stage in Cycle 2, students should be able to follow most instructions in English. You should now try and encourage them to use more English in the classroom for everyday interactions. As the course progresses, the activities provide situations that encourage students to use English more and more. It is very important that you give short, clear instructions and make sure that students understand which part of the activity requires them to use English.

## Seating Arrangements



### 4.3 Classroom organisation

◆ The organisation of your classroom will depend on the number of students in your class and the physical dimensions of the room. Different activities will require different class organisation. Some of these are described here, and shown in the diagram above.

#### Class work

◆ Your students must be able to see both the classroom board and you clearly - when you are speaking, holding up a picture, pointing at the board, or writing and drawing on the board.

#### Pair and group work

◆ Opportunities for students to interact can be significantly increased by getting them to work in pairs or groups. Students can easily form pairs with their neighbour. Other arrangements are also possible (see diagram). For group work, ensure that students are facing one another and not spread out in a line, which would make communication impossible (see diagram).

◆ The following steps will help you set up pair work and group work effectively:

- Make sure that students have had plenty of opportunity to practise the language needed for the activity.
- Select pairs.
- Give the instructions and check that students have understood them, using gestures (or L1 if you feel it is necessary).
- Always provide students with a very clear model of the task – demonstrate the activity yourself with a confident student, or choose a pair to practise in front of the class.
- Start the activity. Move around the classroom listening, helping, and encouraging where necessary.
- Make sure that the pair or group activity doesn't go on too long.



- Follow up pair and group work with feedback to the whole class.
- ◆ Although it can be more settling for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. One way of forming pairs is to organise it as a game by giving each student half of a matching pair and asking them to find their partner. This can be done with halves of pictures, a question and an answer, a picture and a word, etc.
- ◆ Varying the composition of groups affords the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which students work best together.
- ◆ A certain amount of noise is inevitable with pair and group work. If the class gets too noisy, use one of the following strategies to quieten students down:
  - Raise your arm up in the air and wait for students to do the same. As they put their arms up they should stop talking.
  - Start counting slowly and clearly in English – the class try and achieve silence in fewer and fewer seconds.

#### 4.4 Classroom discipline

- ◆ Young students are physically active, and the course includes some activities that will involve a certain degree of noise. However, experienced teachers know that noise and lack of control are not linked. Students can do activities that require them to move furniture very quietly; they just need to be trained to do it. It is extremely important to make them aware of the importance of doing these activities quietly and properly so that they can enjoy them and not disturb other classes.

#### 4.5 Error correction

- ◆ Although the ultimate aim of teaching a language is that the learner can communicate effectively using the language correctly, it must be remembered that this course is still at an early stage of learning English. It would be unrealistic to expect all students to produce correct English at this stage. Errors should be recognised as part

of the learning process. The following guidelines should be followed:

- Do not interrupt when a student is saying something. After they have finished speaking, you can use correct English to gently paraphrase what they were trying to say.
- Build up students' confidence in attempting to say things in English, and praise their attempts.
- Be patient. Remember that mistakes are a natural part of the learning process. Students learning a first language are exposed to an enormous amount of language over a long period of time before they are able to produce any language themselves. When they do start producing language, they make many mistakes.

#### 4.6 Classroom display

- ◆ Young students love to see their work displayed. Displaying their work gives it status, as well as enhancing the learning environment of the classroom. It gives students a sense of pride and ownership of their work.
- ◆ If possible, find a place where the materials produced can easily be displayed. For example, use the classroom walls or a corner of the classroom, or save your students' work in a giant Classbook. Decorate the display attractively using card of different colours, cut-outs with English motifs, and other materials that your students bring. Change the decoration from time to time.

## 5 Course components

- ◆ The course components for Grade 7 Semester A are as follows:

- Classbook
- Skills Book
- Teacher's Book
- CDs
- Resource Packs

### 5.1 Classbook

- ◆ The Classbook contains the core stimulus material for classroom activities. These include factual information presented through a variety of text types, dialogues, games, stories, songs, poems, etc.

#### Important note

Unlike previous grades, the Grade 7A Classbook is designed to be re-used by students in following years and therefore should NOT be written in at all. All written work must be done either in the Skills Book or in students' exercise books. Students will need to be trained not to write in the Classbook, and to look after it carefully so that it may be used by others. All the cut-out pages, including the ones in colour, are in the Skills Book.

- ◆ The back of the Classbook also contains a Word Store of the key vocabulary in the course organised in topic areas. Students should be encouraged to refer to this to help them with their spelling.
- ◆ Each unit in the Classbook has a frieze down the right-hand side of the first page, which reflects the topic of the unit. This frieze can be used for introducing the topic and for teaching and revising vocabulary.

### 5.2 Skills Book

- ◆ The Skills Book contains activities that consolidate the language and skills developed in the Classbook. It also contains simple language analysis activities designed to develop students' awareness of the rules governing the grammatical and functional language they have encountered in the course. Other analytical activities raise awareness of aspects of phonology and spelling and punctuation conventions. Learner development activities are also included here, such as looking at different methods of storing and ordering vocabulary, looking at ways of planning work, and so on.

- ◆ The Skills Book also contains a series of cut-out pages at the back of the book which students remove to make Bingo cards, postcards, pages for their portfolios etc. Some of these cut-out pages are in colour.

- ◆ At the end of each unit, there are self-evaluation activities where students reflect upon their strengths and weaknesses in relation to the material in the unit. This encourages them to become more involved in the learning process and provides useful feedback for the teacher.

### 5.3 Teacher's Book

- ◆ The Teacher's Book aims to provide full support for the teacher in planning the programme for the semester. It provides step-by-step lesson notes for each unit, with suggested timings, which help the teacher create a suitable environment for effective and enjoyable language learning.

- ◆ The language to be used by the teacher is highlighted in the lesson notes in **bold**. For example, **Look at pages 2 and 3 of your Classbook**. Students' expected responses are also highlighted in bold. For example, **I played computer games**. Suggested teacher and student language often includes [square brackets]. This indicates that you should choose appropriate vocabulary from the target language. For example, **I went [to the beach] or He ate [beefburger and chips]**.

- ◆ In addition, the Teacher's Book contains the following:
  - A contents map showing the main language content of the course.
  - Aims for each unit, the active vocabulary used, the main language the students will learn, and the skills developed.
  - A list of classroom materials needed for each lesson.
  - Scripts of the songs, rhymes, tongue twisters, stories, and all the other listening activities recorded on the CDs.
  - English expressions that can be used in the classroom.

- A section at the back of the book of photocopiable pages.

#### 5.4 CDs

- ◆ The CDs feature both child and adult speakers, and provide a wide variety of natural listening materials including songs, rhymes, chants, tongue twisters, stories, dialogues and specific listening tasks. There are three CDs for Grade 7A – **Listening (two CDs) and Songs and Rhymes (one CD)**.

#### 5.5 Resource Packs

- ◆ There are two Resource Packs, one for the teacher and one for the class. The Teacher's Resource Pack will be distributed to each teacher once a year. This contains:
  - 20 dice
  - 60 coloured counters
  - 12 pairs of scissors
  - Packs of coloured wax crayons for posters
- ◆ There is also the Class Resource Pack which you will receive for each class. Grade 7 Semester A pack contains:

##### Activity cards – 1 set

- Shopping item cards (Unit 4)

##### Information cards – 4 sets

- Einstein's Biography (Unit 2)
- Rainforest cards (Unit 3)
- Shopkeeper cards (Unit 4)
- Alibi role cards (Unit 5)

##### Posters – 6

The posters are used to introduce the topic of each unit and to provide extra activities. There is one poster for each unit, plus a Map of the World poster. The posters are as follows:

- Holiday fun (Unit 1)
- Great thinkers (Unit 2)
- Ocean environments (Unit 3)
- Super shopping (Unit 4)
- That's entertainment (Unit 5)
- Map of the World

##### Project card

This is for making displays, book covers, etc. and portfolio covers if required.

##### Consumables:

- 15 tubes of glue
- 2 packs of Blu-tac

# Unit 1 Happy holidays!

## Students will learn how to:

- Talk about their holidays
- Ask and answer questions about their own and other people's holidays
- Listen to a variety of texts for specific information and general understanding about what people did on holiday
- Read and understand a variety of texts for specific information and general understanding about what people did on holiday
- Write a short description about what people did for their holidays using the past simple
- Read and understand a longer, more complex story
- Understand and talk about actions happening in the past using the past continuous
- Write a postcard
- Recognise and use the past tense endings / t / and / d / and / Id / of regular verbs
- Talk about how they learn

## Main language

- I was [playing football].
- Paul's dad [was cooking].
- We [were having a barbecue].
- They [were eating fish and chip]s.
- I/he/she was fishing when I/he/she fell into the water.
- We/they were walking in the wadi, when it started to rain.
- Where did you/he/she/they go?  
I/he/she/they went to Japan.
- How did you travel? I travelled by plane.
- Who did you stay with? I stayed with my aunt.
- What places did you visit? I visited Nizwa.
- What was the weather like? It was great.

## Vocabulary

- **Verbs:** past simple of regular and irregular verbs
- **Verbs:** past continuous of regular and irregular verbs
- **Activities:** go to the beach, take photographs, play football, help in the house, go swimming, play computer games, visit your aunt, ride a bike
- **Story:** box, barbecue, flowers, table cloth
- **Postcards:** message, address, stamp
- **Adjectives:** fantastic, great, boring, hot, nice, exciting, amazing, delicious, cold, bad, wonderful, beautiful, huge, strange, quiet, frightened
- **Adverbs:** suddenly, slowly, quickly
- **People:** aunt, uncle, grandma, granddad, mum, dad, brother, sister, friend
- **Countries:** Jordan, Japan, Australia, China, Italy, Russia, India, Oman, New Zealand, Wales, UK,

Mexico, Egypt

- **Food:** beefburger, fish and chips, dim sum, pizza, dates, lamb, sausages, falafal, kushari

## Skills and strategies

- Apply prior knowledge
- Categorise
- Use deductive reasoning skills
- Ask and answer questions for personal information about holidays
- Read and transfer information from one medium to another
- Read a variety of texts for specific information
- Read and understand a story for pleasure
- Use referencing skills in reading
- Listen to a variety of texts for specific information and general understanding
- Write short texts in the past
- Write a postcard
- Recognise the stress, rhythm and intonation patterns of English through a rap
- Independent learning skills: plan work, write, check spelling, reflect on what skills they are good at

## Activities

- Play mime games
- Say a rap
- Do reading races
- Do a role play
- Act out a conversation
- Read and match
- Read a story
- Write a postcard
- Play a game of Bingo

# Happy holidays!

## Lesson 1

### YOU WILL NEED

- HOLIDAY FUN POSTER
- BLU-TAC

### In this lesson, students will:

- listen to children talking about how long their summer holidays are
- discuss summer holidays in Oman
- listen to a text and identify pictures
- ask and answer questions about holiday activities

### Target Language

- In [Italy], we have [12 weeks] for our summer holiday.
- What did you do in the holidays?
- I played [computer games].
- I went [to the beach].

### Vocabulary

#### Countries:

Italy; England; Russia; Jordan

#### Verbs:

play (played); swim (swam); visit (visited); go (went); help (helped); take (took); ride (rode)

#### Other language:

summer holidays

students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words.

## Warm-up (5 minutes)

- ◆ Ask students to **Look at the poster** and ask **What can you see?** Elicit as many ideas as possible – for example, **Postcards from different countries.**

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at pages 2 and 3 of your Classbook.** Say **Look at the title of the unit and the pictures.** Point out the pictures in the frieze on page 3 as well.
- ◆ Ask **Can you guess what this unit is going to be about?** Elicit **summer holidays.**

### Step 2

- ◆ Tell students to **Look at Activity 1 on page 2 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They are going to hear four children in the IKC (International Kids' Club) talking about how long the summer holidays are in their countries.

It is suggested that throughout the **Grade 7 English for Me** course, teachers follow the procedure below for checking understanding when setting up a task.

During this unit, students will start a **Learning Journal**. This is a project done in collaboration with IT. Students will have the opportunity to contribute to an online learning zone in addition to the personalised Learning Journal they will create in English.

The topic of the unit is **summer holidays**. Throughout the unit, you may want to encourage students to bring in examples of things related to what they did on holiday. For example, they may have visited other countries or regions and bought clothes or souvenirs. You may also want to bring in postcards as **realia** for the class. Encourage students to bring in any postcards they have received.

### Before this lesson

- ◆ Put the 'Holiday Fun!' poster on the wall of your classroom. You should put it somewhere where

- Tell students to read the rubric and instruction text silently, then check with their group what they have to do. **Do NOT** have students read the rubric aloud.
- Ask a volunteer to explain to the class what students have to do.
- Make sure that all students are clear about what they have to do.

### Step 3

- ◆ Students listen to each child's information, and choose a length of time from the three choices beside the picture of the child. They should write their answers in their exercise books. Tell them they only need to write the appropriate letter for each dialogue, not the words in full. Play **Listening 1.1** straight through. Warn students that the children do not speak in the same order as in the pictures in the Classbook.

Make sure that throughout the course, students do NOT write anything in their Classbooks. Any written work which is not done in their Workbooks should be done in their exercise books.

### Listening Transcript 1.1

- Roberto:** In Italy, we have 12 weeks for our summer holiday.  
**Suzy:** In England, we have 6 weeks for our summer holiday.  
**Petra:** In Russia, we have 12 weeks for our summer holiday.  
**Tariq:** In Jordan, we have 10 weeks for our summer holiday.

#### Step 4

- ◆ At the end of the listening, ask students to compare their answers with a partner. Then play the listening again so that students can check their answers. Pause after each dialogue and elicit the correct answer.

#### Answers:

- Tariq:** c – 10 weeks  
**Roberto:** c – 12 weeks  
**Suzy:** a – 6 weeks  
**Petra:** b – 12 weeks

#### Step 5

- ◆ Tell students to **Look at the questions (at the bottom of the page) about summer holidays in Oman.** Tell them to discuss the questions with a partner, then do a quick whole class check. Discuss with students whether their summer holiday is longer or shorter than the children in the IKC. Ask them if they enjoy having a long summer holiday, and what kind of holiday activities they like doing.

## Task 2 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 1 on page 3 of your Classbook.** Say **Look at the pictures** and ask **What can you see?** Get students to discuss what they can see in the pictures with their group, then elicit their ideas.

#### Step 2

- ◆ Tell students to read the rubric for Activity 1. Ask a volunteer to read the title aloud – **What did you do in the holidays?** Tell students they are going to hear children describing some of

the things they did in their holidays. They have to listen to each child and identify the correct picture. Play **Listening 1.2** straight through, asking students to point to the appropriate picture as they listen.

### Listening Transcript 1.2

- I played computer games.  
 I swam with my friends.  
 I visited my aunt.  
 I went to the beach.  
 I helped at home.  
 I took photographs.  
 I played football.  
 I rode my bike.

#### Step 3

- ◆ Play **Listening 1.2** again, this time pausing after each child speaks. Ask students to quickly compare their ideas with their group, then elicit the number of each picture from different groups.

#### Answers:

- |                          |           |
|--------------------------|-----------|
| I played computer games. | Picture 6 |
| I swam with my friends.  | Picture 5 |
| I visited my aunt.       | Picture 7 |
| I went to the beach.     | Picture 1 |
| I helped at home.        | Picture 4 |
| I took photographs.      | Picture 3 |
| I played football.       | Picture 2 |
| I rode my bike.          | Picture 8 |

## Task 3 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric, but do not get them to read it aloud. Make sure students understand what they have to do. First, tell them you are going to play the two dialogues on the CD, and that they should follow them in their books as they listen. Play **Listening 1.3** straight through.

### Listening Transcript 1.3

- Did you help at home?  
 Yes, I did.  
 Did you ride your bike?  
 No, I didn't.

### Step 2

- ◆ Ask similar questions about the other pictures in Activity 1, for example:

- Did you play computer games?
- Did you swim with your friends?

Elicit answers from volunteers, encouraging them to say **Yes, I did** or **No, I didn't**. Then ask for two volunteers to choose a picture and ask and answer questions about it.

### Step 3

- ◆ Organise students into pairs, and get them to practise the dialogues. They should take it in turns to ask their partner if they did any of the things in the pictures in the holidays. Demonstrate the activity with a pair of volunteers.

### Homework

- ◆ Tell students to write five sentences in their exercise books about what they did in their summer holidays.

## Lesson 2

### YOU WILL NEED

- COPIES OF THE WRITING ROUTE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (enough for one copy per student)

### In this lesson, students will:

- ask and answer questions about what they did in their summer holidays
- mime and describe activities to their group
- complete sentences with simple past verb forms
- revise stages of the writing process

### Target Language

- What did you do in the summer holidays?
- In the summer holidays I [swam].

### Vocabulary

*Writing process:* route; draft; revise; re-draft; proofread; print

## Homework check (5 minutes)

- ◆ Students work in pairs. They take it in turns to ask their partner **What did you do in the summer holidays?** Their partner answers by reading out the sentences they wrote for homework.

## Task 1 (10 minutes)

### Step 1

- ◆ Write these words on the board – **In the summer holidays I . . .** Mime an activity - for example, swimming, reading, taking photographs - and elicit from students what you did, for example:

- You swam.
- You read.
- You took photographs.

### Step 2

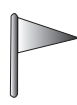
- ◆ Tell students to work in groups. One student should mime what they did in the holidays and the rest of the group should say what they did. For example, one student mimes riding a bike, and another student responds with **You rode**

**your bike.** When a student wants to describe an action being mimed, they should hold up their pencil and say what they think the action is. The rest of the group should check the accuracy of the description. The first student to describe the mime correctly gets to do the next mime.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 2 of your Skills Book** and read the rubric and instruction text. Make sure students understand what they have to do. They have to refer to the pictures in Activity 1 on page 3 of their Classbooks in order to complete the task. Students choose the appropriate verb and write it in the simple past form. Point out the first sentence which has been done as an example.

 Remind students that they can check the forms of the verbs by referring to the Word Store at the back of the Classbook. Regular and irregular verbs are listed in their past and present forms on pages 62 – 66.

### Step 2

- ◆ Get students to compare their answers with a partner, then do a whole class check. Write the numbers **1 – 8** down the board. Ask students for each answer and write the verb in the past tense on the board next to the appropriate number. Make sure that students make any necessary corrections to their work.

#### Answers:

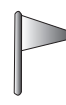
1. went
2. took
3. played
4. helped
5. swam
6. played
7. visited
8. rode

## Task 3 (10 minutes)

### Step 1

- ◆ Distribute copies of the Writing Route on page 149 of the photocopiable pages at the back of this Teacher's Book – one to each student. Explain that the Writing Route will help in planning pieces of written work – sentences, paragraphs, stories and essays. Read through the

steps in the Writing Route and explain them to the class. Make sure that students understand vocabulary such as **route, draft, revise, re-draft, proofread, print.**

 Students were first introduced to the Writing Route in Grade 5A of the *English for Me* course. However, they may need to re-familiarise themselves with the stages it outlines.

### The Writing Route

#### 1. Plan and draft

Plan what you are going to write, share your ideas with a partner and write your first draft on paper or on a computer.

#### 2. Revise (re-draft)

Show your work to a partner, talk about how you can make it better and make any changes. You can take things out, add new things or change the order of what you have written.

#### 3. Proofread (check)

Make sure there are no mistakes in your writing. Check that all words are spelled correctly. Check that all sentences begin with a capital letter and end with a full stop or other punctuation mark.

#### 4. Write / print

Write your work out in your best handwriting or print it on your computer.



Tell students that they should keep their copies of the Writing Route in their portfolios when they are not using them, so that they can refer to them easily.

### Step 2

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to write sentences about their own holiday experiences. They can use the sentences they wrote for homework. Before they start writing, elicit one or two examples from the class and write them on the board.

### Step 3

- ◆ When students have finished, ask them to show their sentences to a partner and encourage them to check each other's work, as suggested in the Writing Route.



### Homework

- ◆ Tell students to learn the spellings of the past tense of the following seven verbs.  
Write the verbs on the board.

play – played; visit – visited; help – helped; take – took; swim – swam; go – went; ride – rode

- ◆ Tell them to write these verbs in their exercise books and remind them of the 'look, cover, write, check' method of learning spellings. They were first introduced to this in Grade 5A of the *English for Me* course. Encourage them to use this method.

1. **Look** at the word.
2. **Cover** the word.
3. **Write** the word.
4. **Check** the word.

Tell students you will check the spellings of these seven verbs during the next few lessons.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the sentences they have written about their holiday activities.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Task 3 of the next lesson.

## Lesson 3

### YOU WILL NEED

- AN OHT FOR THE WHOLE CLASS CHECK IN TASK 3 (optional)

### In this lesson, students will:

- fill in missing words in a rap song
- identify key information in a listening text
- match questions and answers
- act out a conversation with a partner

### Target Language

- Where did you /David go?
- Who did you /he stay with?
- What places did you / he visit?
- What was the weather like?

### Vocabulary

rap music; great; fantastic; amazing

### Before this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 2.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 3 of your Skills Book** and read the rubric and instruction text. Direct their attention to the word **rap** and explain the meaning of 'rap music'. Tell them they are going to listen to **The Holiday Rap** – a piece of rap music about a holiday.



**Rap: a type of popular music in which the words of a song are not sung, but are spoken in time to music with a steady beat.**

### Step 2

- ◆ Check students' understanding of the task. They have to use their knowledge of the simple past and also their knowledge of rhyme in order to fill in the missing words in the rap. They should do this individually, then compare their work with their group.

### Step 3

- ◆ When students have finished, play **The Holiday Rap (Songs and Rhymes 1.1)**. Tell them to listen and check their answers. The rap appears twice

on the CD. Play it again, this time pausing at the end of each verse to elicit the answers. The answers appear in **Bold** in the transcript below.

### Songs and Rhymes Transcript 1.1

#### The Holiday Rap

I'm back from my holiday.  
I had a lot of fun.  
I **visited** lots of places  
And played in the **sun**.

I'm back from my holiday.  
I had a great time.  
I **took** lots of photographs  
And saw some friends of **mine**.

I'm back from my holiday.  
There **was** such a lot to do.  
I can't wait for next year.  
What about **you**?

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 4 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Ask if they can remember what some of the IKC children were planning to do for their holidays at the end of Grade 6. Elicit some ideas.

### Step 2

- ◆ Tell students they are going to hear David talking about his summer holiday. First, direct their attention to the three questions in Activity 1. Students have to identify three key pieces of information as they listen – **where, who** and **what**.
  - Where did David go?
  - Who did he stay with?
  - What place did he visit?
- ◆ Make sure that students read the questions and the three possible answer choices for each question **BEFORE** they listen. Remind students that they should write their answers in their exercise books and **NOT** in their Classbooks. After students have listened and written their answers, do a whole class check and elicit the answers.

### Listening Transcript 1.4

[sfx: telephone ringing]

- David: Hello, 734986.  
 Brian: Hi, David! It's Brian.  
 David: Oh, hi Brian. How are you?  
 Brian: I'm great, thanks. How about you?  
 David: Fine, thanks. I've just got back from my holiday.  
 Brian: Oh, right. How was your holiday?  
 David: It was fantastic.  
 Brian: Where did you go this year?  
 David: I went to Jordan.  
 Brian: Wow. That must have been great.  
 David: Oh, yeah, it was.  
 Brian: Who did you stay with?  
 David: I stayed with my friend Tariq and his family.  
 Brian: That must have been nice.  
 David: Yes, it was. His family were really kind to me.  
 Brian: What places did you visit?  
 David: I visited Petra. It was amazing.  
 Brian: Oh, wow! That must have been great.  
 David: Yeah, it was. We spent 2 days there and walked everywhere . . .

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 4 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Ben is talking to a friend about his summer holiday. Students have to read the questions and match them to the correct answers. They should write the number of the question next to the matching answer.

### Step 2

- ◆ When students have finished, tell them to compare their answers with their group. Then tell them they are going to hear the conversation on the CD, and they should listen and check their answers. Play **Listening 1.5** then do a whole class check. Alternatively, show the dialogue on the OHT you have already prepared.

### Listening Transcript 1.5

**Friend:** Hi! How was your summer holiday, Ben?  
**Ben:** It was great.  
**Friend:** Where did you go?  
**Ben:** I went to Japan.  
**Friend:** How did you travel?  
**Ben:** I travelled by plane.  
**Friend:** Who did you stay with?  
**Ben:** I stayed with Toshi.  
**Friend:** What places did you visit?  
**Ben:** I visited Mount Fuji.  
**Friend:** What was the weather like?  
**Ben:** It was quite hot.

### Task 4 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to work in pairs and act out the conversation in Activity 1. If time allows, ask one or two pairs of confident students to act out the conversation to the rest of the class.

#### Homework

- ◆ Remind students to learn the spellings of the seven verbs which you gave them for homework in Lesson 2.

play – played; visit – visited; help – helped; take – took; swim – swam; go – went; ride – rode

## Lesson 4

#### In this lesson, students will:

- act out a conversation with a partner
- listen to and join in with a rap song
- match postcard pictures to postcard messages
- do a role play

#### Target Language

- How was your summer holiday?
- Where did you go? Who did you stay with?
- How did you travel? What places did you visit?
- I think you're [Abbas].

### Warm-up (5 minutes)

- ◆ Organise students into pairs and get them to spend a few more minutes practising the dialogue in Skills Book, page 4, Activity 2. They should remember this from the previous lesson, but this time get them to do it with a different partner.

### Task 1 (5 minutes)

- ◆ Ask students if they can remember **The Holiday Rap** from the previous lesson. Tell them to **Look at page 3 of your Skills Book** and read the rap as they listen to it. Play the rap straight through (**Songs and Rhymes 1.1**) and encourage students to join in where they can.

### Task 2 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at pages 4 and 5 of your Classbook** and to **Look at the pictures of the places**. Ask them what they know about these places, and elicit as much information as possible.

#### Step 2

- ◆ Tell students to **Look at Activity 2 on page 4** and read the rubric and instruction text. Check their understanding of the task. Students have to look at the four postcards and messages on page 5 of the Classbook, and match the postcard pictures to the postcard messages. Remind them to write their answers in their exercise books, and NOT in their Classbooks. They only need to write the number of the picture and the letter of the corresponding message.



Point out to students that they do NOT have to read all the text in the messages in order to complete this task. They can do the task by reading the name of the place on each postcard, and then scanning each message to see if that place name appears in it.

### Step 3

- ◆ Circulate around the classroom offering guidance and support, then do a whole class check.

### Answers:

Picture 1 – message b

Picture 2 – message c

Picture 3 – message d

Picture 4 – message a

## Task 3 (15 minutes)

### Step 1

- ◆ This is a role play activity. Tell students to **Look at Activity 3 on page 5 of your Classbook** and read the rubric. Check their understanding of the task. Organise students into pairs. **Student A** should choose a postcard and imagine that they are the writer. **Student B** should ask the questions at the bottom left of the page to find out about **Student A's** holiday.

### Step 2

- ◆ **Student B** should also guess the name of **Student A** (Tariq, Randa, Abbas, Rose) using the sentence at the bottom right of page 5 – **I think you're [Abbas]**. At the end of the activity, students should swap roles and do another role play. You could also ask a pair of confident students to act out their role play in front of the class.



This activity provides an opportunity to assess how well students are able to ask and answer questions about summer holidays, using past simple verb forms.

### Homework

- ◆ Remind students to learn the spellings of the seven verbs which you gave them for homework in Lesson 2. Tell them you will be checking these spellings in the next lesson.

### For the next lesson

- ◆ If you have the 'Time for holidays' poster from Grade 6B (Unit 5), you may want to use it in the next lesson.

## Lesson 5

### YOU WILL NEED

- TIME FOR HOLIDAYS POSTER FROM GRADE 6B (optional)

### In this lesson, students will:

- do a spelling test
- build up descriptions of holidays from information in a chart
- build up a description of their own summer holiday
- refer to the Writing Route

### Target Language

- [Tariq] went [to Australia].
- He stayed with [David].
- He visited [Ayers Rock].
- He ate [beefburger and chips].

### Vocabulary

beefburger; fish and chips; dim sum; falafel; kushari

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students that you are going to check their spellings of the seven past simple verb forms which you gave them to learn in Lesson 2. Tell them to **Look at Activity 2 on page 14 of your Skills Book**. Draw their attention to the writing lines. Say that they are going to hear the verbs, and that they should write out the past tense of each verb on the writing lines. Play **Listening 1.6**, pausing after each verb to give students time to write.

### Listening Transcript 1.6

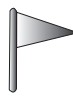
1. take
2. play
3. swim
4. visit
5. go
6. help
7. ride

### Step 2

- ◆ Do a whole class check. Ask **What was the first verb?** and elicit **take**. Elicit the past tense – **took**

– and write it on the board. Repeat the procedure with the other six verbs. Tell students to check their spellings carefully, and make any necessary corrections.

## Task 2 (10 minutes)


 The information for the chart in this step comes from the 'Time for Holidays' poster for Grade 6B. If you have this poster, you may like to put it up on the wall of your classroom.

### Step 1

- ◆ Tell students to **Look at Activity 3 on page 4 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to write about the children's holidays using the information in the chart. Draw students' attention to the names down the left side of the chart, and the headings at the top. Elicit the information about Tariq, then show students how this has been used as the basis for the sentences about Tariq in Activity 4 at the top of page 5. Repeat the procedure for the information about Maha and Ahmed.

### Step 2

- ◆ Ask students to read the instruction text for Activity 3 again. Make sure they understand that they should use the rest of the information in the chart to write sentences about Randa, David and Maria and Tony. They should write the information on the writing lines provided in Activity 4 on page 5 of their Skills Books. Elicit some oral examples before students begin to write. Circulate around the classroom offering guidance and support.

 This activity provides an opportunity to assess how well students are able to build up descriptions of summer holidays.

### Step 3

- ◆ When students have finished, ask them to check each other's work. Encourage a few volunteers to read one of their descriptions to the rest of the class. Make sure that each child's summer holidays are described.

## Task 3 (15 minutes)


### Step 1

- ◆ Tell students to **Look at Activity 5** and read the rubric and instruction text. Check their understanding of the task. They should write

about what they did and where they went for their own summer holiday using the sentences in Activity 4 as models. If students prefer, they can imagine things that they did and write about them.

### Step 2

- ◆ Remind students to refer to the Writing Route, and to write in pencil so that mistakes can be corrected easily. Circulate around the classroom offering guidance and support. When students have finished, ask a few volunteers to read their descriptions to the class.

 This activity provides an opportunity to assess how well students are able to create a description by following a model but substituting their own information.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the sentences they have written for Activity 5.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check of the Bingo game in Task 3 of the next lesson.

## Lesson 6

### YOU WILL NEED

- AN OHT FOR THE WHOLE CLASS CHECK OF THE BINGO GAME IN TASK 3 (optional)
- SCISSORS

### In this lesson, students will:

- use and understand regular and irregular verbs
- categorise verbs into regular and irregular forms
- play a game of **Bingo** based on past and present tense verbs
- play a game of **Bingo** in groups

### Vocabulary

*Verbs:* go – went; like – liked; have – had; travel – travelled; take – took; point – pointed; play – played; think – thought; help – helped; swim – swam; visit – visited; ride – rode; stop – stopped; is – was; pick – picked; love – loved

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 5.

## Task 1 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 6 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the words on the strip coming out of Robby's head – **Past tense verbs – regular and irregular**. Tell students to read the rubric and information text and check their understanding.

 This should be a quick activity as it is a reminder about regular and irregular verb forms.

### Step 2

- ◆ When students have finished reading, and have completed the two sentences with **regular** and **irregular**, do a whole class check. Elicit a few examples of regular and irregular verbs from volunteers.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the

rubric and instruction text. Check their understanding of the task. They have to sort the verbs into two categories – **regular verbs** and **irregular verbs** – and write the past tenses into the appropriate beach towel. Remind students they can check the past tense of these verbs in the postcard messages on page 5 of their Classbooks. While they are doing this, write the two headings – **regular verbs** and **irregular verbs** – on the board.

### Step 2

- ◆ When students have finished, do a whole class check. As you elicit each answer, write it under the appropriate heading on the board. Make sure that students check their work and correct any mistakes.

### Answers:

regular verbs	irregular verbs
travelled	had
stayed	took
visited	ate
loved	thought

## Task 3 (15 minutes)

### Step 1

- ◆ Tell students they are going to play a game of **Bingo**. [Students have played this in previous grades so they should be familiar with the procedure]. Tell students to **Look at the Bingo cards on page 97 of your Skills Book**. Distribute the scissors and tell students to **Cut out Bingo cards No 1 and 2 carefully**.

### Step 2


- ◆ Tell students to choose any nine of the past tense verbs from the box at the bottom of page 97, and to write these in the nine spaces on Bingo card No 1. Tell them not to show their cards to their friends. Say that they are going to hear the verbs, but that the verbs will be in the present tense. As students hear each verb read out, they should check their cards to see if the verb appears there in its past tense form. If so, they should tick the verb with a pencil. When all nine verbs on their cards have been read out and ticked, they should call out **Bingo!** Play **Listening 1.7** until the first student calls out **Bingo!**

### Listening Transcript 1.7

go // like // have // travel // take // point //  
eat // play // think // help // swim // visit //  
ride // stop // is // pick


#### Step 3

- ◆ When the first student calls out **Bingo!** stop the CD. Ask the student to read out their words, so that you and the rest of the class can check that their words have been called.

 You may like to prepare an OHT of the words in Listening Transcript 1.7 in the order that students hear them, so that you and the class can check them quickly. Note that the verbs the students hear will be in the present tense, while the verbs that they have written on their cards are in the past.

#### Step 4

- ◆ When a student has called out **Bingo!** and you have checked their verbs, tell students they are now going to play the game in their groups. For this, they should use Bingo card No 2. Tell them it is a good idea to use pencil so that the ticks can be rubbed out afterwards and the cards used again. While students are playing, circulate around the classroom offering guidance and support.

 Remind groups that the student who is the caller must call out the verbs in the present tense and write them down as they call them. Remind students too that they can check any verbs in the Word Store at the back of their Classbooks.

### Homework (5 minutes)

- ◆ Write the following three verbs on the board in their present and past forms.
  - think – thought
  - love – loved
  - travel – travelled
- ◆ Tell students to learn the spellings of the verbs. Remind them of the 'look, cover, write, check' method and encourage them to use it.

## Lesson 7

### In this lesson, students will


- do a spelling test
- match postcard pictures to postcard messages
- read messages on postcards and answer questions
- match sentences in postcards to topics

### Target Language

- Where did [Peter] go for his summer holiday?
- Who did [Muna] stay with on her holiday?
- What places did [Muna] visit in India?
- What was the weather like [in New Zealand]?


### Vocabulary

spicy; dates; straw; snow; glacier; seal; lamb

 If you have spare time during this lesson, and in any future lessons in this unit, you can ask students to play more games of Bingo using the other Bingo cards on page 97 of their Skills Books. Remember to bring scissors so that students can cut out these cards, and remind them to use pencil to tick the cards, as pencil can be rubbed out afterwards and the cards used again.

### Homework check (5 minutes)

- ◆ Tell students you are going to check the spellings of the three verbs you asked them to learn for homework. Say you are going to read out the three verbs in the present tense and they should write each verb in the past tense. Read out the three verbs **think, love, travel**. Pause after each one to give students time to write it in the past. Do a whole class check. Ask **What was the first verb?** and elicit **think**. Elicit the past tense – **thought** – and write it on the board. Repeat with the other two verbs.

 If you prefer to play the verbs on the CD rather than read them out yourself, they appear in Listening 1.12.

### Task 1 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at pages 6 and 7 of your Classbook** and to **Look at the postcard pictures and postcard messages**. Ask **What can you see in the pictures?** and elicit as much information as

possible. Ask them what they already know about the places and countries in the postcards.

### Step 2

- ◆ Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. Students have to look at the four postcards and messages on pages 6 and 7, and match the postcard messages to the postcard pictures. Remind them to write their answers in their exercise books, and NOT in their Classbooks. They only need to write the number of the picture and the letter of the corresponding message.



**Point out to students that they do NOT have to read all the text in the messages in order to complete this task. They should read the name of the place on each postcard and then scan each message to see if that place name appears in it.**

### Step 3

- ◆ Circulate around the classroom offering guidance and support, then do a whole class check orally.

#### Answers:

- Picture 1 – message b
- Picture 2 – message d
- Picture 3 – message c
- Picture 4 – message a

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Ask a volunteer to read the first question – **Where did Peter go for his summer holiday?** Ask students what kind of information they should look for to answer this question, and elicit **the name of a country or place**. Repeat this procedure with the other questions.

1. Name of a country or place (**Where?**)
2. Name of a person (**Who?**)
3. Type of weather (**What . . . like?**)
4. Name of a person (**Who?**)
5. Name of a place (**Where?**)

### Step 2

- ◆ Ask students to read the postcard messages and find the answer to each question. Again, make sure they understand they do NOT have to read all the information in each message. They only need to look for the answer to the

question. Tell them to write their answers in their exercise books. Circulate around the classroom offering guidance and support.

### Step 3

- ◆ When students have finished, do a whole class check. Write the numbers **1 – 4** down the board, then elicit each answer and write it beside the corresponding number.

#### Answers:

1. Oman / Muscat.
2. Her uncle (and aunt).
3. It was cold (and it snowed).
4. Jack.
5. The Taj Mahal and a restaurant.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3 on page 7 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to find each of the eight sentences in the list in the text of one of the postcards, then decide which topic it fits into as listed in the stamp on the right.

### Step 2

- ◆ Do the first sentence with students as an example – **I bought my granddad a hat called a sombrero – it's huge!** Ask **Which message is this sentence from?** and elicit **message c**. Show students how they can find clues in the sentence to help them identify the matching topic. Ask which word helps them decide on the topic, and elicit **hat**. 'Hat' is something we wear, so this sentence fits into the first topic group listed in the stamp – **clothes**.

### Step 3

- ◆ Tell students to do the other seven sentences on their own. Remind them to write their answers in their exercise books and NOT in their Classbooks. Circulate around the classroom offering guidance and support.

### Step 4

- ◆ When students have finished, tell them to compare their ideas in their groups, then do a whole class check. Write the numbers **1 – 8** down the board. Elicit each answer and write it next to the corresponding number.



**Answers:**

1. clothes
2. famous places or buildings
3. the weather
4. food
5. famous places or buildings
6. food
7. clothes
8. the weather

**Optional Activity**

- ◆ Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the post box at the bottom right of page 6 of the Classbook. Remind students that they can do these extra activity tasks whenever they finish early, or in their free time.

**Homework**

- ◆ Choose 10 words from this unit and write them on the board. Tell students to learn to spell them. Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it when learning the words. Tell them that they will be asked to spell the words at the end of the unit, when they are doing their self-evaluation. Tell them to keep a record of the words in their exercise books.

**For the next lesson**

- ◆ Make sure that students know their own postal address, and also that you know the postal address of the school.

**Lesson 8****In this lesson, students will:**

- consider different ways of starting a postcard
- consider different ways of ending a postcard
- write their own address or the address of the school
- write a postcard to a friend

**Target Language**

- Dear, Hello, Hi
- Lots of love
- Take care
- See you soon
- Bye for now

As with the previous lesson, if you have spare time during this lesson, you can ask students to play more games of Bingo using the other Bingo cards on page 97 of their Skills Books.

**Task 1 (10 minutes)****Step 1**

- ◆ Tell students to **Look at Activity 1 on page 7 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING**. Read the word on the strip coming out of Robby's head – **Postcards**. Tell students to read the rubric and information text and check their understanding. Quickly discuss the ideas contained within the information text.

**Step 2**

- ◆ Tell students to **Look at the postcards on pages 6 and 7 of your Classbook**. Ask them to find three different ways to start a postcard and four different ways to end a postcard. They should write these under the appropriate heading above the blank postcards in their Skills Books. While they are doing this, write the two headings on the board.

**Step 3**

- ◆ Do a whole class check. As you elicit the answers, write each word or phrase under the appropriate heading on the board.

**Answers:****3 different ways to start a postcard**

Dear  
Hello  
Hi

**4 different ways to finish a postcard**

Lots of love  
Take care  
See you soon  
Bye for now

## Task 2 (10 minutes)

**Step 1**

- ◆ Tell students to **Look at Activity 2** on page 7 of **your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to look again at the postcards on pages 6 and 7 of their Classbooks, choose the correct answers to the two questions and tick the appropriate boxes in their Skills Books. Do a quick whole class check.

**Answers:**

1. on the left
2. on the right

**Step 2**

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Ask them to look at how the addresses are written on the postcards on pages 6 and 7 of their Classbooks. They should then write either their own address or the address of the school on the writing lines on the postcard in Activity 3 of the Skills Book.

## Task 3 (15 minutes)

**Step 1**

- ◆ Tell students to **Look at Activity 4** and read the rubric. Check their understanding of the meaning of **imagine**. Read the instruction text under the rubric and check their understanding of the task. Students have to imagine they went somewhere exciting for their summer holidays. Tell them to **Look at cut-out page 119 at the back of your Skills Book**. Ask them to remove the page carefully.

**Step 2**

- ◆ Tell students they can choose one of the postcards on the cut-out page, or they can create their own postcard of a different place. If they choose a different place, they should draw a picture on one of the blank postcards at the

bottom of the page. They should write a message to a friend on their postcard. Remind them to think carefully about the things listed in Activity 4 in the Skills Book:

- the kind of topics you want to write about
- where you should write the message
- where you should write the address



Throughout the course, whenever students do an activity on a cut-out page from the back of their Skills Books, they should put the completed cut-out page into their portfolios.

**Homework**

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words at the end of the unit.

**At the end of this lesson**

- ◆ Collect students' Skills Books so that you can check the work they have completed on pages 6 and 7.

**For the next lesson**

- ◆ Prepare **Holiday Fun Check Sheet 1** from the photocopiable pages at the back of this Teacher's Book for Task 1 of the next lesson. You will need one check sheet for each group.
- ◆ If you have access to an OHP, you may want to prepare an OHT of Holiday Fun Check Sheet 1 answers for the whole class check in Task 1.
- ◆ If you have access to an OHP, you may want to prepare an OHT of the chart in Skills Book, Page 8, Activity 2 for the whole class check in Task 2.

## Lesson 9

### YOU WILL NEED

- HOLIDAY FUN POSTER
- BLU-TAC
- HOLIDAY FUN CHECK SHEET 1 FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK FOR TASK 1 – one check sheet for each group
- AN OHT OF HOLIDAY FUN CHECK SHEET 1 ANSWERS FOR THE WHOLE CLASS CHECK (optional)
- AN OHT OF THE CHART IN SKILLS BOOK, PAGE 8, ACTIVITY 2 FOR THE WHOLE CLASS CHECK IN TASK 2 (optional)

### In this lesson, students will:

- do a reading race
- complete a rule about the endings of the simple past forms of regular verbs
- categorise past form verb endings according to sounds
- complete rules about sound endings for regular verbs in simple past forms

### Vocabulary

*Simple past verbs forms:* thanked; arrived; started; stopped; pointed; played; jumped; listened; wanted; picked

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 8.

## Warm-up (10 minutes)

### Step 1

- ◆ Give each group a copy of **Holiday Fun Check Sheet 1**. Tell students they are going to do a reading race. They have to match each picture round the edge of the 'Holiday fun' poster to one of the postcards in the centre, then write the number of the postcard beside the appropriate letter on the check sheet. Make sure that groups understand that only ONE student from each group can come to the poster at a time to find an answer. The first group to bring their completed check sheet to you with all the correct answers, is the winner.

### Step 2

- ◆ Do a whole class check. Check the answers of the group who finished first on the OHT you have already prepared, or orally by pointing at the poster as they read out the answers. Get the rest of the groups to check their answers.

### Answers:

- a. 7
- b. 8
- c. 5
- d. 6
- e. 2
- f. 1
- g. 3
- h. 4

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 8 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the words on the strip coming out of Robby's head – **Words ending in -ed**. Tell students to read the rubric and the questions under the rubric. Ask students if they can complete the rule beside Robby's hand below. Students should suggest completing it with **-ed**.

### Step 2

- ◆ Read out the instruction text beginning **Now listen to these past tense verbs . . .** Ask students to listen carefully and check whether all three verbs end in the same sound. Play **Listening 1.8**. Students should be able to identify that each verb ends with a different sound.

### Listening Transcript 1.8

helped  
stayed  
visited

### Step 3

- ◆ Read out the next instruction. Ask students to listen again to the three verbs, and tell you the sound of each ending. Elicit each sound and write it on the board.

### Answers:

- helped – t
- stayed – d
- visited – id

## Task 2 (10 minutes)

### Step 1

◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Students should say the verbs to themselves, decide which sound each verb ends with, and tick the appropriate column under **t**, **d** or **id**. Point out the first one which has been done as an example. As students are doing this, quickly copy the chart onto the board or show the OHT which you have already prepared.

### Step 2

◆ When students have finished, play **Listening 1.9** and tell students to check each verb as they listen. Play the first verb, elicit the sound of the ending and put a tick (✓) in the appropriate column on the board, or on the OHT. Then play the verb again for the class to check (each verb is repeated on the CD).

**Listening Transcript 1.9**

thanked	//	thanked	//
arrived	//	arrived	//
started	//	started	//
stopped	//	stopped	//
pointed	//	pointed	//
played	//	played	//
jumped	//	jumped	//
listened	//	listened	//
wanted	//	wanted	//
picked	//	picked	//

The completed chart should appear as follows.

	t	d	id
thanked	✓		
arrived		✓	
started			✓
stopped	✓		
pointed			✓
played		✓	
jumped	✓		
listened		✓	
wanted			✓
picked	✓		

## Task 3 (5 minutes)

◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They should read the sentences next to each picture of Robby's hand, and complete the rules for the different sound endings of regular verbs in the simple past form. Do a whole class check.

### Answers:

helped, picked and thanked end with the sound **t**  
 arrived, stayed and played end with the sound **d**  
 started, visited and pointed end with the sound **id**

### Homework

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words at the end of the unit.
- ◆ Ask students to read the story **The Box and the Barbecue** on pages 8 – 12 of their Classbooks. They do not have to understand every word, but they should look at the text and pictures and try to get a general sense of what happens in the story.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 9, Activity 3 for Task 2 of the next lesson.

## Lesson 10

### YOU WILL NEED:

- OHTS OF READING ACTIVITIES (optional)
- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 9, ACTIVITY 3 (optional)

### In this lesson, students will:

- read a story
- carry out a variety of reading activities
- listen to a whole story, or part of a story
- complete sentences using the past continuous

### Target Language

- His dad was cooking . . .
- His granddad was planting . . .
- We were talking . . .
- The sausages were burning . . .

### Vocabulary

*Language from the story:* barbecue; busy; plant; cloth; stare; sneeze; roller skates; stroke; frightened; hug; embarrassed; pram

- Have you ever had a barbecue with your family?
- Do you enjoy barbecues? Why / why not?
- What kind of food might you eat at a barbecue?

**Note:** barbecue: A meal or party during which food is cooked over a metal frame and eaten outdoors. A barbecue is also the name given to the actual metal frame which the food is cooked on. Barbecue is also used as a verb – to barbecue.

## Task 1 (20 minutes)

### Reading Activities for 'The Box and the Barbecue'

The following section suggests ways of approaching this story, and activities that teachers can do to help students with their understanding of the story. However, you will not have time to do all the suggested activities. It is up to teachers to choose which activities will be most helpful for their students within the time limitations. If you have access to an OHP, and can prepare some of the activities in advance on an OHT, that would be ideal as there will not be enough time in class to write them on the board. The activity types suggested below can be adapted to any other stories that students are asked to read in future.

### Step 1

#### Pre-reading activities

1. Ask students to look at the story and the pictures on pages 8 -12 of the Classbook. Ask **What's the title of this story?** and elicit **The Box and the Barbecue**. Talk about barbecues with students. Ask questions such as:
  - What is a barbecue? What do you call it in Arabic?

2. Talk about the pictures and the characters with students, for example:
  - Who is telling the story? (Ahmed)
  - Describe the first picture (garden, flowers, people, weather)
  - Who are the people in the first picture? (Paul's family)
  - Who is Paul? (The boy in the red T-shirt)
  - Who is Ahmed? (The boy in the yellow T-shirt)
  - Who is Paul's father? (The man cooking sausages)
  - Who is Paul's grandfather? (The man planting flowers)
3. Ask more questions about the pictures – for example:
  - Look at picture 5. What are the people saying? (Sssh!)
  - Look at picture 7. What can you see under the box? (A cat). How are the people feeling? (Surprised)
  - Look at picture 9. What is the little girl doing? (Painting the tablecloth). What are the people saying? (Oh no!)
  - Look at picture 11. What are the people doing? (Eating).
4. Choose some sentences, or parts of sentences, from the story and ask students to match them to the appropriate pictures. Alternatively, ask them to put the sentences in order. Show the sentences on an pre-prepared OHT if possible, For example:
  - Paul's dad was cooking sausages on the barbecue. . . (Picture 1)
  - The baby tried to touch the box . . . (Picture 3)
  - They couldn't hear any noises coming from the box. (Picture 5)

- Paul's grandma picked up the cat and started to stroke it. (Picture 8)
  - After that, we all had fish and chips. (Picture 11)
- 5.. Write some key words and ask students to predict where they occur in relation to the story and character. For example:
- **sausages** (Paul's dad was cooking sausages – Picture 1)
  - **sneezed** (Jack sneezed – Picture 5)
  - **frightened** (The cat looks frightened – Picture 7)
  - **stroke** (Paul's grandma started to stroke the cat – Picture 8)
  - **painting** (Paul's little sister was painting the table cloth – Picture 9)
  - **pulling up** (The baby was pulling up the flowers – Picture 9)
3. Ask each group to think of a new title for the story. Write the titles on the board and ask the class to vote for the best one.
4. Read out a sentence from the story and ask **Who said that?** For example:
- **Look! That box is moving all by itself!** (Paul)
  - **Don't be frightened.** (Paul's mum)
5. Show a few statements about the story on a pre-prepared OHT, or read them out, and ask students if they are **True** or **False**. For example:
- **Paul was on holiday in England.** (False)
  - **Paul's family was having a barbecue.** (True)
  - **There was a dog under the box.** (False)

Alternatively, read out a summary of the story which contains mistakes, and ask students to correct the mistakes.

## Step 2

### While reading activities

1. Tell students to read the story. Before they start reading, give them two or three questions to focus on, in order to give them a purpose for reading. Here are a few suggestions for focus questions, but teachers may have ideas for other questions as well.
  1. What happened at the barbecue?
  2. Why did the box start moving?
  3. What problems did the cat cause?
  4. Was the barbecue successful? If not, why not?
2. Ask students to write down two or three new words from the story. They should write these words in their exercise books.

## Step 3

### After reading activities (oral)

1. Ask students if they enjoyed the story and to give their reasons. Ask a few general comprehension questions to check understanding, for example:
  - **Why did the family end up eating fish and chips?**
  - **Why did the box move?**
2. Tell students to discuss what happened in the story in their groups. Get a spokesperson from each group to summarise the story – a different spokesperson can tell you what happened in different parts of the story.

### After reading activities (written)



The following are suggestions for written activities that you can ask students to do after reading the story. As it is very unlikely that you will have time in class, these activities can be given for homework and put into students' portfolios. Tell students to:

1. Check the meanings of the two or three new words that you wrote in your exercise book while reading the story. Create sentences or a paragraph using these words. (Students can even be asked to create a new story, depending on the ability of your class).
2. Write a paragraph from your own experience about a barbecue you have been to.
3. Imagine you are Ahmed. E-mail a friend, telling them about what happened at the barbecue with Paul's family.

### Step 4

- ◆ Tell students they are going to hear the story, and they should follow it in their books as they listen. Play **Listening 1.10**.



It is up to teachers whether they play all of the story, or just a part of it. If teachers have chosen to do a number of the reading activities, there will be very little time to play the Listening.

### Listening Transcript 1.10

When I was on holiday in England, I went to visit my friend Paul. His family was having a barbecue and I was invited. When I arrived, everybody was very busy. Paul's dad was cooking sausages on the barbecue and his granddad was planting some flowers in the garden. His mum was putting a cloth on the garden table and his grandma was playing with his little sister, Emma. Paul's brother, Jack, was playing with the baby.

Paul and I sat down to have a glass of orange juice. We were talking about the places we were going to visit the next day when suddenly we saw a big box in the garden start to move towards us. Paul pointed to the box and yelled 'Look! That box is moving all by itself!

Everybody stopped what they were doing and stared at the box. Suddenly, the box moved again. The baby tried to touch the box and the box jumped backwards and then stayed very still.

Paul's dad and granddad started to walk towards the box and it moved backwards again. It was very strange.

Paul's mum told everyone to be quiet and then she and Paul's grandma walked slowly towards the box. They knelt on the ground a little way from the box and tried to listen for any sounds. They couldn't hear any noises coming from the box.

Suddenly, Jack sneezed and the box jumped up in the air and made a noise. Paul's mum started to laugh. 'What are you laughing at?' everyone asked.

Paul's mum moved towards the box and quickly lifted it up. Everyone started to laugh. There was the family cat looking very frightened. Paul's dad said 'That's the box from Paul's new roller skates. I put the box in the garage. I think the cat must have crawled into it and couldn't get out.'

Paul's grandma picked up the cat and started to stroke it. She said 'It's OK now,

don't be frightened.' Paul said 'We were all frightened too!' His mum gave him a big hug and started to stroke his hair and said 'Don't be frightened.' We all started to laugh and Paul got very embarrassed. He said 'Aw, mum. Don't.'

Just then Paul cried out 'Oh no!' We all turned around and saw that the cat had caused a lot of problems. The sausages were burning on the barbecue. Paul's little sister was painting the table cloth and the baby was pulling up the flowers.

We didn't have a barbecue that day. Paul's mum and dad stopped the fire on the barbecue and put a clean cloth on the table. Then they put the baby in her pram and planted the flowers again. After that, we all had fish and chips. Mmm – lovely!

## Task 2 (10 minutes)

### Step 1

◆ Tell students to **Look at the first picture in the story on page 8 of your Classbook.** Ask **What were the people in Paul's family doing when Ahmed arrived?** Elicit the answers using the past continuous. For example:

- Paul's dad was cooking sausages.
- Paul's granddad was planting some flowers

### Step 2

◆ Tell students to close their Classbooks. Ask them to remember the story and tell you what was happening when Ahmed arrived at Paul's house. Elicit as much information as possible, for example, **Paul's dad was cooking, Paul's granddad was planting flowers.**

### Step 3

◆ Ask students to **Look at Activity 1 on page 9 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Students have to complete the sentences with the appropriate missing person and verb. Go through the example and then give students time to complete the remaining sentences. Ask them to check their ideas with their group, then do a whole class check. Elicit the answers from volunteers and write them on the board, or use the OHT you have already prepared.

**Answers:**

1. Paul's grandma was playing with his sister.
2. Paul's dad was cooking sausages.
3. Paul's mum was putting a cloth on the table.
4. Paul's granddad was planting flowers in the garden.
5. Paul's brother was playing with the baby.

**Task 3 (5 minutes)**

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the two examples, then complete each sentence with **was** or **were** as appropriate. When students have finished, ask them to compare their answers, then do a whole class check.

**Answers:**

1. was
2. were
3. was
4. was
5. were

**Homework**

- ◆ Any of the written activities suggested as after reading activities for **The Box and the Barbecue** can be given as homework.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words at the end of the unit.

**At the end of this lesson**

- ◆ Collect students' Skills Books so you can check the work they have completed on pages 8 and 9.

**Lesson 11****In this lesson, students will:**

- form oral sentences using the past continuous
- listen to and read a story
- differentiate between the use of the past simple and past continuous
- form rules about the past continuous

**Target language**

- What was happening while I was outside?
- [Ali and Mohammed] were drawing [shapes] on the board
- [Khalid] was reading a book
- [Saeed] was writing on the board

**At the beginning of this lesson**

- ◆ Return students' Skills Books which you collected at the end of Lesson 10.

**Task 1 (10 minutes)****Step 1**

- ◆ Ask four students to come to the front of the classroom. Tell two students to draw some shapes on the board, one student to read a book and one student to write some past tense verbs on the board. Tell them not to start until you leave the classroom.

**Step 2**

- ◆ Leave the classroom for a short time. When you return ask students **What was happening while I was outside?** Encourage them to respond with:

- [Ali and Mohammed] were drawing [shapes] on the board.
- [Khalid] was reading a book.
- [Saeed] was writing on the board.

**Task 2 (5 minutes)****Step 1**

- ◆ Ask students to **Look again at the story on pages 8 – 12 of your Classbook**. Tell them they are going to hear the story and they should read it in their books as they listen. Play **Listening 1.10**.



You will probably not have time to play all of the story. In that case, play just a part of it.



**Step 2**

- ◆ Ask students if they can remember what happened at the end of the story when Paul said **Oh, no!** Students may remember that:

- the sausages were burning on the barbecue
- Paul's little sister was painting the table cloth
- the baby was pulling up the flowers

**Task 3 (5 minutes)****Step 1**

- ◆ Tell students to **Look at Activity 1** on page 10 of your **Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **Past continuous**. Tell students to read the rubric and instruction text for Activity 1. Check their understanding of the task. They have to read the three sentences and answer the two questions. This should be a quick revision activity. (Students studied the past continuous in Grade 6B, Units 3 and 4).

**Step 2**

- ◆ When students have decided on the answers, do a whole class check. They should suggest that sentences 1 and 2 describe a finished action, and that sentence 3 describes something that was happening over a period of time.

**Task 4 (10 minutes)****Step 1**

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to complete each sentence with a verb from the box at the top right, and decide whether to put that verb in the past continuous or the past simple form. Go through the first sentence with students. Discuss why the verb is in the past simple form – **jumped**. Explain that this is because it is a completed action. Show how **jump** was taken from the box and changed into the past simple form.

**Step 2**

- ◆ Tell students to complete the remaining sentences. Encourage them to think carefully about whether the actions were finished or were happening over a period of time. Give them time to think and discuss their ideas in their groups, then do a whole class check. Elicit

the answers from volunteers and write the correct form of the verb on the board for each sentence.

**Answers:**

1. The box **jumped** in the air.
2. The sausages were **burning**.
3. Paul's grandma **picked** up the cat.
4. Jack **sneezed**.
5. The baby was **pulling** up the flowers.
6. Emma was **painting** the tablecloth.

**Task 5 (5 minutes)****Step 1**

- ◆ Ask students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They should complete the two rules next to Robby the Robot's hands. This should be a quick revision activity.

**Step 2**

- ◆ Ask students to compare their ideas in their groups then do a whole class check. Students should suggest:

We use **the past continuous** to describe **actions that happened over a period of time** in the **past**.

We make **the past continuous** with the **past** of the **verb to be** and a **main verb ending in –ing**.

**Homework**

- ◆ Tell students to choose two or three verbs from the lesson and make up sentences using them. They should write their sentences in their exercise books.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words at the end of the unit.

## Lesson 12

### In this lesson, students will:

- do further practice with the past continuous
- listen to a text and match information to pictures
- match pictures and reading texts
- read a story in groups

### Target Language

- What was happening while I was outside?
- [Asma and Raya] were drawing [animals] on the board.
- [Siham] was reading a comic.
- [Najma] was writing on the board.

### Vocabulary

rock; ambulance; stitches; plaster; cream

## Homework check (5 minutes)

- ◆ Students read out the sentences they wrote for homework to their group. Elicit a few sentences from volunteers and write them on the board.

## Warm-up (5 minutes)

- ◆ Ask four students to come to the front of the classroom. Tell two students to draw some animals on the board, one student to read a comic and one student to write some present tense verbs on the board. Tell them not to start until you leave the classroom.
- ◆ Leave the classroom for a short time. When you return, ask students **What was happening while I was outside?** Encourage them to respond with:
  - [Asma and Raya] were drawing [animals] on the board.
  - [Siham] was reading a comic.
  - [Najma] was writing on the board.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 13 of your Classbook.** Say **Look at the four pictures** and ask **What can you see?** Tell students to read the rubric and instruction text, and check their understanding of the task. They are going to hear each of the children in the pictures talking about what happened to them on their

holidays. As students listen, they have to find the picture that matches each description.

### Step 2

- ◆ Tell students to write the letters **a - d** in their exercise books and to write the number of the corresponding child next to it. Play **Listening 1.11**, pausing after each child describes their experience to give students time to find the matching picture.

### Listening Transcript 1.11

#### Child 1:

I was walking in the wadi with my brother when a rock fell on his leg. I ran to the nearest village to telephone for an ambulance. The doctor put 14 stitches in my brother's leg.

#### Child 2:

I was helping my mum cook food on the barbecue when I burned my finger. My mum put cold water on my finger and then she put some cream on it. I couldn't help her cook the food because of my burned finger but I enjoyed eating it.

#### Child 3:

I was riding my bike to the shops when I fell off. I broke my arm and I was in plaster for six weeks. Now I have to save money to buy a new bike.

#### Child 4:

I was fishing with my cousin when he fell in the water. He couldn't swim so I jumped into the water and swam to him. My mum and dad took us to the hospital to make sure he was OK.

### Step 3

- ◆ When you have played the four descriptions, tell students to check their ideas with their group. Elicit the answers and write them on the board. Play the listening once more to confirm the answers.

### Answers:

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


## Task 2 (10 minutes)

- ◆ Ask students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the four descriptions and match each one with the appropriate picture in the activity above. Do a whole class check. Elicit the answers and write them on the board.

### Answers:

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

## Task 3 (5 minutes)

 Students probably won't have time to finish this task in class, but they can start it.

- ◆ Tell students to **Look at the story on pages 8 – 12 of your Classbook**. Ask them to read the story in their groups. One student should read the first part of the story and then the next student should read the next part and so on. Remind students to listen carefully to each other so they can help one another if they need to.

### Homework

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words at the end of the unit.

### For the next lesson

- ◆ Prepare **Holiday Fun Check Sheet 2** from the photocopiable pages at the back of this Teacher's Book for Task 1 of the next lesson. You will need one check sheet for each group.
- ◆ If you have access to an OHP, you may want to prepare an OHT of Holiday Fun Check Sheet 2 answers for the whole class check.
- ◆ If you have access to an OHP, you may also want to prepare an OHT for the whole class check for Skills Book, Page 11, Activity 1 for Task 1 of the next lesson.

## Lesson 13

### YOU WILL NEED

- HOLIDAY FUN POSTER
- BLU-TAC
- HOLIDAY FUN CHECK SHEET 2 FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one check sheet for each group
- AN OHT OF THE HOLIDAY FUN CHECK SHEET 3 ANSWERS FOR THE WHOLE CLASS CHECK (optional)
- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 11, ACTIVITY 1 (optional)
- SCISSORS

### In this lesson, students will:

- do a reading race
- do further practice with the past continuous
- differentiate between the use of the past simple and the past continuous
- write about something that went wrong during their summer holiday

### Target Language

- What was [Peter] doing when [the wind blew his clothes away]?
- I [was fishing with my cousin] when [he fell in the water].

## Warm-up (10 minutes)

### Step 1

- ◆ Give each group a copy of **Holiday Fun Check Sheet 2**. Tell students they are going to do a reading race. They have to read each question on the check sheet, then come up to the 'Holiday fun' poster and find the answer in the postcard pictures and messages. They then have to return to their group and write each answer in a sentence under the question. Make sure that groups understand that only ONE student from each group can come to the poster at a time. The first group to bring their completed check sheet to you with all the correct answers, is the winner.

### Step 2

- ◆ Do a whole class check. Check the answers of the group who finished first on the OHT you have already prepared, or orally by pointing at

the poster as they read out the answers. Get the rest of the groups to check their answers.

#### Answers:

1. He was riding a camel.
2. She was taking a photo [of the elephant].
3. He was walking through the rainforest.
4. He was taking a photograph [of something strange].

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 11 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Ask students if they can remember what happened to the children in the pictures. Elicit ideas and then ask them to complete the sentences by putting the verbs in the past continuous or past simple as appropriate. The first sentence has been done as an example.

**A** This activity provides an opportunity to assess how well students are able to differentiate between the use of the past simple and the past continuous.

### Step 2

- ◆ When students have finished, get them to compare their answers. Now tell them they are going to hear the children talking about what happened. Ask them to listen and check their answers. Play **Listening 1.13**, pausing after each child has spoken to give students time to check. Elicit the answers and write them on the board, or use the OHT you have already prepared.

#### Listening Transcript 1.13

I was **fishing** with my cousin when he **fell** in the water.

I was **walking** in the wadi with my brother when a rock **fell** on his leg.

I was **helping** my mum cook food on the barbecue when I **burned** my finger.

I was **riding** my bike to the shops when I **fell** off.

## Task 2 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Encourage students to

use their imaginations. Tell them to imagine something that went wrong during their summer holiday. Ask them to quickly tell their group what happened.

### Step 2

- ◆ Distribute scissors to students. Tell them to **Turn to page 95 at the back of your Skills Book** and to **Cut out the page carefully**. Explain the task – they are going to write to a friend about something that went wrong during their holiday. They should write this out on the writing lines, then draw two pictures in the appropriate spaces at the bottom of the page.

### Step 3

- ◆ Give students plenty of time to think about the task, and to draft their ideas. Tell them to work in pencil, and remind them to refer to the Writing Route which you gave them in Lesson 2. Circulate around the classroom offering guidance and support.

### Homework



If students have not finished the task in class, tell them to finish it at home and put their writing and drawings into their portfolios.

## Lesson 14

### YOU WILL NEED:

- SCISSORS

### In this lesson, students will:

- discuss the purpose of a learning journal
- discuss preferences about learning methods
- listen to statements and match pictures
- create a mind map about learning methods

### Vocabulary

semester; learning journal; doodle; mind map



## Homework check (5 minutes)

Tell students to take the work they did about something that went wrong on their summer holiday out of their portfolios, and show it to their groups.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 12 of your Skills Book**. Ask **What words can you read down the left of the page?** and elicit **LEARNING JOURNAL**. Make sure that students understand the meaning of **journal** – a written record that you keep of things that happen to you every day.

### Step 2

- ◆ Ask students to describe how the children in the pictures in Activity 1 are feeling. Elicit as much information as possible, then ask them to read the rubric and instruction text. Check their understanding of the task. Students are going to create a Learning Journal, which will contain information about what they think about their own learning.

### Step 3

- ◆ Go over the first two pictures and sentences with students. Tell them to complete the rest of the sentences, using the words in the pencil at the bottom right. Remind them to begin each sentence with a suitable pronoun. When students have finished, do a whole class check. Elicit the answers from volunteers and write them on the board.

### Answers:

- c. He's thirsty.
- d. She's tired.
- e. She can't see.
- f. He's hot.
- g. She's hungry.

Discuss with students how important it is to eat and drink properly; get enough sleep [at least 8 hours a day]; talk to their family or teachers if they are worried or have problems; tell someone if they are having difficulties with hearing other students or the teacher, and if they have any problems with their sight. Encourage students to understand that all these things affect how well we can learn.

## Task 2 (10 minutes)

### Step 1

- ◆ Ask students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Students have to listen to children talking about their preferred ways of learning, and match each statement with the corresponding picture.

### Step 2

- ◆ Play **Listening 1.14**, pausing after each child makes their statement to give students time to find the picture. Elicit the number of each matching picture from a volunteer.

### Listening Transcript 1.14

I like it to be quiet when I do my homework. [picture 6]  
 I like listening to music when I do my homework. [picture 3]  
 I like finding answers myself. [picture 4]  
 I like guessing answers. [picture 5]  
 I like drawing pictures or doodling when I listen. [picture 2]  
 I like writing things down when I learn something new. [picture 1]

### Step 3

- ◆ When you have checked all the pictures, ask students to write the number of each picture in the box beside the corresponding sentence. When they have finished, do a whole class check.


## Task 3 (10 minutes)

### Step 1

- ◆ Ask students to think about the things that help them to learn. Give them time to think individually and then discuss their ideas in their groups. Elicit some ideas from the whole class. Encourage students to express their individual ideas about what helps them to learn.

### Step 2

- ◆ Tell students to **Look at Activity 3 on page 13 of your Skills Book** and read the rubric. Show them the heading – **How I learn**. Explain that this is a mind map. (Students have used mind maps in previous grades.) Discuss the ideas contained in the mind map with the class.

 **Make sure students understand that this is Rashid's mind map [the boy in the picture] and this information will be different for other children. As you talk about the information in the mind map, encourage students to suggest additional or alternative information that could be incorporated.**

### Step 3

- ◆ Tell students to **Look at cut out page 3 on page 93 of your Skills Book**. Distribute scissors to groups and tell them to **Cut out the page carefully**. Tell them that you want them to draw a picture of themselves, or put a photograph of themselves, in the centre of the map. Then ask students to create their own mind maps. Remind them to draw their mind maps in pencil first, and tell them to complete their mind maps for homework.

### Homework

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words in the next lesson.

### At the end of this lesson

- ◆ Collect students' pieces of work about their holiday mishaps, so that you can make a classroom display before the next lesson.

## Lesson 15

### In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

### Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?


### Before this lesson

- ◆ Create a display of students work about their holiday mishaps. If you like, create another display with students' mind maps.

## Warm-up (5 minutes)

- ◆ Give students a few minutes to look at the holiday mishap display, and show their mind maps to other members of their group.

## Task 1 (5 minutes)

 **This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.**

### Step 1

- ◆ Tell students to **Look at pages 14 and 15 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines**.

### Step 2


- ◆ Tell students to **Look at Activity 1**. Point to the five faces of Robby the Robot and say **Look at the faces**. Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you ask and answer questions about holidays using the past simple?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**

- ◆ Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face in the diamond**. Repeat the procedure with the other four statements. Circulate around the classroom offering guidance and support.

## Task 2 (10 minutes)

- ◆ Tell students to **Look at Activity 2 on page 14 of your Skills Book**. Remind them that this is where they write the words which they have learned to spell. Read out the 10 words you told them to learn to spell at the end of Lesson 7. Ask them to write the words on the writing lines. When students have finished, elicit the spellings from volunteers and write them on the board. Make sure that students correct any wrong spellings.

## Task 3 (10 minutes)

 **Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.**

### Step 1

- ◆ Ask students to **Look at Activity 3 on page 15**. Read the first statement – **These are some things I've learned about this topic**. Get students to discuss in their groups what they think they have learned in Unit 1. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.
- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic**. Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

### Step 2

- ◆ Tell students to **Look at Activity 4**. Ask them to read the two statements and then look back through Unit 1 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may want

to write useful vocabulary on the board as they suggest their ideas. This will provide support when students write their responses to the statements.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

### Step 2

- ◆ Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

### For the next lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and the spellings they wrote for Lesson 15, Activity 2.

## Unit 2 Great thinkers

### Students will learn how to:

- Talk about different ways of understanding
- Talk about likes and dislikes
- Understand and talk about famous people
- Read and understand factual information about famous people
- Listen to a variety of texts for specific information and general understanding
- Write a simple biography
- Write a shape poem
- Plan their writing
- Recognise and use the concept of syllabification
- Talk about what skills they are good at

### Main language

- I'm/He's/She's good at [Maths].
- I'm/He's/She's not good at [Music].
- I like [chocolate].
- I don't like [poetry].
- I hate [spiders].
- I like [working in groups].
- I don't like [playing volleyball].
- I hate [working alone].

### Vocabulary

- **Regular verbs:** play, listen, hate, enjoy, love, like, work, play, use, design, return, help, want, attend, persuade
- **Irregular verbs:** write, draw, think, learn, make, can, speak, find, choose, know
- **Adjectives:** clever, silly, interesting, old, strong, enjoyable, amazing, fantastic, short, beautiful, excellent, shy
- **Adverbs:** quickly, carefully, slowly, quietly
- **Ways of understanding:** Visual, Musical/Rhythmic, Naturalist, Intrapersonal, Interpersonal, Bodily/Movement, Mathematical/Logical, Linguistic/Verbal
- **Talking about language:** noun, verb, adjective, adverb, syllable
- **Talking about learning:** biography, likes and dislikes, working along, in groups, in pairs, Learning Journal, understanding, skills
- **School subjects:** Maths, Islamic Studies, Science, English, Arabic, Art, Music, Sport, Social Studies
- **Musical instruments:** mizmar, piano, violin, bagpipes, drum, flute, guitar
- **Shapes:** square, rectangle, circle, triangle
- **Miscellaneous:** poetry, dynamite, zero, electricity

### Skills and strategies

- Apply prior knowledge
- Categorise
- Use deductive reasoning skills
- Ask and answer questions for factual information
- Ask and answer questions for personal information
- Read and transfer information from one medium to another
- Read longer, more complex factual texts for specific information and general understanding
- Use referencing skills in reading
- Listen to a variety of texts for specific information and general understanding
- Write a short biography
- Write a poem
- Identify and categorise nouns, verbs, adjectives and adverbs
- Recognise and use the concept of syllabification
- Recognise the stress, rhythm and intonation patterns of English through songs
- Independent learning skills: plan work, research information, writing and integrating visuals, check spelling, check handwriting, record progress of project, reflect on how they learn

### Activities

- Sing a song
- Read and match
- Do a jigsaw reading
- Write and draw a shape poem
- Do a project
- Read biographies
- Do a reading race
- Play a game



# Great thinkers

## Lesson 1

### YOU WILL NEED

- GREAT THINKERS POSTER
- BLU-TAC

### In this lesson, students will:

- consider and discuss great thinkers
- talk about Al Khawarizmi and Thomas Edison
- listen to a text and answer questions
- decide if statements are true or false

### Target Language

- Who are these men?
- What's he most famous for?
- He's most famous for . . .
- He invented [the phonograph].

### Vocabulary

invent; inventor; phonograph; electric light bulb; astronomy; star; planet

### Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 1.
- ◆ Put the 'Great thinkers' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words.

## Warm-up (5 minutes)

- ◆ Ask students to **Look at the poster**. Read out the title – **Great thinkers**. Elicit ideas about what students think they are going to learn in this lesson.

## Task 1 (5 minutes)

- ◆ Tell students to **Look at pages 14 and 15 of your Classbook** and say **Look at the pictures**. Direct their attention to the pictures of the two men on page 14 and the people in the frieze on page 15. Tell students to **Look at Activity 1** and read the rubric and the first part of the instruction text. Ask **Do you know any of the people in the pictures?** Encourage them to share any information with their group. Elicit students' ideas about the people. Explain that all these people were very successful in their fields, but that life wasn't always easy for them.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at page 14** and ask **Who are these men?** Elicit their names – **Al Khawarizmi and Thomas Edison**. Ask what was special about them and elicit **They were inventors**. Find out what students already know about them. They may remember Al Khawarizmi and Thomas Edison from Grade 5B, Unit 5 – **Inventions and Discoveries**.

Mohammed Ibn Musa Al Khawarizmi lived from 780 to 850 in Baghdad, in the Arab Empire, in the country now known as Iraq. He was a mathematician. He wrote a very famous book called 'Kitab Al Bar Wa Al Muqabalah' which explains the idea of zero. He also wrote a book about making maps, and a book about astronomy that describes the stars and planets.

Thomas Edison was an American. He lived from 1847 to 1931. He was from a poor family, and was half deaf so his teacher thought he was stupid. So Thomas's mother took him out of school and taught him at home. When he grew up, he invented more than a thousand things. His most famous inventions were the phonograph, the film projector and the electric light bulb.

### Step 2

- ◆ Tell students to read the rest of the instruction text for Activity 1. Check their understanding of the task. They are going to hear two girls from the IKC talking about one of the men in the pictures. Tell them that they should listen to the conversation and find the answer to the first question in the box – **Which man are they talking about?** Play **Listening 2.1** straight through.

### Listening Transcript 2.1

- Beth: Hi Vicky, how are you?  
 Vicky: Hi Beth! I'm fine. What are you doing?  
 Beth: I'm working on our school project about great thinkers and I just wanted to check some facts with you about Thomas Edison.  
 Vicky: OK.  
 Beth: Well I know he's a famous inventor and he invented lots of things, but what is he most famous for?

**Vicky:** Umm... I think he's most famous for inventing the light bulb. He also invented the first machine for playing music but I can't remember what it's called.

**Beth:** Oh, I know, it's called the phonograph.

**Vicky:** Oh, that's right.

**Beth:** Oh, Vicky, that's great. Thanks so much for your help!

**Vicky:** That's OK. See you soon. Bye!

**Beth:** Bye!

### Step 3

- ◆ Ask **Which man were the girls talking about?** and elicit **Edison**. Tell students they are going to hear the listening again, and that this time, you want them to find the information to answer the second question – **What are his most famous inventions?** Play **Listening 2.1** again.

### Step 4

- ◆ Get students to compare their ideas in their groups, then elicit their ideas about why Edison is famous. They may suggest some or all of the following:

- Edison invented many things.
- Edison invented the phonograph.
- Edison invented the electric light bulb.

### Step 5

- ◆ Ask students if they can remember any other information about Edison at school and the subjects he liked. They may be able to remember the following information:

- Edison was not a brilliant student at school.
- At least for a while he was taught at home by his mother.
- He loved reading - particularly literature, science and history.

## Task 3 (10 minutes)

### Step 1

- ◆ Ask students to **Look at Activity 2**. Say **Look at the picture of Al Khawarizmi**. Ask if they can remember Al Khawarizmi and what he is famous for. Tell students to read the rubric and instruction text. Check their understanding of the task.

### Step 2

- ◆ Write the letters **a, b, c, d** and **e** down the board and ask students to do the same in their exercise books. Tell them to read each statement and put **T** beside it if they think the statement is correct and **F** if they think it is false. When students have finished, get them to check their ideas with a partner. Elicit a few ideas, then tell them they are going to listen to one of the children from the IKC talking about Al Khawarizmi. Ask them to listen carefully and check their answers. Play **Listening 1.2** straight through.

### Listening Transcript 1.2

**Vicky:** Right, here's some of the information I've found out about Al Khawarizmi for our great thinkers project.

*(sfx: shuffling papers)*

He was brilliant at Maths and wrote a famous book that explained the idea of zero. He also wrote lots of other books. He wrote a book that gave information about making maps and he also wrote a book on Astronomy that described the stars and planets.

### Step 3

- ◆ Do a whole class check. Elicit the answers and write **T** or **F** next to each letter on the board.

### Answers:

- T
- F
- T
- T
- F

## Task 4 (5 minutes)

As there are only 5 minutes remaining of this lesson, there isn't time to start a new activity. It is therefore suggested that you use this five minutes to play **The Inventors Song** (which students were introduced to in Grade 5B) to remind them of it. They will do the activity related to the song (**Skills Book, page 16, Activity 1**) in **Task 1 of Lesson 2**.

- ◆ Ask students **Can you remember a song about famous inventors?** They may remember this song from Grade 5B. Elicit any information they can remember. Tell students they are going to hear the song and encourage them to join in if they can. Play **Songs and Rhymes 2.1** straight through.

### Songs and Rhymes Transcript 2.1

These wise men,  
All of them,  
Changed our lives,  
Changed our lives.

Edison invented electric light,  
Biro invented a new way to write,  
A man from China invented the kite.

These wise men,  
All of them,  
Changed our lives,  
Changed our lives.

Al Idrisi invented a globe very round,  
Edison invented a new way to play sound,  
Benz made a car that he drove round and round.

These wise men,  
All of them,  
Changed our lives,  
Changed our lives.

The Wrights invented a way to fly high,  
Janssen helped us to study the sky,  
Ts'ai Lun made paper of wood that was dry.

Three wise men,  
Thanks to them!

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Task 1 of the next lesson.

## Lesson 2

### YOU WILL NEED

- AN OHT FOR THE WHOLE CLASS CHECK IN TASK 1 (optional)

### In this lesson, students will:

- listen to a song and fill in missing information
- identify key words in questions
- use key words to find information in a reading text
- consider and discuss what they are good at

### Vocabulary

*Words from the song:* wise; electric light; kite; globe

*Words from the e-mail:* scientist; leader; musician; architect

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 16 of your **Skills Book**. Say **Look at the pictures** and ask **What can you see?** Elicit the names of as many objects (inventions) as possible. Tell students to read the rubric and instruction text, and check their understanding of the task. They have to read the song and fill in each gap with the name of an inventor. The names are in the globe near the bottom right of the page.

### Step 2

- ◆ When students have had time to complete the task, tell them to **Look at Activity 2**. They are going to hear the song, and they should check their answers. Play **Songs and Rhymes 2.1** straight through. (See Lesson 1 for the transcript of the song). Encourage students to join in where they can.

### Step 3

- ◆ Elicit the name of each inventor from volunteers, and write the names in sequence on the board, or display them on the OHT you have already prepared.

### Answers:

Edison  
Biro  
Al Idrisi  
Benz

Wrights  
Ts'ai Lun

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 17 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read Questions 1 - 3, then read the e-mail below. First, ask them to identify what they think are the key words in the questions. Explain that the key words will direct them to the answers in the e-mail. Tell students to underline these key words, then elicit them from the class.

#### Key words:

1. Who . . . to
2. school
3. information

### Step 2

- ◆ Tell students to answer the questions, then compare their answers in their groups. Do a whole class check.

#### Answers:

1. Maha.
2. A project.
3. Information about great thinkers.

## Task 3 (10 minutes)

### Step 1

- ◆ Direct students to the instruction text under the e-mail. Check their understanding of the task. They have to read questions 4 – 6, then read the e-mail again and find the answers. Again, tell them to find and underline the key words in the questions as the key words will direct them to the answers in the e-mail. Circulate around the classroom offering guidance and support.

Elicit the key words, then the answers.

#### Key words:

4. holiday
5. Where . . . go
6. great thinkers

#### Answers:

4. Yes.
5. Istanbul.
6. Albert Einstein, Gandhi, Mozart, Sinan.

### Step 2

- ◆ Discuss the content of the e-mail. Remind students that everyone is good at some things, but not so good at others. Encourage them to think particularly about those things which they can do well and take pride in. Tell them that they should not just think about school subjects but other things too. Some students may be good at sport, some may be talented artists or some may be very good at looking after animals. They should be encouraged to appreciate and value these, as well as more traditional concepts of intelligence.

## Homework (5 minutes)

- ◆ Ask students to tell you, in English, the names of the subjects they study at school. Elicit as many subject names as possible. Write the names of the following nine subjects on the board:

English, Maths, Arabic, Music, Sport, Art, Science, Islamic Studies, Social Studies

- ◆ Tell students to write the names of the school subjects in their exercise books and to learn the spellings. Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it.

1. **Look** at the word.
2. **Cover** the word.
3. **Write** the word.
4. **Check** the word.

Say you will be checking these spellings later in the unit.

#### For the next lesson

- ◆ You will need to prepare the eight school subject word cards (SET A) from the photocopiable pages at the back of this Teacher's Book for the Warm-up of the next lesson. You will need one card for each school subject.

## Lesson 3

### YOU WILL NEED

- SCHOOL SUBJECT WORD CARDS (SET A) FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK - one for each school subject
- SCISSORS

### In this lesson, students will:

- play a listening game about school subjects
- match pictures to descriptions
- read short texts and re-tell the information
- write about what they are good at and not so good at

### Target Language

- We're all different . . . we're all special!
- I like [animals] but I don't like [Sport].
- I'm good at [Maths and Science].
- I'm not good at [Music].

### Vocabulary

School subjects: English; Maths; Arabic; Music; Sport; Art; Science; Islamic Studies; Social Studies

## Warm-up (5 minutes)

- ◆ Organise students into eight groups. Give each group a school subject word card from SET A. Tell them they are going to hear some school subjects named. When they hear the subject on their group's word card, they should put their left hand on their head. When they hear **English** they should put their right hand on their left ear. Play **Listening 2.3**, pausing after each subject is named.

### Listening Transcript 2.3

Maths // Islamic Studies // Music // Sport // Social Studies // Art // Arabic // English // Science //

The purpose of this game is to recycle the names of school subjects. Students will be using this vocabulary throughout the unit. The activity also increases the level of difficulty in responding to TPR instructions.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 15 of your Classbook**. Ask a volunteer to read out the title – **We're all different . . . we're all special!** Tell students to read the rubric and instruction text. Check their understanding of the task. They have to look at the pictures of the four children, read the information in the speech bubbles and match each picture to a child.

### Step 2

- ◆ Tell students that they are going to hear each child talking. They should listen carefully to each child's information to confirm their ideas. Play **Listening 2.4** straight through. Do a whole class check and elicit the answers.

### Listening Transcript 2.4

*Omani girl:*

I'm Siham. I'm 12 and I'm from Oman. I'm good at Maths and Science. I'm not good at Art. I like animals but I don't like Sport.

*British girl:*

I'm Kate and I'm 13. I'm from Scotland. I like Social Studies but I don't like Maths. I'm good at writing stories but I'm not good at Music.

*British boy:*

I'm Sam. I'm 13 and I'm from Wales. I like playing football but I don't like drawing. I'm good at English but I'm not good at Science.

*Omani boy:*

I'm Khaled and I'm 13. I'm from Oman. I'm good at Arabic but I'm not good at Art. I like computers. I don't like snakes.

### Answers:

1. Siham.
2. Sam.
3. Kate.
4. Khaled.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students you are going to test their memories. Tell them to **Read the information about the four children again** and remember as much as they can. Give students 30 seconds to read and remember.

**Step 2**

◆ Tell students to **Close your Classbook**. Explain that when you say the name of one of the children, you want volunteers to tell you as much as they can remember about that person. Say **Khaled**. Students should respond with some or all of the following information.

- He's good at Arabic.
- He's not good at Art.
- He likes computers.
- He doesn't like snakes.

Repeat the procedure with the names of the other three children.

**Step 3**

◆ Ask students if they can remember the names of the famous people they learnt about in the e-mail which they read in Lesson 2 (Skills Book, page 17, Activity 1). Elicit **Einstein, Gandhi, Mozart** and **Sinan** and write these names on the board. Elicit whatever students can remember about the achievements of these men. Remind students that all these men were famous for different reasons, but all of them were special because they made significant contributions to our world.

**Task 3 (10 minutes)****Step 1**

◆ Tell students to **Look at Activity 2 on page 15 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Tell them to **Look at cut-out page 4 on page 91 of your Skills Book**. Distribute the scissors, and tell students to **Cut out the page carefully**.

**Step 2**

◆ Tell students to read the instruction text at the top of the cut-out page. Ask a volunteer to read the title – **All about Me!** Explain that students should think about themselves, and what they're good at and not so good at. They can use the pictures down each side of the page to give them ideas.

**Step 3**

◆ After students have had a few minutes to think about themselves, ask them to volunteer to say what they might write. For example,

- I like playing football.
- I don't like cheese.
- I'm good at Science.

Elicit examples from a few volunteers about what they might write. Then tell students to write seven sentences about themselves, describing their likes and dislikes.



This writing activity is continued in Lesson 4, as there will probably not be time for students to finish it in Lesson 3. Remind students to write in pencil and to refer to the Writing Route which you gave them copies of in Unit 1, Lesson 2. When they have finished, they should put their work into their portfolios.

**Homework**

◆ Remind students to learn the spellings of the names of the nine school subjects you gave them in Lesson 2. Say you will be checking these later in the unit.

English, Maths, Arabic, Music, Sport, Art, Science, Islamic Studies, Social Studies

**For the next lesson**

◆ You will need to prepare the six school subject word cards (SET B) from the photocopiable pages at the back of this Teacher's Book for the Warm-up of the next lesson. You will need one card for each school subject.

## Lesson 4

### YOU WILL NEED

- SCHOOL SUBJECT WORD CARDS (SET B) FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK - one for each school subject

### In this lesson, students will:

- play a listening game
- complete a writing activity
- listen to a partner's information and re-tell it
- play a guessing game with a partner

### Target language

- We're good at [Music].
- We're not good at [Art].
- He likes [playing football].
- She's good at [Maths].

### Vocabulary

School subjects: English; Maths; Arabic; Music; Sport; Art; Science; Islamic Studies; Social Studies

## Warm-up (5 minutes)

- ◆ Organise students into groups of six. Give each group a school subject word card from SET B. Explain that some subjects have a tick (✓) and some a cross (✗) underneath. A tick means that the group is good at the subject written on the card, while a cross means that the group is not good at the subject.
- ◆ Tell students that when they hear their subject named, if it has a tick under it they should stand up and say **We're good at [Music]**. If it has a cross under it, they should stand up and say **We're not good at [Art]**. Play **Listening 2.5**, pausing after each subject is named.

### Listening Transcript 2.5

Arabic (tick) // Sport (cross) // Social Studies (cross) // Science (tick) // Music (tick) // Art (cross) // Sport (cross) // Music (tick) // Social Studies (cross) // Arabic (tick) // Science (tick) // Art (cross)

This activity gives students practice with using the personal pronoun 'we'. This follows on from the use of 'I', 'you', 'he' and 'she' in Lessons 1 – 3.

## Task 1 (20 minutes)

### Step 1

- ◆ Students complete the 'All about Me!' writing activity which they started in Task 3 of the previous lesson. Remind them to write in pencil and to refer to their copies of the Writing Route. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Tell students to **Look at Activity 3 on page 15 of your Classbook** and read the rubric and instruction text. Explain that one student is reading the information on her 'All about Me!' page to her friend. The other student is listening carefully and trying to remember what her friend said. When the student reading her 'All about Me!' page has finished, the other student re-tells the information she has just heard about the things her partner likes/doesn't like and is good/not good at.

### Step 3

- ◆ Explain that students are going to do a similar activity. Tell them to sit with a partner, and read out the information on their completed 'All about Me!' cut-out page. Tell them not to show their page to their partner. Explain that each student should, in turn, read out their information. Their partner's task is to try to remember and repeat as much as possible.

You may want to demonstrate this activity with a student before students begin working in their pairs.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 15 of your Classbook** and read the information about the four children again. Tell them they are going to play a guessing game in pairs. Explain that one student should describe something that one of the boys or girls likes/dislikes or is good /not good at, and their partner has to guess who it is. For example, one student might say **He likes computers** and their partner has to scan the four texts quickly to find out who it is, and respond with **It's Khaled**.

### Step 2

- ◆ Students take it turn to describe a character and then listen to their partner's description.

**A** This activity provides an opportunity to assess how well students are able to use language to describe whether they like or dislike school subjects, and which subjects they are good or not good at.

#### At the end of this lesson

- ◆ You may want to collect students' 'All about Me!' pages to organise a classroom display.

#### Homework

- ◆ Tell students to read the information in the diagram and texts on page 16 of their Classbooks in preparation for Lesson 5. They do not have to understand every word, but they should try and get a general sense of the meaning.

#### For the next lesson

- ◆ You will need to prepare the six school subject word cards (SET C) from the photocopiable pages at the back of this Teacher's Book for the Warm-up of the next lesson. You will need one card for each school subject.

## Lesson 5

### YOU WILL NEED

- SCHOOL SUBJECT WORD CARDS (SET C) FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK - one for each school subject

### In this lesson, students will:

- play a listening game
- consider different ways of understanding
- match pictures to texts
- categorise skills according to ways of understanding

### Target Language

- We're good at [English].
- We're not good at [Maths].
- You think in [pictures].
- You enjoy [co-operating with others].

### Vocabulary

*Ways of understanding:* visual; interpersonal; intrapersonal; musical / rhythmic; naturalist; linguistic / verbal; mathematical / logical; bodily / movement

## Warm-up (5 minutes)

- ◆ Organise students into groups of six. Give each group a school subject word card (SET C). Explain that some subjects have a tick (✓) and some a cross (✗) underneath. A tick means that the group is good at the subject written on the card, while a cross means that the group is not good at the subject.
- ◆ Tell students that when they hear their subject named, if it has a tick under it they should stand up and say **We're good at [English]**. If it has a cross under it, they should stand up and say **We're not good at [Maths]**. Play **Listening 2.6**, pausing after each subject is named.

### Listening Transcript 2.6

Islamic Studies (tick) // English (tick) // Maths (cross) // Arabic (cross) // Music (cross) // Sport (tick) // Maths (cross) // Arabic (cross) // Islamic Studies (tick) // Music (cross) // English (tick) // Sport (tick)



## Task 1 (10 minutes)

In this lesson, students are going to be introduced to the concept of multiple intelligences (ways of understanding) in a very simple way. Students have already learned about this concept in their LRC and IT classes. However, it is a good idea for you to discuss the topic with them in Arabic before starting the activities. Similarly, if at any time during this lesson, students are having difficulty in understanding, don't hesitate to use Arabic.

### Step 1

- ◆ Tell students to Look at Activity 1 on page 16 of your Classbook and to Look at the diagram. Point to the words in the centre of the diagram and ask a volunteer to read them aloud – **WAYS of UNDERSTANDING**. Ask **How many ways of understanding can you see?** and elicit **eight**.

### Step 2

- ◆ Ask students to Look at the pictures in the diagram and tell you what they think the pictures represent. For example, the picture of the musical notes shows that the words **Musical/Rhythmic** are to do with music.

### Step 3

- ◆ Ask students to read the rubric and information text. Go over the information with them and make sure they understand it, using Arabic if necessary. Check their understanding of the task. Students have to read the eight texts in the boxes underneath the pictures and match each one with a way of understanding. Direct students to the pictures in the diagrams to help them. Point out that each way of understanding is labelled beside the corresponding picture.

### Step 4

- ◆ Write the numbers **1 – 8** down the board and tell students to copy these into their exercise books. Tell students to read each text silently and find the picture related to it. Remind them that they do not have to understand every word in order to match the text and picture. They should look for key words in the text to help them. Encourage them to underline these. Make sure students understand they should copy the word(s) next to the matching picture into their exercise books. For example, Text **1** matches the picture showing an interpersonal way of learning (picture **c**). So they should write **1- interpersonal** in their exercise books. Circulate around the classroom offering guidance and support.

Students should copy the words into their exercise books, but do not expect them to be able to pronounce these words.

## Task 2 (5 minutes)

### Step 1

- ◆ Ask students to compare their ideas with the rest of the group. Tell them they are going to hear the information about the different ways of understanding, so that they can check their ideas.

### Step 2

- ◆ Play **Listening 2.7**, pausing after each text is read, and each way of understanding is named. Elicit the answers, and write each one on the board next to the corresponding number.

### Listening Transcript 2.7

1. You like learning with other people. You learn best working in groups and pairs. You enjoy co-operating with others and you like organising people.  
**picture c // Interpersonal //**
2. You think in words and you like playing with language. You enjoy listening and talking to people. You like reading and writing.  
**picture g // Linguistic / Verbal //**
3. You think in pictures and you find it easier to understand something if you can see it. You enjoy learning when you use things you can see such as pictures, maps, charts and videos.  
**picture b // Visual //**
4. You understand yourself very well. You enjoy working alone and think carefully about how to do things.  
**picture d // Intrapersonal //**
5. You see patterns in the natural world around you. You enjoy learning about the natural world of animals and plants and the geography of the world.  
**picture f // Naturalist //**
6. You see patterns in numbers and think logically. You enjoy asking questions about everything around you and you like doing experiments.  
**picture h // Mathematical/Logical //**

7. You learn best through movement and exercise. You enjoy games, making things, building things and moving your body.  
**picture a // Bodily/Movement //**

8. You think in sounds, rhythms and patterns. You enjoy listening to all kinds of sounds as well as music.  
**picture e // Musical/Rhythmic //**

### Task 3 (15 minutes)

#### Step 1

◆ Tell students to **Look at Activity 1 on page 18 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read down the list of sixteen skills, and decide which way of understanding each skill is related to. They should write the number of the skill in the circle next to the appropriate picture. There are two skills which go with each of the eight pictures.

#### Step 2

◆ Do one or two skills together with the class. For example, the first skill – **drawing pictures** - has already been matched with the **Visual** way of understanding, and the number **1** written in one of the circles beside the picture. Explain the link between **pictures** and **visual**, using Arabic if necessary.

#### Step 3

◆ Ask students what other skill from the list they think should go with **Visual**. Elicit **understanding maps**. This is Skill no 5, so show students how they should write **5** in the other circle beside the **Visual** picture. Elicit ideas for some of the other skills. Ask students to work through the rest of the list of skills in their groups. Circulate around the classroom offering guidance and support.

#### Step 4

◆ Tell students they are going to hear how the different skills are categorised so that they can check their work. Play **Listening 2.8**, pausing after each way of understanding and the skills that match it are named. Write the way of understanding and the numbers of the skills on the board, so that students can check their work.

### Listening Transcript 2.8

#### Visual

1. drawing pictures
5. understanding maps

#### Linguistic/Verbal

3. understanding the meaning of words
6. writing a story

#### Mathematical/Logical

4. using logic to solve problems
11. working out how much your shopping costs

#### Bodily/Movement

7. balancing on one leg
10. catching a ball

#### Musical/Rhythmic

8. playing a musical instrument
13. writing music for a song

#### Naturalist

2. recognising different plants
16. recognising different animal sounds

#### Intrapersonal

9. knowing what you're good at
14. knowing what is important to you

#### Interpersonal

12. helping people
15. understanding the feelings of others

▶ Students may have realised that some of the skills will involve other skills not included in the answer. For example, understanding maps is categorised as a visual skill but some students may feel that it requires other skills such as those related to numbers and language. Accept all reasonable answers.

#### Homework

- ◆ Ask students if possible, to find out any information they can about Sinan bin Abd Al-Mannan, the famous architect, in preparation for Lesson 6.
- ◆ Remind students to learn the spellings of the names of the nine school subjects you gave them in Lesson 2. Say you will be checking these later in the unit.

English, Maths, Arabic, Music, Sport, Art, Science, Islamic Studies, Social Studies

## Lesson 6

### In this lesson, students will:

- name, draw and guess shapes
- learn about a famous architect
- match statements to pictures
- listen for specific information

### Target Language

- What's this shape?
- It's [a square].
- Can you guess this shape?
- It's [a circle].

### Vocabulary

*Shapes:* square; circle; triangle; rectangle  
*Other language:* architect; engineer; famous; building; bridge; pattern; measure; draw

In this lesson, students will be thinking about visual skills. The purpose of the Warm-up activity is to focus their attention on shapes, both visually and by describing them orally to a partner.

## Warm-up (5 minutes)

- ◆ Tell students they are going to hear the names of some shapes. As they hear each name, they should draw the shape in the air but not say its name aloud. Play **Listening 2.9** and pause after the first shape has been named. After students have drawn it in the air, ask a volunteer to come and draw the shape on the board. Ask **What's this shape?** And elicit **It's [a square]**. Repeat the procedure with the other three shapes.

### Listening Transcript 2.9

a square // a rectangle // a circle // a triangle

- ◆ Draw one or two shapes in the air. Ask students **Can you guess this shape?** and elicit **It's [a circle]**. Organise students into pairs, and tell them to draw shapes for their partner. Tell them to take turns to draw and guess the shapes.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 17 of your **Classbook** and say **Look at the pictures**. Point to the picture of the man and ask **Who is this?** Elicit **Sinan (bin Abd Al-Mannan)**. Ask if

students have found out any information about Sinan, and if they have, encourage them to share what they know with the class. Elicit that Sinan designed the mosques in the pictures.

### Step 2

- ◆ Ask students what a person who designs buildings is called. Elicit **an architect**. They may remember this word from previous grades in the *English for Me* course. Write **architect** on the board. Ask students if they know what a person who designs bridges is called. Elicit **an engineer**. Write **engineer** on the board.

Students already know 'engineer', but not specifically in relation to building bridges.

### Step 3

- ◆ Discuss with students the kinds of skills needed to do these jobs. Accept all reasonable answers, and write a list on the board. Direct students to the pictures at the bottom of the page as these may give them some ideas.

## Task 2 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to match each skill listed in the box to the corresponding picture of Sinan. Tell students to check their work with their group, then elicit the answers.

### Answers:

- measuring
- understanding patterns
- drawing

### Step 2

- ◆ Ask students to think about these skills as well as those you have already written on the board. Tell them to write out the list of skills in their exercise books, and to put a tick (✓) or a cross (✗) against each one depending upon whether or not they think they have it. Get them to compare their list with a partner.

## Task 3 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 19 of your **Skills Book** and read the rubric and instruction text. Check their understanding of the task. They are going to hear a short biography

about the life and work of Sinan. As they listen, they should decide which is the correct statement from each group of three choices, and tick it. Before they listen, give students a few minutes to read the questions to themselves. Play **Listening 2.10** straight through.

### Listening Transcript 2.10

Radio programme

*(sfx: Turkish music)*

Host:

Good afternoon. I'm glad you can join me today as we continue our series of programmes about great architects in history. Today we will look at the life and work of a great architect - Sinan bin Abd al-Mannan.

*(sfx: more music)*

Sinan bin Abd al-Mannan was a famous Turkish architect. He was known as Mimar Sinan. Mimar means architect.

He was born in about 1490 in a small village in Turkey.

His father was a carpenter and builder.

When he was little, he liked watching his father making things. He loved learning how to use his father's tools.

When Sinan was 22 he joined the Sultan's army. He was a good soldier and he was also good at building bridges, roads and walls for the army. He enjoyed building these things, but he really wanted to build something beautiful.

In 1538 the Sultan made Sinan his Chief Royal Architect.

The first building that the Sultan asked Sinan to design was a mosque as a gift for his wife. The Sultan's wife loved it.

*(sfx: more music)*

Probably Sinan's most famous building is the Suleiman mosque built for the Sultan. The mosque has a big dome, which is 53 metres high. It is surrounded by nearly 550 smaller

domes each with gold crests on top. There are four minarets.

Sinan loved making the insides of his mosques beautiful. Many of them have mihrabs decorated with wonderful tiles in blue, red, green and white. The tiles were made with many different designs, including flower and leaf designs, geometric patterns as well as writings from the Quran.

*(sfx: more music)*

Sinan built more than 400 buildings including mosques, palaces, and other buildings such as schools and hospitals. Sinan built a system to carry water in Istanbul called aqueducts. He made Istanbul one of the most beautiful cities in the world.

When Sinan was 80 he started to build one of his most important buildings – the Sultan Selim Mosque near the border of Greece and Bulgaria.

Sinan died in 1588. He was nearly 100 years old.

### Step 2

- ◆ Tell students to discuss their answers with their group, then play **Listening 2.10** again so that they can check their work. Elicit the answers.

### Answers:

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

### Step 3

- ◆ Ask students to tell you what way of understanding Sinan represents. Refer them to the pictures on page 18 of their Skills Books. Encourage them to suggest **Visual**. Explain that Sinan drew pictures, and drawing pictures is related to visual skills.

### Homework

- ◆ Remind students to learn the spellings of the names of the nine school subjects you gave them in Lesson 2. Say you will be checking these later in the unit.

English, Maths, Arabic, Music, Sport, Art, Science,

## Islamic Studies, Social Studies

## At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed up to this point in the unit.

## For the next lesson

- ◆ In the next lesson, students will be practising handwriting. You may like to prepare photocopies of a piece of text they could copy – one copy for each student.

## Lesson 7

## In this lesson, students will

- name, draw and guess shapes
- practise their handwriting
- identify what is wrong with examples of handwriting
- consider ways to improve their handwriting

## Target Language

- The letter is [back to front].
- The letter isn't [on the line].
- Are all the letters [the correct size]?
- Are all the letters [correctly spaced]?


## Vocabulary

handwriting; capital letter; height; space; size

## Before this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 6.

## Warm-up (5 minutes)

 This Warm-up follows the same procedure as the Warm-up for Lesson 6, but the order of the shapes in the listening text is different.

- ◆ Tell students they are going to hear the names of some shapes. As they hear each name, they should draw the shape in the air but not say its name aloud. Play **Listening 2.11** and pause after the first shape has been named. After students have drawn it in the air, ask a volunteer to come and draw the shape on the board. Ask **What's this shape?** And elicit **It's [a triangle]**. Repeat the procedure with the other three shapes.

## Listening Transcript 2.11

a triangle // a square // a circle // a rectangle

- ◆ Draw one or two shapes in the air. Ask students **Can you guess this shape?** and elicit **It's [a circle]**. Organise students into pairs, and tell them to draw shapes for their partner. Tell them to take turns to draw and guess the shapes.

## Task 1 (10 minutes)

## Step 1

- ◆ Tell students to **Look at Activity 1 on page 20 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the

words printed on his chest – **YOUR WRITING**. Read the word on the strip coming out of Robby's head – **Handwriting**. Tell students to read the rubric and information text and check their understanding of the task. They have to identify what is wrong with each example of handwriting and circle the error. They then match the error to the correct statement about the problem.

### Step 2

- ◆ Ask students to **Look at handwriting no 1** and ask **What's wrong with this handwriting?** Elicit that the middle letter **d** is back to front so that it looks like the letter **b**. Write the letter **d** backwards on the board to illustrate this. Point out the matching statement – **c. the letter is back to front** – and show that the number **1** has been written in the box after this statement.

### Step 3

- ◆ Tell students to work through the remaining six examples of handwriting in the same way. They should write the number of each piece of handwriting in the box after the matching statement. Tell students to check their ideas in their groups, then do a class check. Write the letters **a - g** down the board, elicit the corresponding number and write it beside each letter.


#### Answers:

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

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to write the letters or words on the writing lines, according to each instruction. Remind students that they shouldn't press too hard with their pencils as this will slow their writing down. You may also want to check students' pen grip and posture as they are engaged in this activity.

 For more information about writing posture, pen grip and paper position, refer to pages x-xi of the Introduction of this Teacher's Book.

### Step 2

- ◆ Tell students to **Look at Activity 3 on page 21 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to refer to the handwriting they did in Activity 2 and check it against the ideas listed in Activity 3, for example, **Are all the letters the correct size?** Tell students that if they find mistakes in their handwriting, they should make the necessary changes.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at your writing** and decide what they think of it. Tell them to tick (✓) one of the statements listed in the centre of the page - **very good, good, OK, not very good, bad** - and to think about what they need to do to improve their handwriting. Ask students to show their writing to a partner. What do they think of their partner's writing? What does their partner think of their writing?

### Step 2

- ◆ Ask students to tell you what problems they have with their handwriting, and encourage them to suggest ways of improving it. Finally, tell them to write out a short sentence about themselves in the space at the bottom of page 21. As they write out the sentence, they should focus on all the ideas for improving their handwriting which they encountered in Activities 1, 2 and 3.

 This activity provides an opportunity for you to assess how well students have understood what they have learned in Activities 1, 2 and 3.

### Homework



- ◆ Tell students that you want them to practise their handwriting. Give them some sentences or a short text to copy out. You can either give them photocopies of material which you have already prepared, or alternatively, tell them to copy out the first paragraph of the e-mail on page 17 of their Skills Books. However, tell them **NOT** to copy out the whole e-mail as this will take too long. They should do their writing on a separate piece of paper, and put this into their portfolios.

- ◆ Ask students if possible, to find out any information they can about Alfred Einstein, the famous scientist, in preparation for Lesson 8.

**At the end of this lesson**

- ◆ Collect students' Skills Books so you can check the work they have completed on pages 20 and 21.

**For the next lesson**

- ◆ You will need to prepare six of the school subject word cards from SET A from the photocopiable pages at the back of this Teacher's Book for the Warm-up of the next lesson. You will need a card for each of the following subjects: **Maths, Arabic, Sport, Art, Science, Music.**
- ◆ You will also need to prepare Einstein's Biography Cards for Task 3 of the next lesson. You will need one set of cards for each group of six students.

## Lesson 8

**YOU WILL NEED:**

- SIX OF THE SCHOOL SUBJECT WORD CARDS FROM SET A FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK FOR EACH OF THE FOLLOWING SUBJECTS - Maths, Arabic, Sport, Art, Science, Music
- EINSTEIN'S BIOGRAPHY CARDS - one set of cards for each group of six students

**In this lesson, students will:**

- play a listening game about school subjects
- learn about a famous scientist
- read and talk about Einstein's biography
- order events into a time sequence

**Target Language**

- Einstein was born.
- Einstein started school.
- Alfred Nobel was a Swedish scientist.
- He invented dynamite.

**Vocabulary**

biography; scientist; dynamite; Nobel prize; award

**At the beginning of this lesson**

- ◆ Return students' Skills Books which you collected at the end of Lesson 7.

### Warm-up (5 minutes)

- ◆ Ask students to tell you, in English, the names of the subjects they study at school. Elicit as many names as possible.
- ◆ Organise students into six groups. Give each group a school subject word card from SET A. Tell them they are going to hear some school subjects named. When they hear the subject on their group's word card, they should put their left hand on their head. When they hear **English** they should put their right hand on their left ear. Play **Listening 2.12**, pausing after each subject is named.

**Listening Transcript 2.12**

Maths	Arabic
Sport	Art
English	Science
Music	

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 18 of your Classbook**. Point to the picture and ask **Who is this man?** Elicit **(Alfred) Einstein**. Tell students to read the rubric and instruction text. Ask if they have found out any information about Einstein, and if they have, encourage them to share what they know with the class. Students may remember that they read about Einstein in Beth's e-mail earlier in the unit (Skills Book, page 17, Activity 1).

### Step 2

- ◆ Show students the picture of the stick of dynamite at the bottom of page 18 and ask them to read the information inside. Discuss the Nobel Prize briefly.

**Nobel prizes were established after the death of the Swedish industrialist, Alfred Nobel, in 1895. Annual prizes are awarded for service to humanity in the fields of physics, chemistry, medicine, literature, economics and peace. Nobel prizes are regarded as the most prestigious awards in their fields. Everyone who receives a prize gets a gold medal, a diploma and a sum of money. A prize may not be shared among more than three people.**

Source: [http://en.wikipedia.org/wiki/Nobel\\_Prize](http://en.wikipedia.org/wiki/Nobel_Prize)

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students that Einstein was probably the most important scientist of the twentieth century, and that they are going to do a group activity to find out more about his life.

### Step 2

- ◆ Tell students to **Look at Activity 2** and read the rubric and information text. Check their understanding of the task. Organise students into groups of six. Distribute one set of **Einstein's Biography Cards** to each group and tell them to give each group member one card. Tell students that they should read the information on their card and, in particular, take note of any years given. They should then tell the others in their group what happened to Einstein during a particular year in his life. The task of each group is to listen and put the dates in a logical sequence and to say briefly what happened to Einstein at these times. Each group may want to make notes regarding the sequence.



Emphasise that students should tell the information to the others in their group and not simply hand over the cards for the others to read.

## Task 3 (10 minutes)

### Step 1

- ◆ When you feel that students have had sufficient time, tell them to **Look at cut-out page B on page 117 of your Skills Book**. Tell them to **Cut out the page carefully**. Say that they should discuss their ideas and then complete the chronological chart of events in Einstein's life. They should write each event beside the corresponding date. The events are listed below the chart.

### Step 2

- ◆ Do a whole class check. Quickly write the dates on the board and elicit what event happened to Einstein at each point in time.

### Answers:

- 1879 Einstein was born.
- 1886 Einstein started school.
- 1895 Einstein left Germany for Switzerland.
- 1901 Einstein became a teacher.
- 1921 Einstein won the Nobel Prize for Physics.
- 1955 Einstein died.

### Step 3

- ◆ Ask students to tell you what way of understanding Einstein represents. Refer them to the pictures on page 18 of their Skills Books. Encourage them to suggest **Mathematical / Logical**. Explain that Einstein used logic to solve problems, and that this is related to mathematical skills.

### Homework

- ◆ Ask students, if possible, to find out any information they can about Mozart, the famous composer, in preparation for Lesson 9.

### For the next lesson

- ◆ You will need to prepare a set of the musical instrument picture cards from the photocopiable pages at the back of this Teacher's Book. You will need one card for each instrument.
- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 22, Activity 3 for Task 4 of the next lesson.



## Lesson 9

### YOU WILL NEED:

- AN OHT FOR THE CLASS CHECK IN SKILLS BOOK, PAGE 22, ACTIVITY 3 (optional)

### In this lesson, students will:

- play a listening game about musical instruments
- learn about a famous composer
- listen for specific information
- understand and use the concept of syllables

### Vocabulary

musician; concert; musical instrument; piano; drum; violin; bagpipes; mizmar; guitar; flute; syllable

## Warm-up (5 minutes)

- ◆ Organise students into seven groups. Give each group a picture of a musical instrument from the photocopiable section at the back of this Teacher's Book. (The names of the instruments are written under the pictures.) Tell students they are going to hear some musical instruments played. If they hear their instrument played, everyone in the group must hold up a pencil in their left hand. Check that students understand the response they have to make. Play **Listening 2.13**, pausing after each instrument has been played.

**Make sure students check with each other in the group before holding up their pencils. This is not a standard listening activity and they may hear things differently. All the musical instruments and their sounds are recycled from Grade 5.**

### Listening Transcript 2.13

[sfx: piano] // a piano  
 [sfx: drum] // a drum  
 [sfx: violin] // a violin  
 [sfx: bagpipes] // the bagpipes  
 [sfx: mizmar] // a mizmar  
 [sfx: guitar] // a guitar  
 [sfx: flute] // a flute

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 19 of**

**your Classbook** and read the rubric and instruction text. Check their understanding of the task. Tell them you are going to play a piece of music. Play **Listening 2.14** straight through.

### Listening Transcript 2.14

[music: part of a Mozart piano piece]

### Step 2

- ◆ Ask the questions at the top of page 19 of the Classbook. Find out if students have heard this kind of music before. They may have heard something similar on local television or radio, as the Royal Oman Symphony Orchestra (ROSO) is regularly featured. Some students may even have played this kind of music themselves. Ask if students know who wrote this piece of music. Again, it is possible that students or their relatives may be musical and know this information.

### Step 3

- ◆ Tell students to **Look at the picture in the centre of the page** and ask **Who's this man?** Elicit or tell students that his name was Mozart. Ask students if they have found out any information about **Mozart**, and if they have, encourage them to share it with the class.

### Step 4

- ◆ Tell students to read the instruction text at the bottom left of the page. Check their understanding of the task. They are going to hear a boy called Paul telling his friends some information he has found out about Mozart for a school project. Tell students to listen for the names of the musical instruments that Mozart could play when he was a young child. Play **Listening 2.15** straight through.

### Listening Transcript 2.15

OK, I've found out some information about Mozart for our project, so here's what I know:

[sfx paper shuffling]

Mozart was an amazing musician. He was born in Austria in 1756. He could play the piano when he was only three, and by the age of six he could also play the violin. When Mozart was only six years old, he travelled all over Europe with his father playing in concerts. He

even played for kings and queens. Mozart started writing music when he was very young. He wrote lots of different pieces of music and became very famous. Today, Mozart's music is still played by people all over the world.

### Step 5

- ◆ Ask students to check their ideas in their groups, then do a whole class check. Play **Listening 2.15** once more, pausing after the instruments are named so that students can confirm their ideas.

### Answers:

piano, violin

- ◆ Ask students to tell you what way of understanding Mozart represents. Refer them to the pictures on page 18 of their Skills Books. Encourage them to suggest **Musical / Rhythmic**. Mozart played musical instruments and wrote music.

## Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 1** on page 22 of your Skills Book. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the word on the strip coming out of Robby's head – **Syllables** – and the words in the drum – **verbs, adjectives, syllables, nouns**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to choose one of the words in the drum and use it to complete the sentence. Elicit **syllables** and write it on the board.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and information text. Remind them that in Grade 6, they learned how many syllables there are in the word **syllable**. Write **syllable** on the board. Say the word slowly and ask students to say it with you. Now ask them to say the word again and clap out the syllables with you:

syl / la / ble  
clap / clap / clap

- ◆ Ask students how many syllables there are in the word **syllable** and elicit **three**. Mark the syllables in the word and write the number **3** above the word.

3  
■ ■ ■  
syl | la | ble

### Step 2

- ◆ Tell students they are going to hear the names of four musical instruments. As they listen, they should write the number of syllables in each word in the check box under each picture. Point to the first word – **guitar** – which has been done as an example (2 syllables). Play **Listening 2.16**, pausing after each word. Elicit the number of syllables, then play each word again for students to confirm their ideas. Get students to say the word with you. Repeat the procedure for all four words.

### Listening Transcript 2.16

guitar // guitar  
piano // piano  
mizmar // mizmar  
drum // drum

### Answers:


guitar      2 syllables  
piano      3 syllables  
mizmar     2 syllables  
drum      1 syllable

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Tell them to work with a partner to decide how many syllables there are in each word in the song. One student should say a word, while their partner listens carefully for the number of syllables. They should write the number of syllables under each word.

 This vocabulary was first introduced in Grade 2 and has been recycled throughout Grades 3 - 6.

 This activity provides an opportunity to assess how well students have understood the concept of how words can be broken down into syllables.

### Step 2

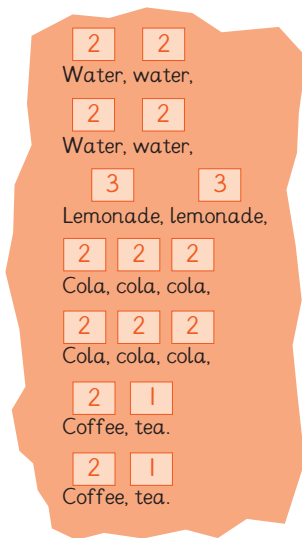
- ◆ When students have finished, tell them they are going to hear the song and they should check their ideas as they listen. Play **Songs and Rhymes 2.2** straight through.

### Songs and Rhymes Transcript 2.2 The Drinks Song

Water, Water,  
Water, Water,  
Lemonade, Lemonade,  
Cola, Cola, Cola,  
Cola, Cola, Cola,  
Coffee, Tea.  
Coffee, Tea.

#### Step 3

- ◆ The song is played twice more in sections. Play it again, and do a whole class check. Write the number of syllables above each word on the board, or use the OHT you have already prepared. The completed song should look like this:



### Optional Activity

- ◆ Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the piece of music at the bottom right of page 19 of the Classbook. Remind students that they can do these extra activity tasks whenever they finish early, or in their free time.

#### Homework

- ◆ Remind students to learn the spellings of the names of the nine school subjects you gave them in Lesson 2. Say you will be checking these later in the unit.

English, Maths, Arabic, Music, Sport, Art, Science,  
Islamic Studies, Social Studies

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 23, Activity 1 for Task 2 of the next lesson.

## Lesson 10

#### YOU WILL NEED:

- AN OHT OF THE CLASS CHECK FOR SKILLS BOOK, PAGE 23, ACTIVITY 1 (optional)

#### In this lesson, students will:

- find specific information in a reading text
- identify errors in sentences
- write sentences about Al Farahidi
- consider and discuss shape poems

#### Target Language

- What did Al-Farahidi enjoy studying?
- What did Al-Farahidi love?

#### Vocabulary

expert; vowel; rhythm; organize; shape poem

### Task 1 (10 minutes)

#### Step 1

- ◆ Ask students to **Look at Activity 1 on page 20 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to read the three questions, and find the answers in Maha's e-mail. Encourage students to identify the key words in the questions which will direct them to the answers. After they have finished, do a whole class check and elicit the answers.

#### Key words:

1. history of Arabic
2. Al-Farahidi . . . studying
3. Al-Farahidi . . . love

#### Answers:

1. Yes [she does].
2. Arabic.
3. Poetry.

#### Step 2

- ◆ Ask students to tell you what else they know about Al-Farahidi. (They have already studied his work in Arabic and in Social Studies.)

### Task 2 (10 minutes)

#### Step 1

- ◆ Ask students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read Beth's notes, then find the correct information in

Maha's e-mail. They have to write out the sentences with the correct information on the writing lines in Skills Book, page 23, Activity 1. You may want to encourage students to work in pairs for this activity.

### Step 2

- ◆ Do a whole class check and elicit the answers. Write them on the board, or show them on the OHT you have already prepared.


#### Answers:

1. Al-Farahidi was born [in Batinah] in Oman.
2. He was one of the most important people to write about **the Arabic language**.
3. Al-Farahidi wrote the first **Arabic** dictionary.
4. He **didn't** organise the words in the dictionary in alphabetical order.
5. He invented the system for writing **vowels** in Arabic.

### Step 3

- ◆ When students have checked their work, tell them to check their handwriting. Ask them to consider all the things they looked at in the handwriting activities on pages 20 and 21 of their Skills Books.
- ◆ Ask students to tell you what way of understanding Al-Farahidi represents. Refer them to the pictures on page 18 of their Skills Books. Encourage them to suggest **Verbal / Linguistic**.

## Task 3 (5 minutes)

 This task should be done as a very short activity. The main idea is to show students how shapes can be used to represent the subject of a poem. It is NOT necessary to ask students to read the poems on page 21 of their Skills Books in detail, as there will not be enough time in class.

### Step 1

- ◆ Ask students **What did Al-Farahidi love?** and elicit **poetry**. Remind students that he was famous for writing about the rhythm in Arabic poetry, and that the sound of the words and lines was very important. Tell students that they are now going to look at another type of poem.

### Step 2

- ◆ Tell students to **Look at Activity 1 on page 21 of your Classbook** and read the rubric and instruction text. Check their understanding of the

task. Say **Look at the pictures** and ask **What do we call these kind of poems?** Elicit **shape poems**. Point out how the shape of the poem is related to the subject. For example, the first poem is called **My ways of understanding**, and is represented by thought bubbles emanating from the brain. The second poem is about **snakes**, and is in the shape of a snake. The shape of each poem helps us to understand its topic or meaning.

## Task 4 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 23 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task, and guide them orally through the four steps of writing their own shape poems. Tell them that you don't want them to write their poems now, but you do want them to start thinking about them. Show them the example of the umbrella, which has been used for a shape poem about rain.

### Step 2

- ◆ Tell students to discuss their ideas for suitable topics and shapes in their groups. Elicit a few ideas and write them on the board.

#### Homework:

- ◆ Tell students to make a draft of their shape poems. They should do this on a piece of paper and bring it to the next lesson.

#### For the next lesson:

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 24, Activity 2 for Task 3 of the next lesson.

## Lesson 11

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 24, ACTIVITY 2 (optional)
- SCISSORS

### In this lesson, students will:

- draw and write shape poems
- revise parts of speech
- match parts of speech with definitions
- categorise words according to their parts of speech

### Vocabulary

*Parts of speech:* noun; verb; adjective; adverb

students to read the rubric and instruction text and check their understanding of the task. They have to match each part of speech in the picture of the book with the correct definition.

Students have been working with definitions of the different parts of speech since Grade 5, so they should be able to do this activity quickly.

### Step 2

- ◆ Do a whole class check. Write the numbers 1 - 4 down the board and elicit the answers. Write each answer beside the corresponding number.

### Answers:

1. nouns
2. adjectives
3. verbs
4. adverbs

## Task 1 (15 minutes)

### Step 1

- ◆ Tell students to get out their ideas for their shape poems and to show them to their group. Circulate around the classroom offering guidance and support. After students have had a few minutes to exchange ideas, tell them to **Look at Activity 2 on page 23 of your Skills Book** and read the instruction text at the bottom of the page.

### Step 2

- ◆ Tell students to **Look at cut-out page 5 on page 89 of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**. Give students time to draw and write their shape poems. When they have finished, ask them to exchange their work with a partner and make suggestions for any changes or corrections. If time allows, ask a few volunteers to read their poems. Collect the poems.

When you have finished looking at the poems yourself, you may want to organise a class display.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 24 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the words on the strip coming out of Robby's head – **Nouns, verbs, adjectives and adverbs**. Tell

## Task 3 (10 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to categorise the words in the box into different parts of speech. Give students time to categorise the words, then draw four columns on the board and write **nouns, verbs, adjectives, adverbs** at the top of each. Alternatively, use the OHT you have already prepared. Elicit the answers from different groups and write them into the appropriate column.

### Answers:

<b>nouns</b>	<b>adjectives</b>
Science	clever
snake	silly
calculator	old
book	interesting
<b>verbs</b>	<b>adverbs</b>
write	quickly
draw	quietly
listen	carefully
play	slowly

### Homework

- ◆ Choose six words from this unit - two verbs, two adjectives and two adverbs. Write these words on the board for students to copy into their exercise books. Tell students to learn to spell the six words. Remind them of the 'look, cover, write, check' method and encourage them

to use it. Say you will be checking these spellings at the end of the unit.

- ◆ Tell students to read the biographies of the four famous people on pages 22 and 23 of their Classbooks in preparation for Lesson 12. They do not have to understand every word of the texts, but they should try and get a general sense of the meaning. If students have time, they can also try and find out information about some or all of these people.

## Lesson 12

In this lesson, students will:

- read biographies of four famous people
- match the biographies with ways of understanding
- create titles for book covers
- do research about a famous person

**Vocabulary**

biography(ies); create; book cover

### Task 1 (15 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 1 on pages 22 and 23 of your Classbook** Say **Look at the pictures** and ask **Do you know these people?** Elicit any information that students know.

#### Step 2

- ◆ Ask students if they can remember any of the different ways of understanding they have learned about so far. They may be able to remember **Visual** (Sinan), **Logical/mathematical** (Einstein), **Musical** (Mozart), and **Verbal/linguistic** (Al-Farahidi). Tell students they are now going to learn about four people who represent the other four ways of understanding – **Interpersonal, Intrapersonal, Bodily / Movement and Naturalist**.

#### Step 3

- ◆ Ask students to read the rubric and instruction text. Check their understanding of the task. They have to match each reading text with one of the ways of learning at the bottom of page 23. Remind students they do not have to understand every word in the texts. Also, tell them to look back to page 16 of their Classbooks to remind themselves of the meaning of these four ways of learning. Circulate around the classroom offering guidance and support.

**A** This activity provides an opportunity to assess how well students have understood the concept of the different ways of understanding. However, it is a very challenging activity so students will need a lot of help.

#### Step 4

- ◆ Write the numbers 1 - 4 down the board. Elicit the name of the person who matches number 1 – **bodily / movement** (d – Muhammed Ali). Tell

students they are going to hear the answers, so that they can check their work. Play **Listening 2.17**.

The purpose of this listening is to allow students to hear the pronunciation of the people's names as well as checking whether their answers are right.

#### Listening Transcript 2.17

1. d // Muhammad Ali
2. a // Mohandas Gandhi
3. b // Helen Keller
4. c // Jane Goodall

### Task 2 (5 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 1 on page 24 of your Classbook**. Say **Look at the pictures** and ask **What can you see?** Elicit **book covers**. Ask students if they can name the people in the pictures.

#### Step 2

- ◆ Tell students to read the rubric and instruction text. Explain the meaning of **biographies** and check their understanding of the task. Students have to match the four book covers to the names in the book at the top. Tell students to check their ideas in their groups, then elicit the answers and write them on the board.

#### Answers:

- a. 1. Einstein
- b. 2. Al-Farahidi
- c. 3. Sinan
- d. 4. Mozart

### Task 3 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding in the usual way. Make sure they understand the meaning of **create**.

#### Step 2

- ◆ Tell students to **Look at page 25 of your Skills Book**. Tell them to work in groups, and think of a title for each of the books on page 24 of their Classbooks. Elicit a few ideas for each title and write them on the board. Encourage students to be creative in their ideas and not just write the name of the person.

They should write each title they create on the writing line provided beside the corresponding letter in the Skills Book activity.

### Task 4 (Optional)

This task is not very important, so spend as little time on it as possible or omit it altogether if you wish. It will take students a long time to go back and forth between pages 17 and 25, and then write the names of the people.

- ◆ Ask students to **Look at Activity 2 on page 25 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Encourage students to search through the unit and find someone who represents a particular way of understanding, then write that person's name in the appropriate place in the frieze on page 17 of the Skills Book.

#### Homework (5 minutes)

- ◆ Tell students to choose a famous person they would like to know more about. The person can be alive or dead. Explain they are going to write a short paragraph about this person.
- ◆ Write the following questions on the board, and tell students to copy them into their exercise books. Add other questions of your own.
  - Who have you decided to write about?
  - Why did you choose him/her?
  - Where and when was he/ she born?
  - What is his/ her famous work or achievements?
- ◆ Tell students to find the answers to the questions from books, magazines or the Internet. They should write their answers in their exercise books, in complete sentences if possible. Tell them to bring their information to the next lesson, along with any pictures of the person or their achievements.

#### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 22 to 25.

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 26, Activity 2 for Task 4 of the next lesson.

## Lesson 13

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 26, ACTIVITY 2 (optional)
- SCISSORS

### In this lesson, students will:

- match book reviews and book covers
- consider verbs of like and dislike and formulate a rule
- design a book cover about a famous person
- write a paragraph about a famous person

### Target Language

- I hate [working alone].
- I enjoy [Art].
- I love [playing the piano].
- I don't like [poetry].

### Vocabulary

Verbs of like and dislike: like; dislike; love; hate; enjoy

Other language: book review

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 12.

## Task 1 (15 minutes)

### Step 1

- ◆ Tell students to get out their exercise books with the sentences they wrote for homework about the famous person they have chosen. Take one student's work as an example. Build up a paragraph on the board using this student's answers. This paragraph can serve as a model for other students to write their own paragraphs.

### Step 2

- ◆ Tell students to **Look at Activity 3 on page 25 of your Skills Book**. Read the information, and check their understanding of the task. Tell students to **Look at cut-out page 6 on page 87 of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**.

### Step 3



- ◆ Explain to students that for homework, they are going to design a book cover for a book about their famous person. They are going to do this on the page they have just cut out. They should

write the famous person's name in the space at the top, and do a drawing or stick a picture related to the person underneath. Tell them to write out their paragraph about their person on the back of the book cover design page. They should put this page with the book design on one side, and their paragraph on the other side, into their portfolios.

## Task 2 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 25 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to match the four book reviews with the book covers on page 24 of their Classbooks.



Emphasise to students that this should be a very quick task. They should NOT read every word of the book reviews. They just need to scan each review quickly to find the name of the person, then find the corresponding book cover on page 24.

### Step 2

- ◆ Write the letters **a – d** down the board. Do a whole class check and elicit the answers. Write the name of the person beside the corresponding letter of the book cover.

### Answers:

- Review **a** – book **a**, Einstein
- Review **b** – book **c**, Sinan
- Review **c** – book **b**, Al-Farahidi
- Review **d** – book **d**, Mozart

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 26 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **Verbs of like and dislike**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to read the three sentences and match them to the men in the pictures.

### Answers:

1. a (Al-Farahidi)
2. c (Sinan)
3. b (Einstein)



**Step 2**

- ◆ Tell students to read the instruction text under the three sentences. Check their understanding of the task. They have to underline the word which follows the verb of like or dislike in each sentence. Ask **What kind of word follows the verb?** Elicit the answers and write them on the board.

**Answers:**

1. poetry - noun. (The verb of like or dislike is **loved**).
2. designing - verb. (The verb of like or dislike is **liked**).
3. writing - verb. (The verb of like or dislike is **didn't like**).

**Task 4 (10 minutes)****Step 1**

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to identify the verb of **like** or **dislike** in each sentence, and underline the word that follows it. Tell students to check their answers with their group, then do a whole class check and elicit the answers. Write them on the board, or use the OHT you have already prepared.

**Answers:**

1. working - verb. (The verb of like or dislike is **hate**).
2. Art - noun. (The verb of like or dislike is **enjoy**).
3. playing - verb. (The verb of like or dislike is **love**).
4. poetry - noun. (The verb of like or dislike is **don't like**).
5. working - verb. (The verb of like or dislike is **like**).
6. playing - verb. (The verb of like or dislike is **don't like**).
7. Maths - noun. (The verb of like or dislike is **love**).
8. spiders - noun. (The verb of like or dislike is **hate**).

**Step 2**

- ◆ Ask **What two types of words come after verbs of like and dislike?** Read the rule beside Robby's hand to the class and tell students to complete it. Pause before each gap and elicit the missing word.

The verbs **like, love, enjoy** and **hate** are followed by a **noun** or another **verb** ending in **-ing**.

**Homework**

- ◆ Tell students to make their book cover design and write out their paragraph about their famous person as described in Task 1. They should put these into their portfolios.

- ◆ Remind students to learn the spellings of the names of the nine school subjects you gave them in Lesson 2. Say you will be checking these in the next lesson.

English, Maths, Arabic, Music, Sport, Art, Science, Islamic Studies, Social Studies

**At the end of this lesson**

- ◆ You will need to prepare **Great Thinkers Check Sheet 1** from the photocopiable pages at the back of this Teacher's Book – one check sheet for each group.
- ◆ If you have access to an OHP, you may want to prepare an OHT of **Great Thinkers Check Sheet 1** for the Warm-up of the next lesson.

## Lesson 14

### YOU WILL NEED:

- GREAT THINKERS POSTER
- BLU-TAC
- GREAT THINKERS CHECK SHEET FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one check sheet for each student
- AN OHT OF THE GREAT THINKERS CHECK SHEET (optional)
- SCISSORS
- COLOURED PENCILS

### In this lesson, students will:

- do a reading race
- do a spelling test
- compare book cover designs
- create their own learning profile

### Vocabulary

learning profile

## Warm-up (5 minutes)

- ◆ Give each group a copy of the **Great Thinkers Check Sheet** from the photocopiable pages at the back of this Teacher's Book. Tell students they are going to do a reading race. They have to find the answers to the questions in the 'Great Thinkers' poster, and write the answer next to each question on the check sheet. Make sure they understand that each student in the group must take it in turns to come to the poster to find the answers, and that only one student from the group can come to the poster at a time. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ◆ Do a whole class check. Check the answers of the group who finished first on your OHT check sheet, or orally by pointing at the poster as they read out the answers. Get the rest of the groups to check their answers.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students you are going to check the spellings of the names of the nine school subjects you gave them in Lesson 2.

English, Maths, Arabic, Music, Sport, Art, Science, Islamic Studies, Social Studies

### Step 2

- ◆ Tell students to **Look at page 28 of your Skills Book** and show them the writing lines. Say they are going to hear the words, and they must write them on the first nine writing lines. Play **Listening 2.18**, pausing after each word to give students time to write.

### Listening Transcript 2.18

Arabic  
Maths  
Art  
Islamic Studies  
English  
Social Studies  
Sport  
Science  
Music

### Step 3

- ◆ Do a whole class check and elicit the spellings from volunteers. Make sure that students check their work, and make any necessary corrections.

## Task 2 (5 minutes)

- ◆ Ask students to take their book cover designs out of their portfolios and show them to the rest of their group. Circulate around the classroom looking at the designs.



You may want to collect the book cover designs to organise a classroom display.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at page 27 of your Skills Book**. Show them the words printed down the side of the page - **LEARNING JOURNAL** - and say that they are going to learn about learning journals in this lesson.

### Step 2

- ◆ Ask students to read the rubric for Activity 1 and check their understanding of the task. Make sure they understand that they have to read the text silently, and then think about the ideas they have read. When students have had enough time to read the text, discuss the ideas it contains with the class.

**Step 3**

- ◆ Ask students if they remember the names of the famous people they learnt about in this unit. Remind the class that all these people were famous for very different reasons, but all of them made significant contributions to our world. Elicit the names and write them on the board.

**Task 4 (5 minutes)**

Explain the following task to students in class and make sure they understand what they have to do. Tell them to complete the task for homework as there will be no time in class.

**Step 1**

- ◆ Ask students to **Look at Activity 2** and read the rubric and information text. Go through the ideas in the text, then ask students to **Look at cut-out page 7 on page 85 of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**.

**Step 2**

- ◆ Make sure that students understand the ideas contained on the cut-out page, and tell them to complete the learning profile about themselves. Show them how there are eight sections in the oval, which correspond to the eight ways of understanding they have studied in the unit. Point out the numbers and words at the bottom of the page. Tell students to select five colours and colour in the five numbered boxes, using a different colour for each box.

**Step 3**

- ◆ When students have finished, explain that the colours they have chosen match the words written next to the numbers. For example, if they have coloured box number 5 in blue, this means that anything coloured blue is **very strong**. Tell them to look at each of the eight sections of the profile, and decide if they are **very strong, strong, quite good, not very good** or **weak** in that particular way of understanding. They should colour in the section in the corresponding colour they have chosen, and repeat this for the other sections.

**Homework**

Tell students to complete colouring their profiles, and put their completed profiles into their portfolios.

- ◆ Remind students they should be learning the spellings of the six words – two adjectives, two verbs and two adverbs – you gave them in Lesson 11. Say you will be checking these words in the next lesson.

**At the end of this lesson**

- ◆ Collect students' book designs in order to make a classroom display.

## Lesson 15

In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?

Before this lesson

- ◆ Create a display of students' book designs.

### Warm-up (5 minutes)

- ◆ Give students a few minutes to look at the book designs.

### Task 1 (10 minutes)

This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.

Step 1

- ◆ Tell students to **Look at pages 28 and 29 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines**.

Step 2

- ◆ Tell students to **Look at Activity 1 on page 28**. Point to the five faces of Robby the Robot and say **Look at the faces**. Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you understand and talk about different ways of understanding?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**
- ◆ Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement

and ask them to **Write the number of the face in the diamond**. Repeat the procedure with the other four statements. Circulate around the classroom offering guidance and support.

### Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 2**. Remind them that this is where they write the words which they have learned to spell. Read out the six words which you gave them to learn in Lesson 11 – two adjectives, two verbs and two adverbs. Tell them to write the words they have learned on the writing lines. Remind them they are to write the words from memory, and not to look at them or copy them. Elicit the spellings, and write the words on the board for students to check.

### Task 3 (10 minutes)

Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.

Step 1

- ◆ Ask students to **Look at Activity 3 on page 29**. Read the first statement – **These are some things I've learned about this topic**. Get students to discuss in their groups what they think they have learned in Unit 2. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.
- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic**. Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

Step 2

- ◆ Tell students to **Look at Activity 4**. Ask them to read the two statements and then look back through Unit 2 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may want to write useful vocabulary on the board as they

suggest their ideas. This will provide support when students write their responses to the statements.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

### Step 2

- ◆ Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

### For the next lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and the spellings they wrote for Lesson 15, Activity 2.

## Unit 3 Exciting environments

### Students will learn how to:

- Understand and talk about different environments
- Ask and answer questions giving factual information about different environments
- Understand and use 'Wh-' question words to ask for factual information about the environment
- Make comparisons about different animals and plants
- Read and understand factual texts about the environment for specific information
- Listen to oral texts about the environment containing factual information for specific information and general understanding
- Write a haiku
- Write a factual report about an animal or plant
- Talk about how to study

### Main language

- Is North America near the equator? No, it isn't.  
Is South America near the equator? Yes it is.
- Are there any rainforests in Europe? No, there aren't.  
Are there any deserts in Oman? Yes, there are.
- What are deserts like?
- Where are deserts?
- What is the weather like?
- What animals live in the desert?
- What plants grow in the desert?
- What people live in the desert?
- A komodo dragon is longer than a perentie lizard.  
An African elephant is heavier than an Indian elephant.  
The Sahara desert is larger than the Namibian desert.  
A rafflesia is bigger than an orchid.
- The hummingbird is the smallest bird in the world.  
The sloth is the slowest animal in the world.  
The rafflesia is the biggest flower in the world.  
The komodo dragon is the largest lizard in the world.  
The howler monkey is the noisiest monkey in the world.

### Vocabulary

- **Places:** the equator
- **Continents:** Africa, Antarctica, Asia Australia, Europe, North America South America
- **Compass points:** North, South, East, West
- **Environments:** cold place, desert, grassland, ocean, rainforest, mountain, place, sand, stone, rocks
- **Plants:** bush, cactus, flower, grass, orchid, pitcher plant, rafflesia, tree
- **Parts of plants:** leaf (leaves), petal, root, stem
- **Time:** day, night, once a year, every night, every

week, for seven weeks

- **Weather:** snow, ice
- **Adverbs:** usually, always, never, tightly
- **Adjectives:** hot, dry, wet, cold, big, long, slow, large, heavy, small, noisy, short, nice, wide, new, tall, horrible, sunny, silly, difficult
- **Animals:** elephant, zebra, giraffe, orang-utan, insect, snake, lizard, beetle, bird, camel, oryx, scorpion, sloth, monkey, zebra, spider
- **People:** Aborigines, Bedu, Tuareg
- **Verbs:** rain, send, want, think, do, know, win, help, visit, live, enter, grow, hold, eat, have, smell, hang upside down, stretch
- **Miscellaneous:** haiku

### Skills and strategies

- Apply prior knowledge
- Use deductive reasoning skills
- Understand and take part in conversations about different environments
- Take part in extended conversation asking and answering question about factual information
- Make comparisons
- Listen to a variety of short texts for specific information
- Listen to factual texts for general understanding
- Read a variety of texts for specific information
- Read longer more complex texts containing factual information for specific information
- Transfer information from one medium to another
- Use referencing skills in reading
- Write a haiku
- Understand how to write a factual report
- Write a factual report
- Write questions and answers about the environment
- Understand and recognise the concept of syllabification
- Independent learning skills: Plan a topic for research, plan work using the writing route, research information, writing and integration of visuals, check spelling, check handwriting, record progress of project, think about how to study

### Activities

- Do reading races
- Read and match
- Do a project
- Write a fact file
- Make and label a map
- Create a haiku
- Do an information gap activity
- Do a quiz
- Make a quiz

# Exciting environments

## Lesson 1

### YOU WILL NEED:

- OCEANS POSTER
- MAP OF THE WORLD POSTER
- BLU-TAC

### In this lesson, students will:

- revise the names of continents
- revise the points of the compass
- identify and talk about places on a world map
- ask and answer questions about environments

### Target Language

- Is [South America] near the Equator?
- Yes, it is/ No, it isn't.
- Are there any [rainforests] in [Europe]?
- Yes, there are / No, there aren't.

### Vocabulary

*Continents:* North America; South America; Africa; Europe; Asia; Australia; Antarctica

*Points of the compass:* North; South; East; West

*Environments:* cold place; desert; grassland; rainforest

*Other language:* equator; environment; compass

### Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 2.
- ◆ Put the 'Oceans' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words. You should also put up the 'Map of the World' poster.

## Warm-up (5 minutes)

- ◆ Tell students to **Look at the 'Oceans' poster** and ask **What can you see?** Elicit as many ideas as possible about the different oceans and the fish and other creatures that live in them.

## Task 1 (5 minutes)

- ◆ Tell students to **Look at pages 26 and 27 of your Classbook.** Ask them to **Look at the title of the unit, the maps and the pictures in the frieze.** Ask what they think the unit is going to be about. Elicit that it will be about some of the

different environments in the world. Ask students to **Look at the 'Map of the World' poster** and ask if they can remember the names of the continents. Elicit the names - **North America, South America, Africa, Europe, Asia, Australia, Antarctica.**

## Task 2 (10 minutes)

### Step 1

- ◆ Ask students to **Look again at pages 26 and 27 of your Classbook.** Ask them to identify the continents on the map, then say **Can you find Oman?** Help them to identify Oman on the map on page 27. Tell them to find the symbol with the points of the compass towards the top left of page 26. Elicit the names of the four points of the compass - **North, South, East, West.** This should be a quick revision activity.

### Step 2

- ◆ Ask students to **Look at Activity 1 on page 26 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Play **Listening 3.1** straight through.

### Listening Transcript 3.1

The equator is an imaginary line dividing the world in half. Places near the equator are hot and wet all through the year. Find the equator on the map. //

### Step 3

- ◆ Help students to find the equator on their maps. Tell them to answer the two questions in the bottom left corner of page 26. They should suggest the following answers:

1. South America, Africa, Asia.
2. Hot.

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Read the questions and answers at the top of page 27.** Ask them to **Look at the map** and check the information. Now tell them they will hear the first dialogue. Play **Listening 3.2** straight through.

### Listening Transcript 3.2

Is South America near the equator? Yes, it is.

**Step 2**

- ◆ Ask a student a question, such as, **Is Africa near the equator?** and elicit an appropriate response. Get one student to ask another student a similar question about another continent. Tell students to work in pairs, asking and answering similar questions.

**Task 4 (10 minutes)****Step 1**

- ◆ Ask students to **Look at the key to the map on page 26.** Help them to identify the different environments on the map. Explain that this map only shows some of the types of environments in the world, and that there are others.

**Step 2**

- ◆ Tell students they are going to hear the second dialogue at the top of page 27. Play **Listening 3.3.**

**Listening Transcript 3.3**

Are there any rainforests in Europe?  
No, there aren't.

**Step 3**

- ◆ Tell students to **Look at the two questions at the bottom of page 27.** Ask a student the first question – **Are there any deserts in Oman?** – and elicit the appropriate response – **Yes, there are.** Ask another student the second question – **Are there any rainforests in Oman?** – and elicit the appropriate response – **No, there aren't.**

**Step 4**

- ◆ Tell students to **Look again at the key on page 26.** Ask one student a question such as **Are there any grasslands in Antarctica?** and elicit an appropriate response. Ask one student to ask another student a similar question about another continent, referring to the key of the map. Organise students into pairs and get them to ask and answer similar questions.

**Homework**

- ◆ Tell students to learn the spellings of the four points of the compass – **North, South, East, West.** Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it.

1. **Look** at the word.
2. **Cover** the word.
3. **Write** the word.
4. **Check** the word.

- ◆ Tell students you will be checking the spellings of these four words during the next few lessons.

**Before the next lesson**

- ◆ You may like to prepare your own world map using cut-out pages C and D from pages 113–115 at the back of the Skills Book, and following the instructions on page 115.



## Lesson 2

### YOU WILL NEED:

- WORLD MAP (which you prepared at the end of Lesson 1)
- SCISSORS
- GLUE

### In this lesson, students will:

- revise the points of the compass
- find answers to questions in a world map
- make and label a world map
- write questions about the equator and environments

### Target Language

- Is [Antarctica] near the Equator?
- Yes, it is. No, it isn't.
- Are there any [rainforests] in [Africa]?
- Yes, there are. No, there aren't.

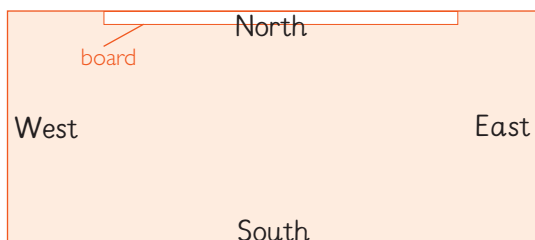
### Vocabulary

*Continents:* North America; South America; Africa; Europe; Asia; Australia; Antarctica  
*Points of the compass:* North; South; East; West  
*Environments:* cold place; desert; grassland; rainforest  
*Other language:* equator; environment; compass point

## Task 1 (10 minutes)

### Step 1

- ◆ Ask students to name the four points of the compass - **North, South, East, West**. Tell them they are going to hear these names. Explain that when they hear **North**, they should point to the front of the classroom; when they hear **South**, they should point to the back of the classroom; when they hear **East** they should point to the right and when they hear **West** they should point to the left.



### Step 2

- ◆ Play **Listening 3.4** straight through while students listen and point.

### Listening Transcript 3.4

North // South // East // West //  
 South // West // East // South //  
 West // North // North // East //  
 South // East // North // West //

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at the map on pages 26 and 27 of your Classbook**. Ask questions about the map using **Is** and **Are** in the same way as in Lesson 1. For example, **Is Antarctica near the Equator? Are there any rainforests in Africa?** Elicit appropriate responses.

### Step 2

- ◆ Tell students to **Look at page 30 of your Skills Book**. Ask them to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. Tell them that for this activity they will need to keep their Classbooks open. They have to read the questions on page 30 of their Skills Books, then find the information to answer the questions on pages 26 and 27 of their Classbooks. They should write the answers on the writing lines under the questions in their Skills Books.

### Step 3

- ◆ Tell students to quickly check their answers in their groups, then do a whole class check. Elicit the answers and write them on the board.

### Answers:

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

## Task 3 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They are going to make and label a world map. Tell them to **Look at cut-out pages C and D on pages 113 and 115 of your Skills Book** and follow the instructions on

the page. Tell them to **Cut out pages 113 and 115 carefully.**

### Step 2

- ◆ Check students' understanding of the task. They have to cut out the continents from cut-out page C, then arrange them in the appropriate positions on cut-out page D to make a world map. Show students the world map you have prepared yourself as an example. Give them time to arrange their continents, then check that they have done this correctly before telling them to stick the continents onto the map.



### Step 3

Tell students to label the continents, the points of the compass (North, South, East, West) and the equator. Remind them they can check their spellings by using the Word Store at the back of their Classbooks. Tell them to put their completed world map into their portfolios.

### Homework

- ◆ Tell students to write four questions about the equator and environments. They should follow the structure of the questions in their Classbooks and Skills Books as models, but use different information. For example:

- Is [Asia] near the Equator?
- Are there any grasslands in Antarctica?



- ◆ Tell students to write their questions on a piece of paper and put it into their portfolios. They should bring these questions to the next lesson.



When students have finished they should write the answers next to their questions and put their work back into their portfolios.



This activity provides an opportunity to assess how well students are able to ask and answer questions about their world maps.

## Lesson 3

In this lesson, students will:

- ask and answer questions about a world map
- match pictures to names of environments
- listen to descriptions and identify pictures
- identify key words in listening texts

### Target Language

- Is [North America] near the Equator?
- Yes, it is. No, it isn't.
- Are there any [grasslands] in [Asia]?
- Yes, there are. No, there aren't.

### Vocabulary

*Nouns:* rain; sand; stone; rock; plant; ice; area; tree; bush

*Verbs:* cover; melt

*Adjectives:* dry; hot; wet; cold; huge; frozen; flat

## Homework check (5 minutes)

- ◆ Organise students into pairs. Tell them to find the questions they wrote for homework about the equator and environments. Explain that they are going to ask and answer the questions with a partner. Demonstrate the activity with a pair of volunteers. One student asks one of their questions and the other student answers it. The first student checks if the answer is correct. Tell students that they should take turns to ask and answer questions.

When students have finished they should write the answers next to their questions and put their work back into their portfolios.

This activity provides an opportunity to assess how well students are able to ask and answer questions about their world maps.

## Task 1 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 28 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to match the four pictures of the environments to the names in the box at the bottom of the page. (Note – there are two extra names in the box). Tell students to check their work with their group, then do a whole class check.

**Answers:**

- A. cold place
- B. rainforest
- C. grassland
- D. desert

**Step 2**

- ◆ Ask students what they can remember about these different environments and elicit the information.

**Task 2 (15 minutes)****Step 1**

- ◆ Tell students they are going to hear information about the different environments in the pictures. Ask them to identify which environment is being described. Tell them, as they listen, to write down any key words that helped them identify the environment.

**Step 2**

- ◆ Play **Listening 3.5**, pausing after the first paragraph. As you pause, elicit the answer from the class – **desert** – and any words they heard which helped them to identify the environment. They may suggest **dry, little rain, and sand**. Play the listening again for students to confirm their answers. Repeat this procedure for the remaining three paragraphs.

**Listening Transcript 3.5**

These are very dry places where there is very little rain. Lots of these places are covered in sand, but some are covered in stones and rock. Because there is so little water, only a few plants and animals can live here.

// **Picture D**, desert

The coldest places on Earth are the Antarctic and the Arctic. The Antarctic is a frozen continent that is covered in ice. The Arctic is a frozen ocean surrounded by low land. In the Arctic the land is frozen during the winter, but in the summer the ice melts and, for a short time, small plants grow here.

// **Picture A**, cold place

These are huge areas of flat land covered by grasses. Some trees and small bushes grow here. They are usually hot dry places where there is very little rain.

// **Picture C**, grassland

These are large areas of land, in places near the equator, where lots of trees grow close together. They are usually hot wet places where there is a lot of rain all through the year.

// **Picture D**, rainforest

**Answers:**

- Paragraph 1 – Desert.
- Paragraph 2 – Cold place.
- Paragraph 3 – Grassland.
- Paragraph 4 – Rainforest.

**Task 3 (10 minutes)****Step 1**

- ◆ Tell students to **Look at Activity 1 on page 31 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to match each of the four descriptions to one of the environments in the pictures on page 28 of their Classbooks.

**Step 2**

- ◆ Tell students to quickly check their answers, then do a whole class check. As they give you the answers, ask them to tell you the key words in the text that helped them to decide on the answers.

**Answers:**

1. A: cold place
2. D: desert
3. B: rainforest
4. C: grassland

**Step 3**

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to label each of the four pictures with one of the words in the globe in the centre. Do a whole class check.

**Answers:**

1. dry
2. hot
3. wet
4. cold

**Homework**

- ◆ Tell students to read the texts on pages 30 and 31 of their Classbooks in preparation for Lesson 4. It is not necessary for them to understand

every word, but they should try and get a general sense of the meanings of the texts.

- ◆ Remind students to learn the spellings of the four points of the compass – **North, South, East, West** – which you gave them in Lesson 1.

## Lesson 4

In this lesson, students will:

- talk about deserts
- read and listen to a text about deserts
- find specific information in a reading text
- say whether statements are true or false

Target Language

- What are deserts like?
- Where are deserts?
- What animals live in deserts?
- What plants grow in deserts?

Vocabulary

*Desert life:* cactus; camel; oryx; gazelle; snake; lizard; scorpion; nomad

### Warm-up (5 minutes)

- ◆ Elicit the names of the four points of the compass. Tell students they are going to hear these names. Ask if they can remember where they should point when they hear the different names:

**North** – front

**South** – back

**East** – right

**West** – left

- ◆ Play **Listening 3.4** (Lesson 2) straight through while students listen and point.

### Task 1 (10 minutes)

Step 1

- ◆ Tell students to **Look at page 29 of your Classbook** and to **Look at the poster in the top part of the page**. Tell them to read the information on the poster, then ask a few general comprehension questions, such as:
  - What's the poster about? (A competition)
  - What's the competition about? (A project about an environment and the animals, plants and people that live there).
  - What's the prize? (A trip to visit the environment you write about).

Step 2

- ◆ Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to read the

e-mail and answer the three questions to the left of the poster. Do a whole class check orally.

#### Answers:

1. Carla.
2. Deserts.
3. On the Internet.

#### Step 3

- ◆ Ask students to read the question at the bottom right of the page. Ask if they can answer any of these questions from their own knowledge of deserts in Oman, and to share their ideas with their group. When students have had time to discuss the e-mail, elicit their suggestions.

## Task 2 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at pages 30 and 31 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Explain that each of the six texts on these pages contains information that Maha has found to answer Carla's questions. Tell students to read the information. Ask a few comprehension questions to check understanding, such as:

- What are deserts covered in? (Sand, stones or rocks)
- Are deserts hot at night? (No, at night it can be very cold)
- Why are deserts dry? (Because there is very little rain)
- Why do only a few animals live in the desert? (Because animals need water to survive)
- What is a cactus? (A desert plant)
- What are people who live in the desert called? (Nomads)

#### Step 2

- ◆ Tell students they are going to hear the information, and they should follow it in their Classbooks as they listen. Play **Listening 3.6** straight through.

#### Listening Transcript 3.6

##### What are deserts like?

Deserts are very dry places. They can be covered in sand, stones or rocks. There is so little water that only a few people, plants and animals live there.

##### Where are deserts?

There are deserts in Australia, Asia, Africa and North and South America. The world's largest desert is the Sahara desert in North Africa.

##### What is the weather like?

Most deserts are very hot during the day but at night it can be very cold. Deserts are very dry places because there is very little rain. Sometimes it does not rain in a desert for many years.

##### What animals live in deserts?

Animals need water to survive, so only a few animals live in the desert. In the deserts in Oman there are camels, oryx, gazelles, snakes, lizards, scorpions and lots of different insects.

##### What plants grow in deserts?

Small plants and bushes and plants like cactus grow in deserts. Desert plants sometimes have to survive with no rain for many years. They store water inside their leaves, roots or stems to stay alive.

##### What people live in deserts?

People who live in deserts are called nomads – they move their animals and homes from place to place to find water and plants. There are nomads in most of the world's deserts. The Bedu live in the deserts in Arabia, the Tuareg live in the Sahara desert in Africa, and the Aborigines live in the deserts in Australia.

## Task 3 (10 minutes)

#### Step 1

- ◆ Tell students they are going to hear some statements about deserts. As they hear each statement, they should read the information on pages 30 and 31 again carefully, and say whether the statement is **True** or **False**.

#### Step 2

- ◆ Play **Listening 3.7**. Pause after the first statement. Give students time to find the answer and check it with their group. Do a whole class check, then repeat this procedure with the remaining statements.

## Listening Transcript 3.7

1. The world's largest desert is the Namib desert in Africa.
2. Deserts are very hot and dry.
3. Desert plants store water inside their flowers.
4. Animals that can survive with little water live in the desert.

## Answers:

1. False. The largest desert in the world is the Sahara desert.
2. True
3. False. They store water in their leaves.
4. True

## Homework

- ◆ Remind students to learn the spellings of the four points of the compass – **North, South, East, West** – which you gave them in Lesson 1. Tell them you will be checking these spellings in the next lesson.

## Lesson 5

## In this lesson, students will:

- do a spelling test
- ask and answer questions about deserts with a partner
- find out information from a partner about grasslands or cold places
- complete a mind map

## Target Language

- Where are [grasslands]?
- What's the weather like?
- What animals live in [grasslands]?
- What plants grow in [grasslands]?

## Vocabulary

*Grasslands:* elephants; zebras; giraffes; grasses

*Cold places:* penguins; polar bears; seals; Arctic poppy

## Homework check (5 minutes)

- ◆ Tell students you are going to check their spellings of the four points of the compass. Tell them to **Look at Activity 2 on page 42 of your Skills Book**. Say that they are going to hear the words, and they should write them on the first four writing lines. Play **Listening 3.8**, pausing after each word to give students time to write.

## Listening Transcript 3.8

North  
South  
East  
West

- ◆ Do a whole class check. Elicit the spellings from volunteers and write them on the board.

## Task 1 (5 minutes)

- ◆ Ask students to **Look at pages 30 and 31 of your Classbook**. Ask a few quick comprehension questions about the texts to check understanding. Ask a question about each section of text, for example:

- What are deserts covered with? (Sand, stones or rocks)
- Which is the largest desert? (The Sahara desert).

- Does it ever rain in the desert? (Yes, but only a little).
- Name three animals that live in the desert. (Any three of oryx, gazelles, snakes, lizards, scorpions)
- What plants live in the desert? (Small plants and bushes and plants like cactus)
- Where do the Tuareg live? (In the Sahara desert in Africa)

## Task 2 (15 minutes)

### Step 1

- ◆ Ask students to **Look at Activity 1 on page 32 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to work with a partner and ask and answer questions about deserts following the Question/Answer route and prompts. For this activity students will need to refer to the six reading texts on pages 30 and 31 of their Classbooks.

### Step 2

- ◆ Do the first two questions with students as an example. Ask them what they think the first question should be and to find the answer in the reading texts. Demonstrate the activity with a pair of volunteers. **Student A** asks **Student B** the first two questions. **Student B** answers the questions.

### Step 3

- ◆ Organize students into pairs and ask them to continue the dialogue until **Student A** has asked all the questions. Now get them to change roles. Circulate around the classroom offering guidance and support. At the end of the activity you might like to ask a pair of volunteers to model the whole dialogue to the rest of the class.



This activity gives students the opportunity to develop speaking skills in extended interaction. It is important to recognize that some students will give more detailed information than others. Below are possible responses. The information in brackets indicates the kind of detailed information that students with more confidence or more English may give.

**A:** What are deserts like?

**B:** They are very dry places. They can be covered in sand, stones or rocks. (Because there is so little water only a few people, plants and animals there.)

**A:** Where are deserts?

**B:** (There are deserts) in Australia, Asia, Africa and North and South America. (The world's largest desert is the Sahara desert in North Africa.)

**A:** What's the weather like?

**B:** Deserts are very dry places. (Sometimes it does not rain in a desert for many years. Most deserts are very hot during the day but at night it can be very cold.)

**A:** What animals live in the desert?

**B:** Only a few. (In the deserts in Oman there are) camels, oryx, snakes, lizards, scorpions and lots of different insects.

**A:** What plants grow in the desert?

**B:** Small plants and bushes and plants like cactus.

**A:** What people live in the desert?

**B:** Nomads – they move their animals and homes from place to place to find water and plants. (There are nomads in most of the world's deserts. The Bedu live in the deserts in Arabia, the Tuareg live in the Sahara desert in Africa, and Aborigines live in the deserts in Australia).

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Ask them to discuss in groups what they know about **grasslands** and **cold places**. Tell them they are going to find out more about these environments.

### Step 2

- ◆ Organise students into pairs. Ask students to **Look at cut out page E on page 111 of your Skills Book** and ask them to remove the page carefully. Explain that one student should read the information about grasslands on **information page 1**. The other student should turn over the page to cut out page 112, and read the information about cold places on **information page 2**. Students should not show each other their information. Explain that they have to find out about their partner's information by asking questions, and make simple notes to complete the mind map on the bottom half of their page. They should use the question/answer route in

Skills Book, page 32, Activity 1 as a model. Demonstrate the activity with a pair of volunteers.



### Step 3

Circulate around the classroom offering guidance and support. When students have finished, ask them to compare their notes with their partner's information. At the end of the activity, tell students to put their information into their portfolios. They should bring their cut out pages to the next lesson.

### Homework

- ◆ Choose 10 words from pages 28 to 31 of the Classbook which are related to the topic of the unit. Write these words on the board and tell students to learn to spell them. Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it when learning the words. Tell them that they will be asked to spell the words at the end of the unit, when they are doing their self-evaluation. Tell them to keep a record of the words in their exercise books.

## Lesson 6

In this lesson, students will:

- discuss grasslands and cold places
- complete descriptions
- write questions and answers
- substitute information about cold places for information about grasslands

Target Language

- Where are [cold places]?
- What's the weather like?
- What animals live in [cold places]?
- What plants grow in [cold places]?

### Warm-up (5 minutes)

- ◆ Tell students to discuss in groups the information they can remember about grasslands and cold places. Elicit ideas from different groups and write them on the board.

### Task 1 (10 minutes)

- ◆ Tell students to **Look at Activity 1 on page 33 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to fill in the gaps in the questions and answers using the words in the giraffe. Tell students to check their work with their friends, then do an oral whole class check. The answers are given in **Bold** below.

Answers:

1. Where **are** grasslands?  
There are grasslands **in** Africa, Asia, Australia, North and South America, and the south of Europe.
2. What **is** the weather like?  
Grasslands are very **hot**. It usually rains a lot in one season.
3. What animals **live** there?  
In the grasslands in Africa there **are** elephants, zebras, giraffes and lots of other wild animals.
4. What plants **grow** there?  
There **are** lots of grasses and some trees and bushes



## Task 2 (20 minutes)

### Step 1

- ◆ Ask students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Ask them to **Look at cut-out page F on page 109 of your Skills Book** and remove it carefully. Show students the writing lines and heading - **Cold places**. Explain that they should write questions and answers about cold places. They should model these on the questions and answers about grasslands on page 33 of their Skills Books. However, they should substitute the information about cold places (on cut-out page E from the previous lesson) for the information about grasslands.



### Step 2

Circulate around the classroom giving guidance and support. When students have finished, tell them to show their work to a partner and then put it into their portfolios.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed so far in the unit.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT of the first and third lines of a haiku poem for Task 4 of the next lesson.

## Lesson 7

### YOU WILL NEED:

- AN OHT OF LINES 1 AND 3 OF A HAIKU POEM (optional)
- SCISSORS

### In this lesson, students will:

- listen to words and clap the number of syllables
- categorise names of continents according to the numbers of syllables
- learn about haiku poetry
- create a haiku poem

### Vocabulary

haiku; haiku poetry

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 6.

## Task 1 (5 minutes)

### Step 1

- ◆ Write these names on the board: **Africa, America, Asia**. Tell students they are going to hear claps on the CD. Ask them to listen to the claps and guess which continent's name is being clapped. Play **Listening 3.9**, pausing after each set of claps and see if students can guess the name. Play the next part of the CD to confirm or correct their guesses.

### Listening Transcript 3.9

clap /clap Pause

clap /clap – A/sia [with claps]

A/sia - [without claps]

clap /clap /clap /clap Pause

clap /clap /clap /clap – Am/er/ic/a [with claps]

Am/er/ic/a [without claps]

clap /clap / clap Pause

clap /clap / clap - Af/ric/a [with claps]

Af /ric/a [without claps]

### Step 2

- ◆ Play **Listening 3.9** again and get students to say the names of the continents and clap the syllables in time with the CD.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 34 of **your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the word on the strip coming out of Robby's head – **Syllables**. Tell students to read the rubric and information text and check their understanding of the task. They have to say the names of the continents in the globe to themselves, decide how many syllables there are in each word and write each word in syllables in the appropriate column.

### Step 2

- ◆ Tell students they are going to hear the answers. Play **Listening 3.10** straight through, pausing to let students check their answers.

#### Listening Transcript 3.10

##### 2 syllables

A /sia

Eu /rope

##### 3 syllables

Af /ric /a

##### 4 syllables

A / mer /ic /a

Aust / ral /i /a

Ant /arc / tic /a

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2**. Ask them to say **desert** and clap the syllables at the same time. Ask them how many syllables there are and elicit **two**. Show them how **desert** is marked in their books to show that there are two syllables.

### Step 2

- ◆ Ask students to follow the same procedure with **rainforest** and **grassland** and to mark the syllables.

#### Answers:

rain / for/ est

grass / land

### Step 3

- ◆ Tell students to read the information about Haiku poetry and then read the poems. Give them time to read and think about the poems, then tell them that they are going to hear the haikus. Play **Songs and Rhymes 3.1** straight through.

#### Songs and Rhymes Transcript 3.1

Tall trees with green leaves  
Stretching to the sky above  
In the rainforest.

Hot sun, yellow sand  
Making this a desert land  
Under bright blue skies.

**Haiku is a type of Japanese poetry. It is about everyday subjects such as feelings, experiences and nature. Haiku usually contains simple vocabulary and grammar. The most simple form of Haiku consists of three short lines. The first line usually contains five syllables, the second line seven and the third line five. Haiku does not rhyme.**

### Step 4

- ◆ Read the information about haikus with students, then ask them to think about the questions below. Tell them to look at the four rules to the right of Robby's hands for writing a haiku. Ask them to try and complete the rules. When they have finished, do a whole class check. Students should suggest the following:

- A haiku must have **three** lines.
- The first line must have **five** syllables.
- The second line must have **seven** syllables.
- The third line must have **five** syllables.

## Task 4 (10 minutes)

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Students have to write their own haikus about the environment. Tell them to **Look at cut out page 8 on page 83 of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**. They should write the final version of their haiku on this page. When they have finished, ask a few volunteers to read their haikus to the class.



If you prefer, you can give students the first and third lines of a haiku, and tell them to fill in the second line. Write lines 1 and 3 on the board or display them on the OHT you have already prepared:

Line 1	Beautiful green trees
Line 2	_____
Line 3	So they can be seen



Tell students to put their haikus into their portfolios and bring them to the next lesson.

#### Homework

- ◆ Tell students to read the four fact files on pages 32 and 33 of their Classbooks in preparation for Lesson 8. It is not necessary for them to understand every word, but they should try and get a general sense of the meanings of the texts.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 5. Tell them you will be checking these spellings at the end of the unit.



## Lesson 8

In this lesson, students will:

- read their haiku poem to a partner
- practise skimming skills
- find specific information in a reading text
- match information to pictures

Vocabulary

rafflesia; sloth; orang-utan; orchid

### Warm-up (5 minutes)

- ◆ Tell students to take the haikus they wrote last lesson out of their portfolios and read them to a partner. Ask a few volunteers to read their haikus to the class. When students have finished reading their haikus, they should put them back into their portfolios.

### Task 1 (10 minutes)

- ◆ Ask students to **Look at Activity 1 on page 35 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Tell them to read the four questions to the left of Ahmed's e-mail, then skim through the e-mail quickly to find the answers to the questions. Do a whole class check.

Answers:

1. Pedro.
2. Rainforest plants and animals.
3. Near the Amazon rainforest.
4. The (Amazon) rainforest.

### Task 2 (10 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the questions to the right of Pedro's reply to Ahmed, then read the e-mail and choose the correct answers. When students have finished, ask them to check their work with a partner. Do a whole class check.

Answers:

1. c
2. b

### Task 3 (10 minutes)

Step 1

- ◆ Tell students to **Look at pages 32 and 33 of**

your **Classbook** and read the rubric and instruction text. Check their understanding of the task. They should look at the information about plants and animals that Pedro has sent Ahmed, and match each fact file to a photograph. Remind students that they do not need to understand every word of the texts. Encourage them to look for key vocabulary that will help them match the pictures to the texts. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Ask students to check their answers with a partner, then do a whole class check. Write the numbers **1- 4** down the board. As you elicit the answers, write the appropriate letter next to each number. Ask students to tell you any key vocabulary that helped them to decide on their answers.

### Answers

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

### Step 3

- ◆ Tell students they are going to hear the information. Ask them to read the texts in their **Classbook** as they listen. Play **Listening 3.11**.

 You will not have time to play the whole recorded text. If time is short, don't worry. Play only part of the text, or omit the listening altogether and allow more time for the reading part of the activity.

### Listening Transcript 3.11

#### Fact file 1: rafflesia

The rafflesia is the largest flower on Earth. It grows in the rainforests in South-East Asia.

The rafflesia grows on the floor of the forest. It grows over many weeks into a huge flower with 5 thick petals. It grows up to 1 metre across and has no stems or leaves.

Unfortunately, the rafflesia smells horrible – it smells of rotting meat! Luckily, flies love the smell and help to pollinate the plant. The rafflesia flower only lives for 4 days.

#### Fact file 2: sloth

Sloths live in the rainforest in South America. They don't live anywhere else in the world.

They spend most of the day holding on to rainforest trees and hanging upside down. They have long claws that stretch around trees. They hold onto the trees so tightly that they can fall asleep in them.

There are two-toed sloths and three-toed sloths. All sloths eat leaves. Sloths move very slowly. They move one foot at a time. They are the slowest of all rainforest animals. They take nearly one minute to travel 2 or 3 metres.

#### Fact file 3: orchid

Orchids grow in rainforests all over the world. There are many different kinds of orchids of all shapes, sizes and colours.

Some orchids grow in the ground and others grow on trees or rocks. Many of the orchids in the rainforest grow high up on the tallest trees. These orchids get lots of light and water. Most plants have roots which grow in the ground but some of the orchids which grow in the trees have roots that hang in the air.

#### Fact file 4: orang-utan

Orang-utans live in the rainforests in Borneo and Sumatra in South-east Asia. They are red-haired apes.

Orang-utans arms are much longer than their legs. They use their long arms to swing through the trees. Orang-utans eat fruit, leaves and sometimes bird's eggs.

Orang-utans live alone. They build a new nest of leaves to sleep in every night. The name 'orang-utan' is Malaysian and it means 'man of the forest'.

### At the end of this lesson

- ◆ Create a classroom display of students' haiku poems.

## Lesson 9

In this lesson, students will:

- find specific information in a listening text
- write answers to questions
- formulate rules about question words
- begin a project about environments

Target Language

- Who . . . . ?
- Where . . . . ?
- When . . . . ?
- Why . . . . ?
- How . . . . ?

### Task 1 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 2** on page 33 of your **Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to listen to the questions, find the relevant information in the fact files and choose the correct answer from the three choices given.

#### Step 2

 Please note that the Listening you are about to play is Listening 3.13. Listening 3.12 will be played in the Warm-up at the start of Lesson 10.

- ◆ Play **Listening 3.13**, pausing after the first question so that students can find the answer. Ask them to compare their answers and do a whole class check. Repeat the procedure for the remaining questions.

#### Listening Transcript 3.13

1. Where do sloths live? //
2. When do orang-utans build a new nest? //
3. How long does a rafflesia flower live for? //

Answers:

1. c
2. a
3. b

### Task 2 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 1** on page 36 of your **Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the

words on the strip coming out of Robby's head – **Question words**. Tell students to read the rubric and information text and check their understanding of the task. They have to refer to the information in both the **Classbook** and **Skills Book** for Unit 3 to write answers to the questions.

#### Step 2

- ◆ Tell students to compare their ideas with their group, then do a whole class check orally.

Answers:

1. Pedro.
2. Last year.
3. In rainforests in Southeast Asia.
4. Because there is so little water.
5. Up to 1 metre across.

### Task 3 (5 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They should complete each of the five rules beside Robby the Robot's hands, using one of the question words in the orang-utan. Elicit the answers from volunteers.

Answers:

- We use **who** to ask about people.
- We use **where** to ask about places.
- We use **when** to ask about time.
- We use **why** to ask for a reason.
- We use **how** to ask about the size or quantity of something.

#### Step 2

- ◆ Tell students to **Look at Activity 3** and to read the instruction text. Check their understanding of the task. They should write sentences about themselves on the writing lines.



If there is no time for students to write their sentences in class, tell them to write the sentences for homework. They can write the sentences on a separate piece of paper and put it into their portfolios.

### Task 4 (10 minutes)



In the following task, students are introduced to a project about environments. Tell them that, although they will be given some time in class to work on their projects, they will be expected to work on

them mostly in their own time at home. It is very important that they read their Project Record Sheets as they go along, and tick the appropriate box on the sheets whenever they complete a stage of the project.

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 34 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Explain that they are going to do a project, and that they should work in groups and select an environment to do their project about. Ask them to discuss where they might look for information and pictures, and elicit some ideas. Tell them to start looking for and collecting information for their chosen environment for homework.

### Step 2

- ◆ Tell students to **Look at the Project Record Sheet on page 99 of your Skills Book**. Remind them that, as with previous projects, they should follow all the steps on the Project Record Sheet and tick each step as they complete it. Elicit which steps they can complete now, and encourage them to complete the information for Steps 1 and 2. Tell them not to cut the page out now, but to cut it out when they have finished their project.

### Homework

- ◆ Tell students to learn to spell the 5 question words they have studied in this lesson: **Who, Where, When, Why, How**. Remind them of the 'look, cover, write, check' method and encourage them to use it.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 5. Tell them you will be checking these spellings at the end of the unit.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 34 to 36.

## Lesson 10

### YOU WILL NEED:

- SCISSORS

### In this lesson, students will:

- study ways to help themselves learn
- complete a topic planning sheet
- discuss their planning sheet with their group
- start working on a project

### Vocabulary

topic planning sheet

 You may want to conduct this lesson in the Learning Resource Centre.

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 9.

## Warm-up (5 minutes)

- ◆ Tell students that they are going to hear the names of the continents. They should listen to each name and then repeat it. Encourage them to clap on each syllable, then ask them how many syllables there are in each continent.
- ◆ Play **Listening 3.12**, pausing after each word for students to repeat and clap.

### Listening Transcript 3.12

Asia  
Africa  
North America  
Europe  
Australia  
South America  
Antarctica

## Task 1 (5 minutes)

### Step 1

- ◆ Tell students to **Look at page 37 of your Skills Book**. Point out the words **LEARNING JOURNAL** down the side of the page. Explain that they are going to be looking at ways to help themselves learn. Tell them to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. Show them Ahmed's planning sheet about rainforests, and

point out how it is divided into three sections – K, W and L.

### Step 2

- ◆ Give students time to read the planning sheet, and then discuss the ideas contained in it. Ask them what K, W and L mean, and elicit the following answers:

#### Answers:

K is for know.

W is for what [I want to know].

L is for learned.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read Ahmed's notes in Activity 2 about what he learned, compare them with his notes in Activity 1 about what he wanted to learn, and see if they match up.

### Step 2

- ◆ Ask students what extra information Ahmed found out about the rainforest. Elicit that he found out about the people who live there, and also that some plants are used as medicine.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Tell them to **Look at cut-out page 9 on page 81 of your Skills Book**. Ask **What is the title?** and elicit **My Topic Planning Sheet**. Distribute the scissors and ask students to **Cut out the page carefully**.

### Step 2

- ◆ Tell students to complete their planning sheets. Make sure that students understand that these planning sheets will be different for each student because they are doing projects on different environments and they will know different things before they start. Circulate around the classroom offering guidance and support.



### Step 3

When students have finished their planning sheets, tell them to show them to the rest of their group. Students may learn something new from each other at this stage about their chosen topic. Remind them to keep their planning sheets in their portfolios and to update them when they have completed their projects.

## Task 4 (5 minutes)

- ◆ Give students time to start research for their projects. Remind them to look at their Project Record Sheets and follow the steps. Tell them to tick any steps they have completed.

### Homework

- ◆ Tell students to continue working on their projects and their Project Record Sheets.
- ◆ Tell students to learn the spellings of the 5 question words they studied in Lesson 9: **Who, Where, When, Why, How**.

## Lesson 11

In this lesson, students will:

- find specific information in a reading text
- consider different types of writing
- understand report writing
- complete sentences with missing verbs

Vocabulary

facts; information; report writing; paragraph

### Task 1 (10 minutes)

- ◆ Tell students to **Look at Activity 1 on page 35 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to read the fact file about the pitcher plant and answer the three questions in the top part of the page. Tell them they should read the questions first to get an idea of what kind of information they should look for. Emphasise that they do not need to understand every word in the fact file, and encourage them to look for key vocabulary that will help them find the answers. Do a whole class check orally.

Answers:

1. In the rainforests of South America and Southeast Asia.
2. Insects [and sometimes mice and frogs].
3. The insect can't escape / get out and the pitcher plant [releases an acid and then] eats the insect.

### Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 38 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING**. Read the words on the strip coming out of Robby's head – **Report writing**. Tell students to read the rubric and information text and check their understanding of the task. They have to refer to the fact file about pitcher plants on page 35 of their Classbooks and decide, out of the four choices given, what its purpose is.

Step 2

- ◆ Discuss the four choices with students. Ask **What is the writer telling us?** Go through the

choices one by one. Help students to eliminate the first, second and fourth choices (**how someone feels, what happened in the past, how to do something**). Guide them towards the third choice and elicit **facts and information or information about something**.

Step 3

- ◆ Read the sentence beside Robby's hand and make sure that students understand what **report writing** is and what its purpose is – **to give facts and information about something**.

### Task 3 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Tell them to **Look at the fact file about pitcher plants (on page 35 of your Coursebook) again**. First, ask **How does the writer give us the information?** Guide students to suggest that he has organised the information into **paragraphs**.

Step 2

- ◆ Direct students to the two questions in Activity 2 and discuss the questions with them. Elicit that there are **three paragraphs** in the text about pitcher plants. Briefly discuss the purpose of each paragraph.

**Paragraph 1:** Gives a general introduction to the topic.

**Paragraph 2:** Gives us more details about the topic.

**Paragraph 3:** Gives us a closing statement about the topic.

Step 3

- ◆ Ask students **When do we write like this?** Elicit that it is **when we need to give facts and information**, particularly in science and nature topics.

### Task 4 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to complete the sentences using the verbs in the pitcher plant to the right of the sentences. Tell



them to compare their work with their group, then do a whole class check.

#### Answers:

1. grow
2. have
3. eat
4. have
5. hold

#### Step 2

- ◆ Tell students to read the instruction text under the sentences, and complete the rule beside Robby's hand, choosing one of the answers in the snake. Elicit the answer.

When we write **factual reports**, we usually use the **present simple tense**.

#### Homework

- ◆ Tell students to read the fact files about the 'Lovely lizards' on pages 36 and 37 of their Classbooks in preparation for Lesson 12. They do not have to understand every word, but they should try and get a general sense of the meanings of the texts.
- ◆ Tell students to learn the spellings of the 5 question words they studied in Lesson 9: **Who, Where, When, Why, How**.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 5. Tell them you will be checking these spellings at the end of the unit.

## Lesson 12

#### YOU WILL NEED:

- RAINFOREST ACTIVITY CARDS – one set for each group of eight students

#### In this lesson, students will:

- read fact files about three types of lizards
- decide if statements are True or False
- do a quiz about rainforest plants and animals
- make up a quiz in their groups

#### Target Language

- the biggest [spider] in the world
- the longest [spider] in the world
- the largest [bird] in the rainforest
- the heaviest [snake] in the world

#### Vocabulary

lizard; tail; markings; scary; shy; camouflage

## Task 1 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 1 on pages 36 and 37 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to discuss in groups what they know about lizards. Give them a few minutes to do this, then elicit different groups' ideas.

#### Step 2

- ◆ Get students to read the three fact files to themselves. They should already have read these for homework. Ask a few comprehension questions to check understanding, for example:
  - What is the largest lizard in the world? (The Komodo dragon)
  - What is the longest lizard in the world? (The perentie)
  - In which country does the thorny devil live? (Australia)

#### Step 3

- ◆ Tell students to **Look at Activity 2 on page 37** and read the rubric. Check their understanding of the task. They have to read each statement and decide if it is **True** or **False**. They should write their answers in their exercise books and put either a tick (✓) for **True**, or a cross (✗) for

**False.** Remind them NOT to write in their Classbooks.

- ◆ Tell students to look at the first statement – **The perentie is longer than the thorny devil.** Ask **Which fact files do you need to look at to find the information?** and elicit **Fact file 7 (thorny devil)** and **Fact file 8 (perentie).** Ask what kind of information they are looking for, and elicit that it is information about the length of the lizards. Ask them to find the relevant information in the texts, and then consider whether the statement is **True** or **False.** The perentie is 2 metres long and the thorny devil is 15 cms, so the answer is **True.**

#### Step 4

- ◆ Tell students to follow the same procedure for the rest of the statements. If the answer is **False,** they should rewrite that sentence so that it contains correct information. Make sure they rewrite the sentences in their exercise books and NOT in their Classbooks. Circulate around the classroom offering guidance and support. Get students to compare their answers in their groups, then do a whole class check.

#### Answers:

1. True
2. False. The Komodo dragon is longer than the perentie.
3. False. The thorny devil is shorter than the perentie.
4. False. The perentie is the longest lizard.
5. True
6. True

### Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 39 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Ask them to quickly discuss the answers to the questions with their group. Elicit their ideas, but do not at this stage give them the correct answers.

### Task 3 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Explain that each member of the group will be given a different activity card that contains information about

rainforest plants and animals. They should read the information on their activity card and share it with their group in order to name all the plants and animals in Activity 1.

#### Step 2

- ◆ Organise the class into groups of eight and distribute the activity cards. Circulate around the classroom offering guidance and support. When students have finished, do a whole class check. Write the numbers **1 - 8** down the board. As you elicit the answers, write the name of the plant or animal next to the corresponding number.

#### Answers:

1. Goliath bird-eating spider.
2. Python.
3. Spider monkey.
4. Patu marplei spider.
5. Harpy eagle.
6. Anaconda.
7. Howler monkey.
8. Hummingbird.

### Task 4 (10 minutes)

#### Step 1

- ◆ Ask students to think about the plants and animals they have learned about so far in this unit. Ask them to think about some plant and animal questions for a quiz. Elicit some ideas, for example, **What is the name of the tallest animal in the world?**

#### Step 2

- ◆ Write an example of a question on the board and then ask groups to write three or four similar questions. They should write their questions in their exercise books. Circulate around the classroom offering guidance and support. Tell students to bring their questions to the next lesson.

#### Homework

- ◆ Remind students to learn to spell the 5 question words they studied in Lesson 9: **Who, Where, When, Why, How.**

#### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 37 to 39.

## Lesson 13

In this lesson, students will:

- ask and answer quiz questions with a partner
- form and use comparative adjectives
- formulate rules about comparative adjectives
- continue working on a project

Target Language

- [Raya] is shorter than [Naila].
- [The Antarctic] is colder than [Africa].
- A [Komodo dragon] is longer than a [perentie].
- A [sloth] is slower than a [cheetah].

Vocabulary

*Comparative adjectives:* cold/colder; nice/nicer; heavy/heavier; hot/hotter; slow/slower

At the beginning of this lesson

- ◆ Return students' Skills Books you collected at the end of Lesson 12.

### Warm-up (5 minutes)

- ◆ Tell students to get out their exercise books with the quiz questions that they wrote in the last lesson. Ask volunteers to read out one or two of their questions, then organise the class into pairs. Get students to ask and answer each other's quiz questions. Circulate around the classroom offering guidance and support.

**A** This activity provides an opportunity to assess how well students are able to form questions using superlative forms of adjectives.

**▶** You may want to collect the questions and organize them into a whole class quiz for the end of the unit or semester.

### Task 1 (5 minutes)

- ◆ Tell students to **Look at Activity 1** on page 40 of your Skills Book and read the rubric. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **Making comparisons**. Discuss the information text about comparative adjectives.

### Task 2 (10 minutes)

Step 1

- ◆ Write the words **happy** and **sad** on the board. Say the words and get students to repeat them. Ask **How many syllables are there in the word 'happy'?** Elicit **two** and mark them on the word. Ask the class **How many syllables are there in the word 'sad'?** Elicit **one**. Explain that the spelling of comparative adjectives is affected by the number of syllables in the adjective.

Step 2

- ◆ Tell students to **Look at Activity 2** and read the rubric. Discuss the information about how comparative adjectives are formed. Ask students to **Look at the chart carefully** and then complete the rules for themselves. Get them to check their ideas with a partner, then do a whole class check and elicit the answers from volunteers.

Answers:

For adjectives ending in **-e** we add **-r**.

For adjectives with **2 syllables ending in -y** we take away the **y** and add **-ier**.

For adjectives with **1 syllable ending with one vowel and one consonant** we double the **consonant** and add **-er**.

For adjectives with **1 syllable ending with one vowel and the consonant w** we only add **-er**.

### Task 3 (10 minutes)

- ◆ Ask students to **Look at Activity 3** and read the rubric and instruction text. Go over the first sentence with the class as an example. Give students time to complete the remaining sentences, then do a whole class check.

Answers:

1. longer
2. heavier
3. larger
4. bigger
5. slower

**A** This activity provides the opportunity to assess how well students are able to understand the rules about the formation of comparative adjectives.

## Task 4 (5 minutes)

- ◆ Allow students to use any time remaining in this lesson to work on their projects. Remind them to look at their Project Record Sheets and tick off the stages of their projects as they complete them.

### Homework

- ◆ Remind students to learn the spellings of the 5 question words they studied in Lesson 9: **Who, Where, When, Why, How**. Say you will be checking these spellings in the next lesson.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 5. Tell them you will be checking these spellings at the end of the unit.

## Lesson 14

### In this lesson, students will:

- listen to words and identify the number of syllables
- do a spelling test
- formulate rules about superlative adjectives
- write sentences using superlative adjectives

### Target Language

- The [giraffe] is the [tallest] animal in the world.
- The [River Nile] is the [longest] river in the world.
- The [hummingbird] is the [smallest] bird in the world.
- The [Komodo dragon] is the [biggest] lizard in the world.

### Vocabulary

*Superlative adjectives:* tall/tallest; wide/widest; noisy/noisiest; big/biggest; new/newest; long/longest; small /smallest; heavy/heaviest; short/shortest

## Warm-up (5 minutes)

- ◆ Number half the groups in your class **one**, and the other half, **two**. Explain that they are going to hear some words. If they hear a word with one syllable, all the groups with the number **1** must stand up and repeat the word. If hear a word with **2** syllables, all the groups with the number **2** must stand up and repeat the word. If they hear a word with **3** syllables all groups must stay still. Play **Listening 3.14**, pausing after each word.

### Listening Transcript 3.14

silly // hot // beautiful // nice // difficult // sunny//

## Homework check (5 minutes)

- ◆ Tell students you are going to check their spellings of the 5 words you asked them to learn – **Who, Where, When, Why, How**. Tell them to **Look at page 42 of your Skills Book** and show them the writing lines. Tell them that they are going to hear the words, and they must write the 5 question words on the next 5 writing lines in Activity 2. Play **Listening 3.15**, pausing after each word to give students time to write. Do a whole class check and elicit the answers.

### Listening Transcript 3.15

1. When
2. Where
3. How
4. Who
5. Why

### Task 1 (5 minutes)

- ◆ Tell students to **Look at Activity 4 on page 41 of your Skills Book** and read the rubric and information text. Discuss the information about superlative adjectives.

### Task 2 (10 minutes)

- ◆ Tell students to **Look at Activity 5** and read the rubric and information text. Check their understanding, and discuss the information about how superlative adjectives are formed. Ask students to **Look at the chart carefully** and then complete the rules for themselves. Do a whole class check and elicit the answers from volunteers.

#### Answers:

For adjectives ending in **–e** we add **the** and **–est**.

For adjectives with **2 syllables ending in –y** we take away the **y** and add **the** and **–iest**.

For adjectives with **1 syllable ending with one vowel and one consonant** we double the **consonant** and add **the** and **–est**.

For adjectives with **1 syllable ending with one vowel and the consonant w** we only add **the** and **–est**.

### Task 3 (10 minutes)

- ◆ Tell students to **Look at Activity 6** and read the rubric and instruction text. Check their understanding of the task. They have to complete sentences using appropriate superlative adjectives. Do the first sentence with students as an example, and then tell them to write the remaining sentences themselves. Circulate around the classroom offering guidance and support. Do a whole class check and elicit sentences from volunteers.

A

This activity provides the opportunity to assess how well students are able to understand rules about the formation of superlative adjectives.

#### Answers (some example sentences):

1. The anaconda is the heaviest snake in the world.
2. The rafflesia is the largest / biggest flower in the world.
3. The Komodo dragon is the largest / longest lizard in the world.
4. The sloth is the slowest animal in the world / rainforest.

#### Homework

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 5. Tell them you will be checking these spellings in the next lesson.

## Lesson 15

In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?

### Warm-up (5 minutes)

- ◆ Tell students to get out the sentences they wrote during the last lesson (Skills Book, page 41, Activity 6). Ask a few volunteers to read their sentences and write them on the board.

### Task 1 (5 minutes)

This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.

Step 1

- ◆ Tell students to **Look at pages 42 and 43 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines**.

Step 2

- ◆ Tell students to **Look at Activity 1**. Point to the five faces of Robby the Robot and say **Look at the faces**. Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you understand and talk about different environments?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**
- ◆ Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face**

in the diamond. Repeat the procedure with the other four statements. Circulate around the classroom offering guidance and support.

### Task 2 (10 minutes)

- ◆ Tell students to **Look at Activity 2 on page 42 of your Skills Book**. Remind them that this is where they write the words which they have learned to spell. Read out the 10 words you told them to learn to spell in Lesson 5. Ask them to write the words on the writing lines. When students have finished, elicit the spellings from volunteers and write them on the board. Make sure that students correct any wrong spellings.

### Task 3 (10 minutes)

Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.

Step 1

- ◆ Ask students to **Look at Activity 3 on page 43**. Read the first statement – **These are some things I've learned about this topic**. Get students to discuss in their groups what they think they have learned in Unit 3. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.
- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic**. Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

Step 2

- ◆ Tell students to **Look at Activity 4**. Ask them to read the two statements and then look back through Unit 3 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may want to write useful vocabulary on the board as they suggest their ideas. This will provide support when students write their responses to the statements.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

### Step 2

- ◆ Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

### For the next lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and the spellings they wrote for Lesson 15, Activity 2.

# Unit 4 Super shopping!

## Students will learn how to:

- Understand and talk about the price of things
- Ask and answer questions about the price of things
- Read and understand prices in Omani and British money
- Write questions and answers about the price of things
- Listen to short oral texts for specific information and general understanding
- Listen to longer, more complex texts for specific information
- Read and understand more complex instructions for a role play
- Write instructions for a board game
- Write a factual description about Omani money
- Recognise and identify stress patterns in two syllable words
- Talk about how to learn English better

## Main language

- Can I help you?
- Have you got [a red t-shirt]?
- Yes, we have.  
No, I'm sorry, we haven't.
- Here you are.
- I'd like [6] please.
- That's [4 rials], please
- How much is it?  
It's [1 rial].
- How much are they?  
They're [£2].  
They're [300 baizas] each.

## Vocabulary

- Verbs: buy, can, finish, go back, go forwards, have, look, miss, pick up, put, start, throw
- Shops: baker's, bookshop, computer shop, clothes shop, furniture shop, jeweller's, music shop, pharmacy, shoe shop, sports shop, supermarket, toy shop
- Clothes: cap, boots, dishdasha, sandals, shoes, t-shirt
- Food: apples, bread, butter, cake, yoghurt,
- Gifts: henna cone, incense burner, key ring, khanjar
- Jewellery: bracelet, earrings, necklace, ring, watch
- Sports equipment: exercise bike, roller skates, tennis racket
- Things to read: book, comic, dictionary
- Toys: ball, board game, computer game, doll, kite, teddy bear
- Shopping: shop assistant, shopkeeper, shopping list,

- Money: coin, note, pence, pound, baiza, rial
- Miscellaneous: bandage, cough syrup, pills, computer, CD

## Skills and strategies

- Apply prior knowledge
- Categorise
- Understand and talk about the price of things
- Ask and answer questions about price
- Read and understand prices in Omani and British money
- Listen to longer, more complex texts for specific understanding
- Listen to shorter texts for specific understanding and general understanding
- Take part in a longer, more complex conversation using the functional language of shopping
- Read a variety of texts for general and specific information
- Read and transfer information from one medium to another
- Understand and follow more complex instructions
- Write instructions for a game using the present simple
- Write a factual description about Omani money
- Guess the meaning of unknown words
- Recognise and identify stress patterns in 2 syllable words
- Recognise the stress, rhythm and intonation patterns of English through a longer, more complex tongue twister
- Independent learning skills: plan work, research information, writing and integration of visuals, check spelling, record progress of project, think about how to learn English better, record the progress of a project

## Activities

- Do reading races
- Do a role play
- Play a game
- Play a board game
- Say a tongue twister
- Write instructions
- Do a mini-project
- Do a quiz



# Super shopping!

## Lesson 1

### YOU WILL NEED:

- SUPER SHOPPING POSTER
- BLU-TAC

### In this lesson, students will:

- talk about different types of shops
- listen to dialogues about shopping
- match pictures to dialogues
- ask and answer questions about prices

### Target Language

- How much is [the incense burner]?
- It's 4 rials.
- How much are [the henna cones]?
- They're 300 baizas each.

### Vocabulary

t-shirt; dates; khanjar; bracelet; incense burner; key ring; henna cone

### Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 3.
- ◆ Put the 'Super shopping' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words.

## Warm-up (5 minutes)

- ◆ Ask students to **Look at the poster**. Ask **What can you see?** Elicit the names of as many items as possible. Point out the price tags of the items. Ask students if they can guess what the topic of the unit is, and elicit **shopping**.
- ◆ Ask students to think of all the different types of shops they know. Elicit the names of as many types of shops as possible and write them on the board.

## Task 1 (20 minutes)

### Step 1

- ◆ Tell students to **Look at pages 38 and 39 of your Classbook**. Direct their attention to the pictures on pages 38 and 39, as well as the

pictures in the frieze on page 39. Ask questions such as:

- Who are the children? (Paul, Vicky, Maha, Ahmed)
- Where are they? (In the souk)
- What are they doing? (Shopping for presents)

- ◆ Ask volunteers to read the dialogues in the speech bubbles on pages 38 and 39. Say **What are the children asking about?** Elicit that they are asking about **prices**.

### Step 2

- ◆ Discuss the pictures and elicit the names of as many items as possible. Teach or revise the following vocabulary items:

- t-shirt
- dates
- cap
- khanjar
- bracelet
- incense burner
- key ring
- henna cone

### Step 3

- ◆ Tell students to **Look at Activity 1** and read the rubric and information text. Check their understanding of the situation. Paul and Vicky are on holiday in Oman and are shopping in the souk for presents for their family and friends. Check students' understanding of the task. They are going to hear a number of dialogues, and they have to match each dialogue to a picture. Warn them, however, that the dialogues that they hear will be in a different order from the dialogues in their Classbooks.

### Step 4

- ◆ Write the numbers **1 – 8** down the board, and tell students to copy these numbers into their exercise books. Tell them that, as they hear the first dialogue, they should write its letter beside the number **1**. For example, if the first dialogue is about picture c, they should write the letter **c** beside the number **1**. Play **Listening 4.1**, pausing where indicated (//) to give students time to find the matching picture and write its letter. Warn them that the dialogues are quite long, but that they don't have to understand every word.

## Listening Transcript 4.1

Paul and Vicky are on holiday in Oman with their friends Maha and Ahmed. They wanted to buy some presents for their family and friends so they went shopping in the souk.

- Maha: What kinds of things do you want to buy?  
 Vicky: I don't know. What do you think would make nice presents?  
 Maha: Oh, I don't know.  
 Ahmed: What about t-shirts?  
 Paul: That's a good idea. Look there are some over here. What about this one?  
 Paul: How much is it?  
 Shopkeeper: It's 3 rials.  
 Paul: OK, that's great. I'll take one, please.  
 Shopkeeper: Here you are.  
 Paul: Thank you. //
- Maha: Oh. Look. Dates. They'll make a good present.  
 Vicky: Oh, yes. How much are they?  
 Shopkeeper: They're 1 rial a kilo.  
 Vicky: I'd like 2 kilos, please.  
 Thank you. //
- Maha: Oh look, Vicky. Henna cones.  
 Vicky: Oh, yes. How much are they?  
 Shopkeeper: They're 300 baizas each.  
 Vicky: I'd like 3, please.  
 Shopkeeper: That's 900 baizas.  
 Vicky: Thank you. //
- Ahmed: Paul, look there's a really nice khanjar.  
 Paul: Oh, yes. How much is it?  
 Shopkeeper: It's 30 rials.  
 Paul: I'll take it, thanks.  
 Shopkeeper: Here you are. //
- Maha: Oh look, Vicky. That's a lovely bracelet.  
 Vicky: Oh, that's really nice. How much is it?  
 Shopkeeper: It's 10 rials.  
 Vicky: I'll take it, thank you.  
 Shopkeeper: Here you are. //
- Paul: Ahmed, look at these caps. They would make nice presents. How much are they?

- Shopkeeper: They're 5 rials each.  
 Paul: I'll take this one, please.  
 Shopkeeper: Here you are. //
- Vicky: Oh, I'm really tired.  
 Maha: Yes, me too.  
 Vicky: I've got one more present to buy. I need something for my aunt.  
 Maha: Look! What about an incense burner?  
 Vicky: Oh, that's really nice. How much is it?  
 Shopkeeper: It's 4 rials.  
 Vicky: I'd like one, please.  
 Shopkeeper: Here you are.  
 Vicky: Thank you. //
- Vicky: Oh, hi Paul! Have you finished shopping yet?  
 Paul: No, I've got two more presents to buy. I need something for my uncle and my brother.  
 Ahmed: What about a key ring?  
 Paul: Oh, that's a good idea. How much are they?  
 Shopkeeper: They're 2 rials each.  
 Paul: I'd like this one and this one, please.  
 Shopkeeper: Here you are.  
 Paul: Thank you very much. //
- Maha: Have you bought all your presents now?  
 Vicky and Paul: Yes, thank you.  
 Ahmed: OK, let's go for a fruit juice then!  
 All: Yes, that's a great idea!

## Step 5

- ◆ Ask students to compare their answers, then do a whole class check. Write the numbers 1 - 8 down the board. Elicit the answers and write the letter of each picture next to the corresponding number.

## Answers:

- |      |      |
|------|------|
| 1. c | 5. f |
| 2. h | 6. e |
| 3. d | 7. a |
| 4. g | 8. b |

## Task 2 (10 minutes)

## Step 1

- ◆ Tell students to **Look at Activity 2 on page 39 of your Classbook** and read the rubric. Say they

are going to hear the two dialogues. Divide the class in half. Tell one half to repeat the questions, and the other half to repeat the answers. Play **Listening 4.2**, pausing to give students time to repeat. Get the two halves of the class to change roles and play the dialogues again. (The dialogues are played twice).

### Listening Transcript 4.2

How much is the incense burner?  
It's 4 rials.

How much are the henna cones?  
They're 300 baizas each.

#### Step 2

- ◆ Organise students into pairs. Ask a pair of volunteers to demonstrate asking and answering a question about the price of an item on pages 38 and 39 of the Classbook. Then get the rest of the class to practise asking and answering similar questions, referring to the dialogues in the Classbook to help them.

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 44, Activity 1 for Task 2 of the next lesson.

## Lesson 2

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 44, ACTIVITY 1 (optional)

### In this lesson, students will:

- play a game of Fizz Buzz
- write questions and answers about prices
- match photographs to names of shops
- ask and answer questions about prices with a partner

### Target Language

- How much is [the khanjar]?
- It's [30 rials].
- How much are [the key rings]?
- They're [2 rials].

### Vocabulary

*Shops:* supermarket; baker's; toyshop; computer shop; furniture shop; jeweller's; sports shop; clothes shop; music shop; pharmacy; shoe shop; bookshop

## Task 1 (10 minutes)

### Step 1

- ◆ Quickly chain the numbers **1 – 100** orally round the class. Ask students if they remember **Fizz Buzz**. They played this game in Grade 6A, Unit 3.

### Step 2

- ◆ Go over the rules of the game. Write the following numbers on the board:

5    10    15    20    52

### Step 3

- ◆ Explain to students that for any number which is a multiple of **5** or contains the number **5** (for example **52**) they cannot say the number. Instead they should say **Buzz**. Count the numbers **1** to **20** slowly with students, replacing **5**, **10**, **15** and **20** with **Buzz**. The sequence would therefore be as follows:

1, 2, 3, 4, Buzz, 6, 7, 8, 9, Buzz, 11, 12, 13, 14, Buzz, 16, 17, 18, 19, Buzz

### Step 4

- ◆ Write the following numbers on the board:

7 14 17 21

- ◆ Explain to students that for any number which is a multiple of 7 or contains the number 7 (for example 17) they cannot say the number. Instead they should say **Fizz**. Count the numbers 1 to 21 slowly with students, replacing 7, 14, 17 and 21 with **Fizz** and 5, 10, 15 and 20 with **Buzz**. The sequence should be as follows:

1, 2, 3, 4, Buzz, 6, Fizz, 8, 9, Buzz, 11, 12, 13, Fizz, Buzz, 16, Fizz, 18, 19, Buzz, Fizz

#### Step 5

- ◆ Ask students what they would say for number 35. They should suggest **Fizz Buzz**. Explain that if they say the numbers instead of **Fizz**, **Buzz** or **Fizz Buzz** then they are out. Students should listen carefully to each other. If they hear someone make a mistake, they should call out **No! Buzz!** or **No! Fizz!** Play the game, chaining the numbers around the class. This time, start at number 1 as before, but continue on when you reach 21. See how far you can get, and join in yourself.

## Task 2 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at pages 38 and 39 of your Classbook**. Get volunteers to ask questions across the class about the prices of the items in the pictures, for example:

- How much is [the khanjar]? It's [30 rials].
- How much are [the key rings]? They're [2 rials].

#### Step 2

- ◆ Tell students to **Look at Activity 1 on page 44 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to look at the items and prices in the shop window in the top part of the page, then complete the questions and answers below about the prices. Refer students to the words in the frieze on page 45 to check their spellings.

#### Step 3

- ◆ Tell students to compare their answers with their group. Play **Listening 4.3** so that they can listen and check their answers.

### Listening Transcript 4.3

1. How much is the incense burner?  
It's 4 rials.
2. How much are the henna cones?  
They're 300 baizas each.
3. How much is the bracelet?  
It's 10 rials.
4. How much are the caps?  
They're 5 rials each.
5. How much is the t-shirt?  
It's 3 rials.
6. How much are the dates?  
They're 1 rial a kilo.
7. How much is the khanjar?  
It's 30 rials.
8. How much are the key rings?  
They're 2 rials each.

#### Step 4

- ◆ Do a whole class check. Write the numbers 1 - 8 down the board or use the OHT you have already prepared. Write the missing information on the board next to the appropriate number.

#### Answers:

1. It's 4 rials.
2. They're 300 baizas (each).
3. It's 10 rials.
4. They're 5 rials (each).
5. How much is the t-shirt?
6. How much are the dates?
7. How much is the khanjar?
8. How much are the key rings?

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on pages 40 and 41 of your Classbook** and read the rubric and instruction text. Ask them to match the photographs of the different types of shops with the names of the shops in the list on the right of page 41. Write the numbers **1 - 12** down the board. Tell students to copy these numbers into their exercise books, then write the letter of each shop next to the corresponding number. Remind students that they should **NOT** write in their Classbooks.

### Step 2

- ◆ Tell students to compare their ideas with the rest of their group. Say you are going to play the answers, and they should listen and check their work. Play **Listening 4.4**, pausing after each shop is named to give students time to check.

#### Listening Transcript 4.4

1. c - supermarket
2. l - baker's
3. b - toyshop
4. j - computer shop
5. i - furniture shop
6. e - jeweller's
7. g - sports shop
8. k - clothes shop
9. h - music shop
10. a - pharmacy
11. d - shoe shop
12. f - bookshop

### Step 3

- ◆ Do a whole class check. Elicit the answers and write the letter of each shop on the board next to the matching number. Play the answers again. Pause after each one and get students to repeat the name of the shop.

## Optional Activity

- ◆ Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the price tag at the bottom right of page 41 of the Classbook. Remind students that they can do these extra activity tasks whenever they finish early, or in their free time.

## Task 4 (5 minutes)

- ◆ Ask **Where can you buy a pair of sandals?** **Where can you buy a football?** Elicit the names of the appropriate shops from a couple of volunteers. Organise students into pairs, and tell them to ask and answer similar questions with their partner.

### Homework

- ◆ Tell students to learn to spell the following 10 words and phrases from the unit. Say you will be checking these spellings at the end of the unit.

t-shirt; dates; khanjar; bracelet; incense burner;  
key ring; henna cone; earring; exercise bike;  
board game

- ◆ Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it.

1. **Look** at the word.
2. **Cover** the word.
3. **Write** the word.
4. **Check** the word.

As these spellings will not be checked until the last lesson of the unit, you may prefer to give them to students later in the unit.

## Lesson 3

### In this lesson, students will:

- listen to definitions and identify objects
- match pictures and words
- ask and answer questions about where they can buy things
- ask and answer questions about how much things cost

### Target Language

- Where can you buy [a book]? At the [bookshop].
- How much is it? It's [2 rials].
- Where can you buy [shoes]? At the [shoeshop].
- How much are they? They're [15 rials].

### Vocabulary

pills; exercise bike; cough syrup; dictionary; earrings

3. cough syrup – a liquid medicine which a person drinks if they have a cough
4. a dictionary – a book that has lots of words and their meanings organised in alphabetical order
5. earrings – jewellery that you wear on your ears

### Step 3

- ◆ Tell students to compare their answers, then play the listening again so that they can check their work. Do a whole class check orally.

### Answers:

1. u
2. h
3. j
4. t
5. g

## Warm-up (5 minutes)

- ◆ Ask students if they remember how to play **Fizz Buzz** from the previous lesson (Lesson 2, Task 1). Play the game, chaining the numbers round the class and joining in yourself.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at pages 42 and 43 of your Classbook**. Ask **What objects can you see in the pictures?** and elicit the names of as many objects as possible. Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They are going to hear definitions of five objects on the page, and they have to find these objects among the pictures.

### Step 2

- ◆ Play **Listening 4.5**, pausing after each definition to give students time to find the matching picture.

### Listening Transcript 4.5

1. pills – small solid pieces of medicine which a person swallows
2. an exercise bike – a bike that you ride in the gym to get fit

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the words and phrases in the price tags and match each tag to one of the pictures on pages 42 and 43.

### Step 2

- ◆ Tell students to write the numbers **1 - 26** in their exercise books. After they have found the matching picture for each number, they should write the letter of each picture next to the appropriate number. Show them that the five objects they have just heard definitions of – **pills, an exercise bike, cough syrup, a dictionary, earrings** - have already been done.

### Step 3

- ◆ Tell students to compare their ideas in their groups, then do a whole class check. Write the numbers **1 - 26** in two columns down the board. Elicit the answers from volunteers and write each letter next to the appropriate number.

### Answers:

- |      |       |
|------|-------|
| 1. c | 14. g |
| 2. f | 15. a |
| 3. s | 16. n |
| 4. k | 17. i |

- |       |       |
|-------|-------|
| 5. p  | 18. j |
| 6. b  | 19. w |
| 7. e  | 20. l |
| 8. h  | 21. x |
| 9. q  | 22. u |
| 10. t | 23. m |
| 11. y | 24. d |
| 12. r | 25. o |
| 13. z | 26. v |

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Tell them that they are going to hear the two dialogues. Divide the class in half. Tell one half to repeat the questions, and the other half to repeat the answers. Play **Listening 4.6**, pausing to give students time to repeat. Get the two halves of the class to change roles and play the dialogues again. (The dialogues are played twice).

#### Listening Transcript 4.6

Where can you buy cough syrup?

At the pharmacy.

How much is it?

It's 2 rials.

### Step 2

- ◆ Organise the class into pairs. Ask a pair of volunteers to ask and answer questions about one of the items on pages 42 and 43, for example:

- Where can you buy [a book]?
- At the bookshop.
- How much is it?
- It's 2 rials.
  
- Where can you buy [shoes]?
- At the shoeshop.
- How much are they?
- They're 15 rials.

### Step 3

- ◆ Students continue in pairs, asking and answering questions about where you can buy things and how much they cost.

**A** This activity provides an opportunity to assess how well students can use language related to buying things.

#### Homework

- ◆ Tell students to choose three objects from the pictures on pages 42 and 43 of their Classbooks, and write questions in their exercise books about where you can buy these things, and how much they cost.

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 45, Activity 1 for Task 1 of the next lesson.

## Lesson 4

### YOU WILL NEED;

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 45, ACTIVITY 1 (optional)

### In this lesson, students will:

- categorise items according to where they can be bought
- write questions about prices for a friend to answer
- check their friend's answers and write them out
- choose a type of shop and do research into prices

### Target Language

- How much is [the watch]?
- [80 rials]
- How much are the apples?
- [500 baizas]

### Vocabulary

*Shops:* sports shop; jeweller's; shoe shop; supermarket; clothes shop; bookshop; toy shop; pharmacy

## Warm-up (5 minutes)

- ◆ Tell students to find the questions they wrote for homework about where they can buy three items, and how much they cost. Ask them to work with a partner and take it in turns to ask and answer the questions. Get a few pairs of volunteers to demonstrate their questions and answers to the class.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to Look at Activity 1 on page 45 of your Skills Book and read the rubric and instruction text. Check their understanding of the task. They have to read the names of the items in the lorry, then categorise them according to which shop they can be bought in.

### Step 2

- ◆ Get students to compare their ideas with the rest of their group. Say they are going to hear the answers, and they should check them as they listen. Play Listening 4.7, pausing after the items

in the first shop (**supermarket**) have been named. Do a quick whole class check, then continue for the remaining shops. If you prefer, use the OHT you have already prepared.

### Listening Transcript 4.7

#### supermarket

a yoghurt  
some apples  
some butter

#### shoe shop

shoes  
sandals

#### jeweller's

earrings  
a bracelet  
a watch

#### sports shop

a tennis racket  
an exercise bike

#### pharmacy

pills  
cough syrup

#### toy shop

a board game  
a doll  
a teddy bear

#### bookshop

a book  
a comic  
a dictionary

#### clothes shop

a cap  
a t-shirt

## Task 2 (5 minutes)

- ◆ Tell students to Look at Activity 1 on page 46 of your Skills Book and read the rubric and instruction text. Check their understanding of the task. They have to write answers to the two questions by referring to the information on pages 42 and 43 of their Classbooks. Do a quick whole class check orally.



**Answers:**

1. 80 rials.
2. 500 baizas.

## Task 3 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to write five questions about how much things cost on the writing lines in their Skills Books for a friend to answer. To do this, they will need to refer to pages 42 and 43 of their Classbooks. Students should know the answers to their own questions, but they should not write the answers in their Skills Books.

### Step 2

- ◆ When students have finished writing their five questions, get them to swap books. Tell students to write the answers to their friend's questions, but to do this in their exercise books, NOT in their Skills Books. They should then check each other's work. If their friend's answers are correct, students should write them out in their Skills Books. If they are incorrect, they should ask their friend to try again. Circulate around the classroom offering guidance and support.

### Homework



Tell students to **Look at Activity 3** and read the rubric and instruction text. Go over the text with them and check their understanding. Each member of the group should choose a different type of shop to research. They should find out the prices of some things that they can buy in the shop they have chosen and make a list. They should keep their lists in their portfolios as they will need them later in the unit for a project about making a shopping board game.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 44 to 46.

## Lesson 5

### In this lesson, students will:

- learn a tongue twister
- put words in the correct order to form questions
- formulate a rule for asking about price
- fill in gaps in questions and answers

### Target Language

- How much is [a cap]?
- It's 5 rials.
- How much are [dates]?
- They're [1 rial a kilo].

### Vocabulary

*Tongue twister:* batter; better; bitter; butter

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 4.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at the pictures on page 42 of your Classbook**. Ask them to identify the picture of butter (**picture f**).

### Step 2

- ◆ Tell students to **Look at Activity 1 on page 47 of your Skills Book** and read the rubric and instruction text. Read the four words – **batter, better, bitter, butter**. Ask students to look at the four definitions. Read the first one and discuss the concept. Ask them if they can think of anything which has a bitter taste - for example, **a lemon**. Now ask them to read the other definitions and match them to the remaining words. They should write the word in the gap in each definition.

### Step 3

- ◆ Do a whole class check. Write the numbers **2 - 4** down the board. Elicit each word and write it next to the appropriate number.

### Answers:

2. batter
3. better
4. butter

- ◆ Make sure that students understand the meanings of these words.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they are going to learn a new tongue twister about a woman called **Betty Botter**. Point out the first verse and ask them to read it to themselves. Explain they are going to hear this verse played twice. The first time, they should follow it in their books as they listen, and the second time, they should try and join in. Play **Songs and Rhymes 4.1**.

#### Songs and Rhymes Transcript 4.1 Betty Botter

Betty Botter bought some butter,  
'But,' she said, 'the butter's bitter.  
If I put it in my batter,  
It will make my batter bitter,  
But a bit of better butter,  
Will make my batter better.'

### Step 2

- ◆ Tell students to read the second verse to themselves. When they have finished, say they are going to hear it played twice. The first time, they should follow it in their books as they listen, and the second time, they should try and join in. Play **Songs and Rhymes 4.2**.

#### Songs and Rhymes Transcript 4.2 Betty Botter

So she bought a bit of butter,  
Better than her bitter butter,  
And she put it in her batter,  
And the batter was not bitter.  
It was better Betty Botter bought a bit of  
better butter.

### Step 3

- ◆ Play the complete tongue twister (**Songs and Rhymes 4.3**) and tell students to join in as they listen.

#### Songs and Rhymes Transcript 4.3 Betty Botter

Betty Botter bought some butter,  
'But,' she said, 'the butter's bitter.  
If I put it in my batter,  
It will make my batter bitter,

But a bit of better butter,  
Will make my batter better.'

So she bought a bit of butter,  
Better than her bitter butter,  
And she put it in her batter,  
And the batter was not bitter.  
It was better Betty Botter bought a bit of  
better butter.

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 48 of **your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **Talking about prices**. Tell students to read the rubric and information text and check their understanding. They have to rewrite the questions with the words in the correct order.

### Answers:

1. How much is the cap?
2. How much are the dates?

### Step 2

- ◆ Tell students to complete the rule next to Robby's hand. They should suggest the following:

When we want to ask the price of something, we use **the question word how** followed by **the word much**.

## Task 4 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read and complete the questions and answers using the words in the box on the left. Remind them to use capital letters if necessary. Point out the first question and answer which has been done as an example. When students have finished, do a whole class check orally.

### Answers:

2. How much are apples?  
They're 1 rial a kilo.
3. How much is an incense burner?  
It's 4 rials.
4. How much is a t-shirt?  
It's 3 rials.

5. How much are key rings?  
They're 2 rials each.

### Step 2

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. They should use the words in the price tag on the right to complete the rules next to Robby the Robot's hands. Get them to compare their ideas, then do a whole class check orally. Students should suggest the following:

When we use **a singular noun** in the question, we use **is** in the question and **it's** in the answer.

When we use **a plural noun** in the question, we use **are** in the question and **they're** in the answer.

### Homework

- ◆ Remind students to continue making price lists of things for sale in the type of shop they chose in the previous lesson.
- ◆ Tell students to look at the Super Shopping Game on pages 44 and 45 of their Classbooks. Tell them to read through the rules (on page 44) in preparation for the next lesson.

### For the next lesson (optional)

- ◆ You may want to bring some board games to the next lesson – or find examples of other board games in other grades of *English for Me* – to give students some ideas when making their own board game for the project later in the unit.

## Lesson 6

### YOU WILL NEED:

- SCISSORS
- DICE
- COUNTERS
- BOARD GAMES (optional)

### In this lesson, students will:

- practise a tongue twister
- play a board game with a partner
- make a group board game about shopping
- fill in stages of a Project Record Sheet

### Vocabulary

board game

## Warm-up (5 minutes)

- ◆ Play the 'Betty Botter' Tongue Twister (**Songs and Rhymes 4.3**). Encourage students to join in as much as they can.

## Task 1 (15 minutes)

### Step 1

- ◆ Tell students to **Look at the Super Shopping Game on pages 44 and 45 of your Classbook**. Ask them to tell you what they can see and what they think they are going to do. Elicit that they are going to play a game about **shopping**.

### Step 2

- ◆ Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. Tell them to **Look at cut-out page 10 on page 79 of your Skills Book**. Explain that this is a price list of things you can buy in the shops in the Super Shopping Game. Distribute the scissors and tell students to **Cut out the page carefully**.

### Step 3

- ◆ Direct students to the rules at the bottom of page 44 of their Classbooks. They should already have read these rules for homework. Go over the rules and make sure that students understand them, then demonstrate the game with a pair of volunteers. Organise students into pairs and distribute the counters and the dice. Tell students to play the game and put up their hands when they get to the finish. The first pair to reach the finish are the winners.

## Task 2 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 45 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They are going to do a project. In groups, they have to follow instructions to prepare a board game about shopping for another group to play. Remind students about the price lists they have been making for homework. These can be used for writing the price lists in their board games.

### Step 2

- ◆ Tell students they can use the format of the board game in the book, or experiment with their own ideas. If you have brought any board games of your own, show these to the class. Students need to think about the following:
  - How they will decorate their shopping board game. For example, they may want to collect pictures or draw them.
  - How they will distribute the instructions for their shopping board game. Discuss how they will do this.

### Step 3

- ◆ Tell students to **Look at page 101 at the back of your Skills Book**. Make sure students understand that their shopping board game is a project. Remind them to follow the stages of their Project Record Sheets and to tick (✓) each box as they complete that stage. Tell them not to remove this page from their Skills Books for now.



Students will probably not have time to finish their board game in this lesson, but will have to finish it in a later lesson. Tell them that all board games **MUST** be ready by Lesson 14. After students have finished making their board game, they should play it to make sure it works.

### Homework

- ◆ Write the names of the following shops on the board and tell students to learn the spellings.

sports shop; jeweller's; shoe shop; supermarket;  
clothes shop; bookshop; toy shop; pharmacy; music  
shop; furniture shop

- ◆ Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it.

1. **Look** at the word.
2. **Cover** the word.
3. **Write** the word.
4. **Check** the word.

Tell students you will be checking the spellings of these words during the next few lessons.

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 2. Tell them you will be checking these spellings at the end of the unit.

t-shirt; dates; khanjar; bracelet; incense burner; key ring; henna cone; earring; exercise bike; board game

### For the next lesson

- ◆ If you have access to an OHP, you might want to prepare an OHT for the whole class check in Skills Book, page 49, Activity 2 for Task 2 of the next lesson.
- ◆ Tell students to bring the shopping board games they are making (or have already made) to the next lesson.

## Lesson 7

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 49, ACTIVITY 2 (optional)
- STUDENTS' SHOPPING BOARD GAMES

### In this lesson, students will:

- label pictures
- rewrite instructions correctly
- complete rules for writing instructions
- play a board game

### Target Language

- Put your counter on start.
- Miss a turn. Throw the dice.
- Go back (forward) 3 spaces.
- Pick up a card.

### Vocabulary

dice; card; counter; go forward; go back

## Task 1 (5 minutes)

- ◆ Tell students to **Look at Activity 1** on page 49 of your **Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING**. Read the words on the strip coming out of Robby's head – **Writing for a purpose: instructions**. Tell students to read the rubric and information text and check their understanding. They have to label the pictures, using the words and phrases in the board game. Elicit the answers.

### Answers: (from left to right)

a dice  
a card  
go forward  
a counter  
go back

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Students should rewrite the six instructions in the box so that they make sense. Go over the first instruction with them which has been done as an example. While students are doing the task, circulate around the classroom offering guidance and support.

### Step 2

- ◆ Tell students they are going to hear the correct instructions, and that they should listen and check their answers. Play **Listening 4.8** then do a whole class check. Write the correct instructions on the board as you elicit the answers, or use the OHT you have already prepared. The correct words have been written in **Bold** in the transcript below.

### Listening Transcript 4.8

1. Put your **counter** on start.
2. Miss a **turn**.
3. Throw the **dice**.
4. Go back 3 **spaces**.
5. Go forward 4 **spaces**.
6. Pick up a **card**.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Students should underline all the verbs in the instructions they wrote in Activity 2. Do a quick whole class check and elicit the answers.

### Answers:

put, miss, throw, go back, go forward, pick up.

### Step 2

- ◆ Tell students to complete the rules for writing instructions next to Robby the Robot's hands. They should choose words or phrases from the dice. Please note that not all the words and phrases will be used. When students have finished, ask them to compare their ideas, then do a whole class check.

### Answers:

We usually begin **instructions** with a **verb**.  
We usually write **instructions** in the **present simple**.

## Task 4 (10 minutes)

- ◆ Tell students to finish making their shopping board games, or if they have already finished them, to play their games in their groups.

### Homework

- ◆ Tell students to look at page 46 of their Classbook and read through the dialogue and information text in preparation for the next lesson. They don't have to understand every word, but they should try and get a general sense of what the dialogue and information text are about.

## Lesson 8

### YOU WILL NEED:

- SCISSORS

### In this lesson, students will:

- learn about British and Omani money
- match words to money values
- match words to pictures of coins and notes
- write about Omani money

### Target Language

- What money do people use in your country?
- What do you know about [Omani] money?
- How many [coins] are there in Omani money?
- How many [notes] are there in British money?

### Vocabulary

coin; note; rial; baiza; pound; pence; metal; paper

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at pages 46 and 47 of your Classbook**. Say **Look at the pictures** and ask **What can you see?** Elicit (**British and Omani**) **money**. Tell students to **Look at Activity 1** and read the rubric and instruction text. Say they are going to hear the dialogue and they should follow it in their books as they listen. Play **Listening 4.9** straight through.

### Listening Transcript 4.9

- Paul:** I still get muddled with the different coins and notes in Oman.
- Ahmed:** I know it takes time to learn about it. It was the same for me when I went shopping in England. You have so many different coins!
- Fahad:** What money do people use in your country?
- Paul:** In Britain we use pounds and pence.

### Step 2

- ◆ Tell students to read the next instruction (under the dialogue between Paul and Ahmed) and

check their understanding of the task. Students have to read the information that Paul gave his friends about British money, and match the words in the money bag at the bottom of the page to the notes and coins on the page. Remind them to do this in their exercise books and NOT in their Classbooks.

### Step 3

- ◆ Tell students to write the letters **a - l** in their exercise books. Teach them how to write the abbreviated form for pence and pounds. Show them that **1 pence = 1p** and **5 pounds = £5**. Tell them to write the abbreviated forms next to the letters. Do the first one with them as an example (**a = 20p**). When students have finished, do a whole class check. Write the letters **a - l** down the board. Elicit each answer, and write the value of the coin or note next to the appropriate letter.

### Answers:

- 20p
- 1p
- 5p
- £1
- 2p
- 50p
- 10p
- £2
- £10
- £20
- £5
- £50

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 47 of your Classbook** and read the rubric and instruction text. Go through the text with them, then ask volunteers to read the two questions in the blue box about Omani money. Elicit the answers.

### Answers:

There are four coins in Omani money.  
There are eight notes in Omani money.

### Step 2

- ◆ Ask students to read the instruction text to the left of the briefcase at the end of this activity. Check their understanding of the task. They have to match the words in the case with the coins and notes on the page. Tell them to write the

numbers 1 - 12 in their exercise books and write the abbreviated form for each coin or note next to each number. Check that students know how to write the abbreviated forms. For example, tell them that **100 baizas = 100 bz, and 5 rials = 5 OR.**

### Step 3

- ◆ Do numbers 1 and 2 with students as examples, then tell them to complete the task. When they have finished, ask them to compare their ideas and do a whole class check. Write the numbers 1 - 12 down the board. As you elicit the answers, write the value of each note or coin next to the appropriate number.

#### Answers:

1. 1 rial
2. 25 baizas
3. 10 rials
4. 100 baizas
5. 10 baizas
6. 200 baizas
7. 20 rials
8. 50 baizas
9. 5 rials
10. 500 baizas / half a rial
11. 5 baizas
12. 50 rials

### Step 4

- ◆ Tell students to **Look back at Activity 1.** Ask **How many notes are there in British money?** and elicit **four.** Then ask **How many coins are there in British money?** and elicit **eight.**

## Task 3 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3 at the bottom of page 47** and read the rubric and instruction text. Check their understanding of the task. They should write some information about Omani money using Paul's description about British money on page 46 as a model.

### Step 2



- ◆ Tell students to **Look at cut out page 11 on page 77 at the back of your Skills Book.** Distribute the scissors and ask students to **Cut out the page carefully.** Tell them to write their information about Omani money on this cut-out page. When they have finished, they should show their work to a friend, then put their pages into their portfolios.

### Homework

- ◆ Tell students that in Lesson 12 they are going to do a role play about different shops. Ask them to begin collecting some items for display in the shops. There will be six kinds of shops as follows:

- toy shop
- supermarket
- bookshop
- clothes shop
- shoe shop
- jeweller's



**Note: It is not essential for students to bring items for display, as they will be given activity cards with the items they need, but it will make the activity more fun if students have some realia to use.**

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 50, Activity 2 for Task 2 of the next lesson.

## Lesson 9

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 50, ACTIVITY 2 (optional)

### In this lesson, students will:

- label pictures of Omani notes and coins
- write prices in words
- learn about stress patterns
- identify where the stress falls in words

### Vocabulary

syllable; stress

## Task 1 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 50 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Tell them to **Look at cut-out page G on page 107 of your Skills Book** and remove it carefully. Tell them to label the Omani coins and notes on this page.

### Step 2



When students have finished, get them to show their work to a partner, then store their pages in their portfolios together with the description of Omani money they wrote in the previous lesson.

## Task 2 (5 minutes)



If there is not enough time to complete the following task in class, students can finish it for homework.

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to write the prices out in words. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Do a whole class check. Write the words on the board, or use the OHT you have already prepared.

### Answers:

five baizas  
ten baizas  
twenty-five baizas  
fifty baizas  
one hundred baizas (or a hundred baizas)  
two hundred baizas  
five hundred baizas  
one rial  
five rials  
ten rials  
twenty rials  
fifty rials

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 51 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the word on the strip coming out of Robby's head – **Stress**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to decide how many syllables each of the two words contains, then listen to the CD and check their answers.

### Step 2

- ◆ Elicit the answers (**date – 1 syllable; apple - 2 syllables**). Now tell students to listen to the words and repeat them, clapping the syllables of each word at the same time. Play **Listening 4.10**.

### Listening Transcript 4.10

date // date (clapped)  
pause  
ap/ple // ap/ple (clapped)

### Step 3

- ◆ Ask students to listen to **apple** again. Say **Which syllable is stronger?** Students should tell you that the first syllable is stronger. Tell them that this is the main stress in the word. Show them in the Skills Book that the symbol which marks the main stress above the first syllable is bigger than the second one.

## Task 4 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to say each



word in the box to themselves, decide where the main stress is, then write the word into the appropriate stress column.

### Step 2

- ◆ When students have finished, get them to compare their answers. Then play **Listening 4.11** so that they can check their answers.

#### Listening Transcript 4.11

##### Column 1

Wednesday  
Friday  
apple  
orange

##### Column 2

giraffe  
cassette  
July  
Japan

## Task 5 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to say the words to themselves and decide which word in each group has a different stress pattern. They should write this word in the box under each column of words and mark the main stress.

### Step 2

- ◆ When students have finished, ask them to compare their ideas. Do a whole class check. As you elicit the answers, write the words on the board showing the stress pattern.

 guitar    
  begin    
  balloon

### Homework

- ◆ Remind students to continue learning the spellings of the 10 shops you gave them in Lesson 6. Say you will be checking these spellings in a later unit.

sports shop; jeweller's; shoe shop; supermarket;  
clothes shop; bookshop; toy shop; pharmacy; music  
shop; furniture shop

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 2. Tell them you will be checking these spellings at the end of the unit.

t-shirt; dates; khanjar; bracelet; incense burner; key ring; henna cone; earring; exercise bike; board game

- ◆ Remind students to continue collecting items for the shopping role play in Lesson 12.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 47 to 51.

### For the next lesson

- ◆ You will need to prepare copies of **Super Shopping Check Sheet 1** from the photocopiable pages at the back of this Teacher's Book for the reading race in the Warm-up of the next lesson – one check sheet for each group.

- ◆ If you have access to an OHP, you may want to prepare an OHT with answers to **Super Shopping Check Sheet 1** for the reading race.

## Lesson 10

### YOU WILL NEED:

- COPIES OF SUPER SHOPPING CHECK SHEET 1 FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one sheet for each group
- AN OHT WITH ANSWERS TO SUPER SHOPPING CHECK SHEET 1 (optional)

### In this lesson, students will:

- do a reading race
- read dialogues and answer questions
- put sentences in order
- act out a dialogue in pairs

### Target Language

- What did [Maha] buy?
- Can I help you?
- Have you got [a red t-shirt]?
- Have you got any [teddy bears]?

### Vocabulary

shop assistant; teddy bear; football shirt; postcard

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 9.

## Warm-up (5 minutes)

- ◆ Give each group a copy of **Super Shopping Check Sheet 1** from the photocopiable pages at the back of this Teacher's Book. Explain to students that they are going to do a reading race. They have to find coins and notes on the poster, and write the letter of each in the appropriate space on their check sheet. Make sure that students understand that they should take it in turns to come to the poster, but that only one student from each group can come to the poster at a time. The first group to bring their sheet to you with the correct answers is the winner.
- ◆ Check the answers of the group that finished first by pointing at the poster as they read out the answers. Alternatively, use the OHT you have already prepared.

## Task 1 (10 minutes)

- ◆ Tell students to **Look at pages 48 and 49 of your Classbook**. Ask **What can you see in the pictures?** and elicit as much vocabulary as possible. Tell them to **Look at Activity 1 on page 48** and read the rubric and instruction text. Check their understanding of the task. They have to read the dialogues and answer the four questions. Do a whole class check orally, and elicit the answers.

### Answers:

1. Maha – 2 teddy bears.
2. Ahmed - nothing.
3. Vicky – nothing.
4. Paul – 3 key rings.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 49** and read the rubric and instruction text. Check their understanding of the task. They have to read the two questions and find the answers in the dialogues on pages 48 and 49. First, they need to identify the key words in the questions (**teddy bears, key rings**) then scan the dialogues to find the information about prices for those items and work out the answers. Remind students NOT to write in their Classbooks, but in their exercise books.

### Step 2

- ◆ Tell students they are going to hear the dialogues so they can check their answers. Tell them to follow the dialogues in their books as they listen. Play **Listening 4.12** then do a whole class check. Elicit the answers and write them on the board.

### Listening Transcript 4.12

Shop assistant:	Can I help you?
Vicky:	Have you got a red t-shirt?
Shop assistant:	No, I'm sorry, we haven't.
Vicky:	Oh, OK. Thank you.
Shop assistant:	Can I help you?
Maha:	Have you got any teddy bears?
Shop assistant:	Yes, we have. Here they are.

**Maha:** Oh, they're lovely. How much are they?  
**Shop assistant:** They're £3.00.  
**Maha:** I'd like 2 please.  
**Shop assistant:** That's £6.00.  
**Maha:** Here you are.  
**Shop assistant:** Thank you. Goodbye.

**Shop assistant:** Can I help you?  
**Paul:** Have you got any key rings?  
**Shop assistant:** Yes, we have.  
**Paul:** Oh, they're really nice. How much are they?  
**Shop assistant:** They're £2.00.  
**Paul:** I'd like 3 please.  
**Shop assistant:** That's £6.00.  
**Paul:** Here you are.  
**Shop assistant:** Thank you. Goodbye.

**Shop assistant:** Can I help you?  
**Ahmed:** Have you got a small football shirt?  
**Shop assistant:** No, I'm sorry, we haven't.  
**Ahmed:** Oh, OK. Thank you.

**Answers:**

1. £3.00.
2. £2.00.

**Task 3 (5 minutes)**

- ◆ Tell students to **Look at Activity 1 on page 52 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to put each of the sentences **a, b, c** and **d** in the correct places in the dialogue. When students have finished, play **Listening 4.13** so that they can check their answers. Elicit the order and write the letters of the answers on the board.

**Listening Transcript 4.13**

**Shop assistant:** Can I help you?  
**Maha:** Have you got any postcards?  
**Shop assistant:** Yes, we have. Here they are.  
**Maha:** Oh, they're lovely. How much are they?  
**Shop assistant:** They're £1.00 each.  
**Maha:** Mmm. I'd like 6 please.  
**Shop assistant:** That's £6.00.  
**Maha:** Here you are.  
**Shop assistant:** Thank you. Goodbye.

**Answers:**

Can I help you? // **d**  
 Yes, we have. Here they are. // **b**  
 They're £1.00 each. // **c**  
 That's £6.00. // **a**  
 Thank you. Goodbye.

**Task 4 (5 minutes)**

- ◆ Tell students to work in pairs. **Student A** is the shop assistant and **Student B** is Maha. Get them to act out the dialogue. When they have finished, tell them to reverse roles.

**Homework**

- ◆ Remind students to continue learning the spellings of the 10 shops you gave them in Lesson 6. Say you will be checking these spellings in a later unit.

sports shop; jeweller's; shoe shop; supermarket; clothes shop; bookshop; toy shop; pharmacy; music shop; furniture shop

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 2. Tell them you will be checking these spellings at the end of the unit.

t-shirt; dates; khanjar; bracelet; incense burner; key ring; henna cone; earring; exercise bike; board game

**At the end of this lesson**

- ◆ Remind students to continue collecting the items they will need for the shopping role play in Lesson 12.

**For the next lesson**

- ◆ You may want to prepare an OHT with the answers for the whole class check in Skills Book, page 52, Activity 2 for Task 2 of the next lesson.

## Lesson 11

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 52, ACTIVITY 2 (optional)

### In this lesson, students will:

- act out dialogues about shopping
- complete a written dialogue about shopping
- write out amounts of money in words, symbols and letters
- write about British and Omani money using abbreviations and symbols

### Target Language

- 2 OR = two rials
- £5 = five pounds
- 50 bz = fifty baizas
- 20p = twenty pence

### Vocabulary

rials; baize; pounds; pence

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at pages 48 and 49 of your Classbook**. Ask them to look at the picture at the bottom right of page 48 that shows Maha buying teddy bears. Tell them they will hear the dialogue and they should follow it in their books as they listen. Play **Listening 4.14**.

### Listening Transcript 4.14

Shop assistant: Can I help you?  
 Maha: Have you got any teddy bears?  
 Shop assistant: Yes, we have. Here they are.  
 Maha: Oh, they're lovely. How much are they?  
 Shop assistant: They're £3.00  
 Maha: I'd like 2 please.  
 Shop assistant: That's £6.00.  
 Maha: Here you are.  
 Shop assistant: Thank you. Goodbye.

### Step 2

- ◆ Tell students to work in pairs and act out the dialogue. **Student A** is the shop assistant and **Student B** is Maha. When they have finished, they should reverse roles.

### Step 3

- ◆ Tell students to look at the picture at the top of page 49 that shows Paul buying key rings. Ask them to read the dialogue as you play it, then work in pairs and act out the dialogue. Play **Listening 4.15**. When students have acted out the dialogue in pairs, get them to reverse roles.

### Listening Transcript 4.15

Shop assistant: Can I help you?  
 Paul: Have you got any key rings?  
 Shop assistant: Yes, we have.  
 Paul: Oh, they're really nice. How much are they?  
 Shop assistant: They're £2.00.  
 Paul: I'd like 3 please.  
 Shop assistant: That's £6.00.  
 Paul: Here you are.  
 Shop assistant: Thank you. Goodbye.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 52 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to complete Ahmed's conversation with the shop assistant and write the missing parts of the dialogue on the writing lines. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Tell students they are going to hear the complete dialogue, and they should listen and check their work. Play **Listening 4.16**.

### Listening Transcript 4.16

Shop assistant: Can I help you?  
 Ahmed: Have you got a red, white and blue t-shirt?  
 Shop assistant: No, I'm sorry, we haven't.  
 Ahmed: Oh, OK. Thank you.

### Step 3

- ◆ Do a whole class check. Elicit the dialogue from the class, and write the completed dialogue on the board. Alternatively, use the OHT you have already prepared.

**Step 4**

- ◆ Tell students to work in pairs. **Student A** is the shop assistant and **Student B** is Ahmed. Get them to act out the dialogue. When they have finished, tell them to reverse roles.

**Task 3 (10 minutes)****Step 1**

- ◆ Tell students to **Look at Activity 1 on page 53 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the word on the strip coming out of Robby's head – **Money**. Tell students to read the rubric and information text and check their understanding of the task. They have to look at the information about Omani and British money, then write out the amounts in full on the writing lines.

**Step 2**

- ◆ Demonstrate how to write the pound symbol on the board. Get students to copy your movements in the air and then with a finger on the desk before writing it in their books. When they have finished, ask them to check their work with a partner, then do a whole class check.

**Answers:**

1. fifteen rials
2. twenty-five baizas
3. forty-five rials
4. ten baizas
5. £10
6. 45p
7. £60
8. 50p

**Step 3**

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read and complete the information about abbreviations and symbols. Explain that **abbreviation** means a short form of a word or expression, and contains some of the letters of the word. Write the letters **bz** on the board and demonstrate how this is an abbreviation for **baiza**.

**Step 4**

- ◆ When students have finished, ask them to check their ideas with a partner, then do a whole class check.

When we write about **Omani money**, we can use the letters **OR** to mean **Omani rials** and the letters **bz** to mean **baizas**.

When we write about **British money**, we can use the **symbol £** to mean pound and the letter **p** to mean **pence**.

**Task 4 (5 minutes)**

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to look at Maha and Vicky's shopping lists, and add up the cost of the items to find out how much each girl spent. Make sure students understand that they should add and write the total of Vicky's list in Omani money and Maha's list in British money. Ask them to check their ideas with a friend then do a whole class check.

**Answers:**

Vicky. 16 Rials 900 baizas //  
Maha. £27.50

**Homework**

Tell students to draw a picture of an item of their choice with its price tag. Alternatively, they can find a picture of that item. They should write a shopping dialogue between a customer and a shop assistant, based on the item and its price. Their dialogue should be similar to one of the dialogues on pages 48 and 49 of their Classbooks. They should write out their dialogue on a piece of paper, and put it into their portfolios.

- ◆ Remind students to continue learning the spellings of the 10 shops you gave them in Lesson 6. Say you will be checking these spellings in a later unit.

sports shop; jeweller's; shoe shop; supermarket; clothes shop; bookshop; toy shop; pharmacy; music shop; furniture shop

- ◆ Tell students to read the information and rules about the role play in Skills Book, page 54, Activity 2 in preparation for the role play activity in the next lesson.


**At the end of this lesson**

- ◆ Tell students to bring the items they will need for the shopping role play to the next lesson.

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 52 to 53.

#### For the next lesson

- ◆ You will need to prepare the shopkeeper cards and the shopping item activity cards. You will need one copy of each of the 12 shopkeeper cards. You will then need to sort the shopping item activity cards so that they match the 4 items which can be bought in each shop (which are written on each shopkeeper card). You will need one copy of each of the 48 cards, divided into the 12 shops.
- ◆ You will also need to prepare the shopping lists from the photocopiable pages at the back of this Teacher's Book. You will need one copy of each list.

 As the setting up of the role play will take some time, you may want to read through Task 2 of the next lesson and look at page 54 of the Skills Book in order to familiarise yourself in advance with the activity.

## Lesson 12

### YOU WILL NEED:

- SCISSORS
- SHOPKEEPER CARDS
- SHOPPING ITEM ACTIVITY CARDS
- SHOPPING LISTS FROM THE PHOTOCOPIABLE LISTS AT THE BACK OF THIS TEACHER'S BOOK – one copy of each list

### In this lesson, students will:

- label British coins and notes
- read the instructions for a role play activity about shopping
- understand the rules of the role play activity
- do the role play activity

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 11.

## Warm-up (5 minutes)

- ◆ Tell students to find the items they have collected for the role play. Get them to sort them into items that can be bought in different types of shops.

## Task 1 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 54 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Tell them to **Look at cut-out page H on page 105 of your Skills Book** and **Cut out the page carefully**. They have to label the British money (coins and notes) on the page. When students have finished, ask them to check their work in their groups, then do a whole class check.

### Answers:

- 1p / 1 penny / one penny
- 2p / 2 pence / two pence
- 5p / 5 pence / five pence
- 10p / 10 pence / ten pence
- 20p / 20 pence / twenty pence
- 50p / 50 pence / fifty pence
- £1 / 1 pound / one pound
- £2 / 2 pounds / two pounds
- £5 / 5 pounds / five pounds
- £10 / 10 pounds / ten pounds
- £20 / 20 pounds / twenty pounds
- £50 / 50 pounds / fifty pounds

## Task 2 (15 minutes)

### Step 1

- ◆ Explain to students that they are going to do a role play about shopping. Organise them into groups of shopkeepers and shoppers. There should be 12 shopkeepers and the rest of the class should be divided into 6 groups of shoppers. Tell students to **Look at Activity 2 on page 54 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task.

### Step 2

- ◆ Give the 12 shopkeepers their shopkeeper cards. Then give each of the shopkeepers the 4 shopping activity cards which correspond to the items in their shops. Distribute the 12 shops around the classroom, and give the shopkeepers any of the appropriate realia items to make a shop display. Show shopkeepers how to fold their cards in half so that the name of their shop is displayed on the outside and they are able to see the prices of the items (refer to the illustration on Skills Book, page 54).

### Step 3

- ◆ Give the 6 shopping lists to the 6 groups of shoppers. Explain that they have to go to the appropriate shops and buy the items on their list, but they do not have to buy everything on their list in order. When they have bought an item, they should tick it off on their shopping list and take the shopping item activity card from the shopkeeper. Make sure the shopkeeper remembers to give them the activity card once they have bought the item. Warn the shopkeepers that they may not sell all the items in their shop.

## Task 3 (10 minutes)

### Step 1

- ◆ Go over the rules of the role play with students and make sure they understand them. Emphasise that shopkeepers will close their shop if the shoppers do not speak in English! Tell students to begin the role play, then circulate around the classroom offering guidance and support.

### Step 2

- ◆ Monitor the activity carefully to ensure that students are using English to buy and sell their items. The first group of shoppers to show you their completed shopping list is the winner.

### Homework

- ◆ Remind students to continue learning the spellings of the 10 shops you gave them in Lesson 6. Say you will be checking these spellings in a later unit.

sports shop; jeweller's; shoe shop; supermarket; clothes shop; bookshop; toy shop; pharmacy; music shop; furniture shop

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 2. Tell them you will be checking these spellings at the end of the unit.

t-shirt; dates; khanjar; bracelet; incense burner; key ring; henna cone; earring; exercise bike; board game

### For the next lesson

- ◆ You will need to prepare copies of **Super Shopping Check Sheet 2** from the photocopiable pages at the back of this Teacher's Book for the reading race in the Warm-up of the next lesson – one check sheet for each group.
- ◆ If you have access to an OHP, you may want to prepare an OHT with answers to **Super Shopping Check Sheet 2** for the reading race.

## Lesson 13

### YOU WILL NEED:

- COPIES OF SUPER SHOPPING CHECK SHEET 2 FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one sheet for each group
- AN OHT WITH ANSWERS TO SUPER SHOPPING CHECK SHEET 2 (optional)

### In this lesson, students will:

- do a reading race
- complete a learning quiz
- discuss how to best improve their English Language learning skills
- complete their board game, and stages on their Project Record Sheet

### Vocabulary

quiz; interview; score; add up

## Warm-up (5 minutes)

- ◆ Give each group a copy of **Super Shopping Check Sheet 2** from the photocopiable pages at the back of this Teacher's Book. Explain to students that they are going to do a reading race. They have to find the coins and notes on the poster, as indicated by the letters on the check sheet, then write the name of each coin or note in the appropriate space beside the letter. Make sure that students understand that they should take it in turns to come to the poster, but that only one student from each group can come to the poster at a time. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ◆ Check the answers of the group who finished first by pointing at the poster as they read out the answers. Alternatively, use the OHT you have already prepared.

## Task 1 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 55 of your Skills Book**. Ask **What can you see in this activity?** and elicit a **learning quiz** (or a **questionnaire**), as they have done these before. Tell students to read the rubric and instruction text and check their understanding of the task.

They have to complete the quiz about themselves, then ask a friend the questions, and complete the information about their friend.

### Step 2

- ◆ Organise students into pairs. Tell them to complete the quiz about themselves, in the column marked **you**. When they have done this, ask a student to ask you the first question – **Do you try to speak English in class?** – and respond with **usually**. Show where your response should be marked on the quiz – in the column marked **your friend**.

### Step 3


- ◆ Encourage a student to ask a friend the first question, and check that the class understand where to put their friend's response. If you think it is necessary, practise all the questions with students before getting them to interview each other.

### Step 4

- ◆ When students have finished, tell them to add up their scores using the score sheet at the bottom of page 55. Encourage them to check each other's maths, and compare their scores.

## Task 2 (10 minutes)

- ◆ Tell students to look at the section at the bottom right of the page with the title **How good a learner are you?** Ask them to find the description which corresponds to their score. Discuss the ideas in the descriptions, then go through each question and get students to tell you what they should do to improve their English learning skills in the best way possible.

 You may want to broaden this class discussion and get students to work in their groups to think of other things they can do to continue developing their English language learning skills.

## Task 3 (5 minutes)

- ◆ Tell students to make sure that the board games they have been making are finished, and that all the pieces needed to play the board game including the instructions are ready. They will be playing these board games in the next lesson. Remind them too to tick off the stages on their Project Record Sheets as they complete them.



### Homework

- ◆ Remind students to continue learning the spellings of the 10 shops you gave them in Lesson 6. Say you will be checking these spellings in the next lesson.

sports shop; jeweller's; shoe shop; supermarket; clothes shop; bookshop; toy shop; pharmacy; music shop; furniture shop

### At the end of this lesson

- ◆ Remind students to bring their completed board games to the next lesson.

## Lesson 14

### YOU WILL NEED:

- STUDENTS' COMPLETED BOARD GAMES

### In this lesson, students will:

- do a spelling test
- prepare their board game for another group
- prepare the instructions for their board game
- play other groups' board games

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students you are going to check the spellings of the 10 shops you asked them to learn for homework in Lesson 6. Tell them to **Look at Activity 2 on page 56 of your Skills Book** and show them the writing lines. Say they are going to hear the names of the shops, and they should write them on the writing lines. Play **Listening 4.17**, pausing after each word to give students time to write.

▶ 'Music shop' and 'furniture shop' do not appear on the CD. You will have to say these names yourself after students have listened to the other eight words.

### Listening Transcript 4.17

1. pharmacy
2. sports shop
3. bookshop
4. jeweller's
5. shoe shop
6. toy shop
7. supermarket
8. clothes shop

### Step 2

- ◆ Do a whole class check. Elicit the names of the shops and write them on the board.

## Task 2 (5 minutes)

- ◆ Tell students to get all the pieces needed for their board games ready, together with the instructions, in order to pass them on to another group.

## Task 3 (20 minutes)

- ◆ Tell students to give their board games to another group to play. Students spend the rest of the lesson playing each other's board games. If one group finishes playing a board game, they can pass it on to the next group.

### Homework

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 2. Tell them you will be checking these spellings at the end of the unit.

t-shirt; dates; khanjar; bracelet; incense burner; key ring; henna cone; earring; exercise bike; board game

### At the end of this lesson

- ◆ Make a display of students' board games.

## Lesson 15

### In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

### Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?

## Warm-up (5 minutes)

- ◆ Show students the display of board games. Get one student from each group to explain the rules of their game to the class.

## Task 1 (5 minutes)

This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.

### Step 1

- ◆ Tell students to **Look at pages 56 and 57 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines**.

### Step 2

- ◆ Tell students to **Look at Activity 1**. Point to the five faces of Robby the Robot and say **Look at the faces**. Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you understand and talk about the price of things?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**
- ◆ Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face in the diamond**. Repeat the procedure with the

other four statements. Circulate around the classroom offering guidance and support.

## Task 2 (10 minutes)

- ◆ Tell students to **Look at Activity 2 on page 56 of your Skills Book**. Remind them that this is where they write the words which they have learned to spell. Read out the 10 words you told them to learn to spell in Lesson 2. Ask them to write the words on the writing lines. When students have finished, elicit the spellings from volunteers and write them on the board. Make sure that students correct any wrong spellings.

t-shirt; dates; khanjar; bracelet; incense burner; key ring; henna cone; earring; exercise bike; board game

## Task 3 (10 minutes)



Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.

### Step 1

- ◆ Ask students to **Look at Activity 3 on page 57**. Read the first statement – **These are some things I've learned about this topic**. Get students to discuss in their groups what they think they have learned in Unit 4. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.

- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic**. Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

### Step 2

- ◆ Tell students to **Look at Activity 4**. Ask them to read the two statements and then look back through Unit 4 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may want to write useful vocabulary on the board as they

suggest their ideas. This will provide support when students write their responses to the statements.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

### Step 2

- ◆ Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

### For the next lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and the spellings they wrote for Lesson 15, Activity 2.

## Unit 5 That's entertainment

### Students will learn how to:

- Understand and talk about different kinds of entertainment
- Understand and talk about different kinds of stories
- Ask and answer questions about what people were doing using the past continuous
- Write questions and answers about what people were doing using the past continuous
- Listen to a variety of oral texts for specific information
- Read and extract specific information from a variety of texts
- Read and understand a detective story for pleasure
- Write a poster for a play
- Recognise and identify the main stress in three syllable words
- Identify and use the prefix 'un-'
- Make a Learning Journal Profile

### Main language

- What were you doing last Saturday night?  
I was watching a film
- What was [Mai Ling] doing last Saturday night?  
She was learning how to juggle.
- What were Toshi and his dad doing last Saturday night?  
They were listening to a concert.
- Was Tariq watching a basketball match last Saturday night? Yes, he was.
- Was Khalfan playing with his new computer?  
No, he wasn't. He was reading a comic.
- Were you dancing at the Muscat Festival last night? Yes, I was.
- Were Toshi and his dad listening to a concert last Saturday night? Yes, they were.
- Were Petra and her sister watching a musical last Saturday night? No, they weren't. They were watching a ballet.
- Where were you? What were you doing? Did you see anyone?

### Vocabulary

- **Verbs:** dance, iron, juggle, listen, make, play, read, ride, sew, sing, use, watch, write a letter, chase, drink, pass, pull, put, sleep, take, tie-up
- **Entertainment:** ballet, cinema, circus, concert, festival, film, musical, play, theatre
- **Rooms:** dining room, hall, kitchen, living room, study
- **In the house:** chair, table, desk, door, floor, fridge, room, table, window
- **Types of stories:** adventure, comedy, detective,

horror, romance, science-fiction

- **Things we read:** book, comic, novel, poster
- **People:** brother, husband, mother, nephew, niece, sister, son, uncle, children, friend, men, women, butler, gardener
- **Crime:** crime, detective, fingerprints, footprints, thief
- **Adjectives:** bad-tempered, hard-working, horrible, lazy, mean, pretty, rich, brilliant, dangerous, exciting, fantastic, frightening, funny, great, romantic, scared, unusual, happy/unhappy, healthy/unhealthy, kind/unkind, selfish/unselfish, tidy/untidy, true/untrue
- **Adverbs:** always, usually, sometimes, never

### Skills and strategies

- Apply prior knowledge
- Categorise
- Use visual clues to predict meaning
- Use deductive reasoning skills in problem solving
- Ask and answer questions about what people were doing using the past continuous
- Understand and talk about different kinds of stories
- Listen to a variety of texts for general understanding and specific information
- Read and understand a variety of texts for specific understanding
- Read and understand a detective story for pleasure
- Use referencing skills in reading
- Transfer information from one medium to another
- Write questions and answers about what people were doing using the past continuous
- Write a poster for a play
- Identify and use the prefix 'un-'
- Recognise the main stress in three syllable words
- Recognise the stress, rhythm and intonation patterns of English through a chant
- Independent learning skills: plan work using a planning sheet, writing and integration of visuals for the poster, check spelling, make a Learning Journal Profile reflecting on learning skills

### Activities

- Read and match
- Do a reading race
- Read a detective story
- Solve a crime
- Make a poster for a play
- Play a game
- Say a chant
- Make a Learning Journal Profile

# That's entertainment

## Lesson 1

### YOU WILL NEED:

- THAT'S ENTERTAINMENT POSTER
- BLU-TAC

### In this lesson, students will:

- talk about the Muscat Festival and other festivals
- match information in a listening text to pictures
- listen for specific information
- make statements about pictures using the past continuous form

### Target Language

- There were [men dancing].
- What were you doing last night?
- [Issa] was [playing with his new computer game].
- [Issa] wasn't [watching the fireworks].

### Vocabulary

entertainment; festival; fireworks

### Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 4.
- ◆ Put the 'That's entertainment' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words.

## Warm-up (5 minutes)

- ◆ Ask students to **Look at the poster**. Read out the title – **That's entertainment**. Tell students to **Look at pages 50 and 51 of your Classbook**. Ask them to look at the title of the unit, the pictures on page 50 and the pictures in the frieze on page 51. Ask students what they think the unit is going to be about and elicit **entertainment**.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 50 of your Classbook** and read the rubric and instruction text. Ask **Where was Ahmed last night?** and elicit **At the Muscat Festival**. Ask students to discuss in groups what they can see

in the pictures and elicit some ideas. Ask students if they have ever been to the Muscat Festival, or other festivals.

### Step 2

- ◆ Tell students to read the instruction text below the pictures. Check their understanding of the task. They have to read the statements about the pictures, then look at the pictures and correct any mistakes in the statements. Tell students to write the letters **a - e** in their exercise books. They should put **T** for **True** if the statement is correct. If the statement is incorrect they should put **F** for **False** and correct the mistake.

### Step 3

- ◆ When students have finished, get them to compare their ideas with a friend. Tell them they are going to hear Ahmed talking about the festival, and they should listen and check their answers. Play **Listening 5.1** straight through.

### Listening Transcript 5.1

**Ahmed:** I went to the Muscat Festival last night. It was great! There were lots of different things to see and do. There were men dancing, men playing music, children riding donkeys, women singing and a man making a rug.

### Step 4

- ◆ Do a whole class check. Elicit the answers and write them on the board.

### Answers:

- T
- F. There were men playing music.
- F. There were children riding donkeys.
- F. There were women singing.
- T

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 51 of your Classbook** and read the rubric and instruction text. They are going to listen to Ahmed talking to his friends at school the next day. Play **Listening 5.2** straight through. Then ask students **Did Ahmed's friends see him on television?** and elicit the answer – **No, they didn't**.

## Listening Transcript 5.2

- Ahmed:** I was interviewed on Oman TV. Did you see me?
- Ahmed's friends:** No!
- Ahmed:** Oh. [sounding disappointed] What were you doing, Khalfan?
- Khalfan:** Well, I was reading my new comic. It was great.
- Ahmed:** Oh. What about you, Talib?
- Talib:** Oh, I was at the cinema watching the new Mr Dean film with my dad.
- Ahmed:** Oh, and what about you, Waleed?
- Waleed:** Umm . . . I was watching the Oman versus Bahrain football match with my brother. It was fantastic!
- Ahmed:** Oh. Did you see me on television, Issa?
- Issa:** No, I'm really sorry. I didn't. I was playing with my new computer game.
- Ahmed:** Oh. Oh well, never mind. My dad recorded it, so you can watch it on video if you like.
- All:** Yeah, that would be great.

## Step 2

- ◆ Tell students to **Look at the pictures on page 51.** Ask **What were the children doing?** and elicit what activities they can see in the pictures. Tell them to read the instruction text below the pictures and check their understanding of the task. They have to find the picture that shows what each of the boys was doing last night. Write the four names in a list on the board and tell students to copy them into their exercise books.

Khalfan  
Talib  
Waleed  
Issa

## Step 3

- ◆ Tell students they are going to hear the dialogue again, and that, as they listen, they should write the number of the picture which shows what each boy was doing next to his name. Play **Listening 5.2** again, pausing after each boy has spoken to give students time to find the correct answer. Do a whole class check.

## Answers:

Khalfan	4
Talib	2
Waleed	3
Issa	1

## Task 3 (10 minutes)

## Step 1

- ◆ Tell students to work with a partner. Ask them to look at the pictures again and make statements about what the boys were doing last night. Show them the examples, and give them one or two others:

Issa was playing with his new computer game.  
Issa wasn't watching the fireworks last night.  
Talib and his dad were watching the new Mr Dean film.

## Step 2

- ◆ Tell students to **Look at Activity 3 and read the rubric and instruction text.** Check their understanding of the task. They should make 8 sentences about Ahmed's friends using the models at bottom of the page to help them.

## Homework

- ◆ Tell students to write 5 sentences about what they were doing last night. They should write their sentences in their exercise books.

## For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with answers for Skills Book, page 58, Activity 1 for Task 1 of the next lesson.

## Lesson 2

### YOU WILL NEED:

- AN OHT WITH ANSWERS TO SKILLS BOOK, PAGE 58, ACTIVITY 1 (optional)
- SCISSORS

### In this lesson, students will:

- write sentences about what people were doing last night
- talk about what they and their family were doing last night
- write sentences about what they and their family were doing last night
- match words to pictures

### Target Language

- What were you and your family doing last night?
- I was doing my homework.
- My mum was [reading a book].
- My brother was [watching a basketball match].

## Homework check (5 minutes)

- ◆ Tell students to get out the sentences which they wrote about what they were doing last night, and show them to a partner. Ask a few volunteers to read their sentences to the class, and write them on the board.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at page 51 of your Classbook** and ask **What were Ahmed's friends doing last night?** Ask them to discuss the question with their group, then do a quick oral check.

### Step 2

- ◆ Tell students to **Look at Activity 1 on page 58 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to write sentences about the things Ahmed's friends were and weren't doing last night. They should look at the picture prompts on the left and right of the sentences, and use the verbs in the firework at the bottom of the activity. Show them how the first two sentences about Ahmed have been done as an example. Circulate around the classroom offering

guidance and support.

### Step 3

- ◆ Tell students to check their work with a friend, then do a whole class check. Write the numbers **3 - 10** down the board and elicit the answers. Write these next to the appropriate number or show them on the OHT you have already prepared. Make sure that students check and correct their work.

### Answers:

3. Talib and his dad were watching a film.
4. Talib and his dad weren't watching a football match.
5. Issa was playing a computer game.
6. Issa wasn't reading a comic.
7. Waleed and his brother were watching a football match.
8. Waleed and his brother weren't playing a computer game.
9. Khalfan was reading a comic.
10. Khalfan wasn't watching fireworks.

## Task 2 (15 minutes)

### Step 1

- ◆ Ask students **What were you and your family doing last night?** Elicit answers from one or two volunteers. Then ask students to ask and answer questions in their groups about what they and their family were doing.

### Step 2

- ◆ Tell students to **Look at Activity 2 on page 58 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. First, they should read the sentences on the right. These are sentences which Maha wrote about what she and her family were doing last night. Then tell students to **Look at cut-out page 12 on page 75 of your Skills Book**. Distribute the scissors and tell them to **Cut out page 75 carefully**.

### Step 3

- ◆ Tell students to write similar sentences to Maha's sentences about what they and the people in their own family were doing last night. They should write these sentences on the writing lines on the cut-out page, then put their work into their portfolios. As students are writing their sentences, circulate around the classroom offering guidance and support.

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Look at the pictures in the frieze on page 51 of your Classbook**. Then tell them to **Look at the words in the frieze on page 59 of your Skills Book**. Tell them to match the pictures and the words orally. Students should be familiar with most of these words. They do not need to write anything.

### Step 2

- ◆ Do a quick class check and elicit the answers. Point at each picture in the Classbook in turn, and elicit the matching word from the Skills Book.

### Answers:

the funfair  
a concert  
the circus  
television  
the theatre  
the cinema

### Homework

- ◆ Tell students to learn the spellings of the 6 kinds of entertainment from the frieze on page 59 of their Skills Books. Remind them of the 'look, cover, write, check' method and encourage them to use it. Tell them you will be checking these spellings later in the unit.

- 1 **Look** at the word.
- 2 **Cover** the word.
- 3 **Write** the word.
- 4 **Check** the word.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with answers for Skills Book, page 59, Activity 1 for Task 2 of the next lesson.

## Lesson 3

### YOU WILL NEED:

- AN OHT WITH ANSWERS TO SKILLS BOOK, PAGE 59, ACTIVITY 1 (optional)

### In this lesson, students will:

- make oral sentences using verbs in the past continuous form
- listen for specific information
- write sentences using verbs in the past continuous form
- ask and answer questions about what people were doing

### Target Language

- What was happening while I was outside?
- [Ali] was [drawing a picture on the board].
- What was [Grandma Friendly] doing last Thursday night?
- [She] was [sewing].

### Vocabulary

*Rooms:* bedroom; living room; kitchen; study  
*crazy; iron; sew; scarf; recipe; mess*

## Warm-up (5 minutes)

- ◆ Ask four volunteers to come to the front of the classroom. Ask one of these students to go and stand outside the classroom for a short time. Then, without telling the rest of the class, ask one of the other students to draw a picture on the board, and the remaining two students to tell a story or a poem. Tell them not to start doing this until the first student has left the classroom.
- ◆ When they have done this for a short time, ask the student who has left the classroom to come back. Get this student to ask **What was happening while I was outside?** Encourage the class to respond with:

[Ali] was drawing a picture on the board.  
[Hamed and Khalid] were telling a story/saying a poem.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at page 51 of your Classbook** and to **Find the picture of Khalfan**. Khalfan is the boy reading a comic in picture



number 4. Tell students to **Look at the pictures on pages 52 and 53 of your Classbook**. Explain that these are pictures from the comic which Khalfan wa reading last night.

### Step 2

- ◆ Tell students to **Look at Activity 1** on page 52 and read the rubric and instruction Text. Ask a volunteer to read the title of the story - **The Friendly Family and the Crazy Cats**. Ask students to discuss the question in the instruction text in their groups – **What do you think happened in the story?** Elicit their ideas.

### Step 3

- ◆ Tell students to read the instruction text at the bottom of page 52. Say they are going to hear a description of what happened in the story. Ask them to listen and point to the different family members in the picture of the house as they are mentioned. Play **Listening 5.3** straight through.

#### Listening Transcript 5.3

**Friend:** Gosh. What happened in your home last Thursday night, Fiona?

**Fiona:** Oh, it was awful. These cats climbed in through the kitchen and went crazy. They had a party in the kitchen.

**Friend:** Where were you?

**Fiona:** Oh, we were all at home, but we didn't see them. My dad was ironing in the living room and grandma was with him sewing a scarf.

**Friend:** What about your brother?

**Fiona:** Oh, Frank didn't hear anything. He was listening to music in his bedroom. My mum was in the study using the computer. She was looking for new fish recipes.

**Friend:** What were you doing?

**Fiona:** Oh, I was in my bedroom writing a letter. I didn't know anything had happened until I went to the kitchen to get a glass of milk. It was such a mess  
.....

### Step 4

- ◆ Tell students they are going to hear the listening again. This time, ask them to tell you which room each of the family members listed under the pictures at the bottom of page 52 was in. Play **Listening 5.3** again. Ask students to compare their ideas in groups, then do a whole class check orally.

#### Answers:

Frank Friendly was in his bedroom – **Room 1**.  
Mr Friendly was in the living room – **Room 2**.  
Grandma Friendly was in the living room – **Room 2**.  
Fiona Friendly was in her bedroom – **Room 3**.  
Mrs Friendly was in the study – **Room 4**.

- ◆ Ask students **Can you guess what Room 5 is?** Encourage them to work out that it is **the kitchen**.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 59 of your Skills Book** and read the rubric and instruction text. Tell them to look at the picture prompts on the right and left, and write sentences about what each of the family members was doing last Thursday night. They should use the words in the two fish under the activity to help them. Show them how the first and last sentences have been done as examples. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Get students to check their work with their group, then do a whole class check. Write the numbers **2 - 5** down the board. Elicit the answers from the class and write the sentences on the board. Alternatively, use the OHT you have already prepared.

#### Answers:

2. Fiona Friendly was writing a letter.
3. Grandma Friendly was sewing.
4. Frank Friendly was listening to music.
5. Mrs Friendly was using the computer.

## Task 3 (10 minutes)

- ◆ Organise students into pairs. Tell them to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They

have to ask and answer questions about the Friendly Family, following the model question and answer in the speech bubbles. At the end of the activity, ask for pairs of volunteers to ask and answer questions about each of the family members.

#### Homework

- ◆ Remind students to learn the spellings of the 6 kinds of entertainment which you gave them in Lesson 2:

the funfair; a concert; the circus; television; the theatre; the cinema

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with answers for Skills Book, page 60, Activity 1 for Task 4 of the next lesson.

#### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed on pages 58 and 59.

## Lesson 4

#### YOU WILL NEED:

- AN OHT WITH ANSWERS TO SKILLS BOOK, PAGE 60, ACTIVITY 1 (optional)

#### In this lesson, students will:

- make oral sentences using verbs in the past continuous form
- describe a picture using verbs in the past continuous form
- label pictures
- write sentences about what their friends were doing in the break

#### Target Language

- What was happening while I was outside?
- [Najma and Raya] were [telling a story].
- Some cats were [tying up another cat].
- Some cats were [taking food from the fridge].

#### Vocabulary

Verbs: read; drink; tie up; chase; pull, take; sleep; put; pass  
fridge; recipe book; shopping trolley; mice

#### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 3.

## Warm-up (5 minutes)

- ◆ Ask four volunteers to come to the front of the classroom. Ask one of these students to go and stand outside the classroom for a short time. Then, without telling the rest of the class, ask one of the other students to draw a picture on the board, and the remaining two students to tell a story or a poem. Tell them not to start doing this until the first student has left the classroom.
- ◆ When they have done this for a short time, ask the student who has left the classroom to come back. Get this student to ask **What was happening while I was outside?** Encourage the class to respond with:

[Maryam] was drawing a picture on the board.  
[Najma and Raya] were telling a story/saying a poem.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 53 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to look at the picture and describe what the cats were doing last Thursday night. Show students the examples at the bottom of page 53:

Some cats were tying up another cat.  
Some cats were taking food from the fridge.

- ◆ Get students to describe in their groups what other cats were doing, using the verbs in the box at the bottom right of the page to help them make statements.

### Step 2

- ◆ Give students time to talk about the picture in their groups, then elicit some ideas. Remind students that we use **some** when we want to say **more than one** but when we do not know, or do not want to give, an exact number. Here are some examples of sentences they could suggest:

Some cats were sleeping.  
Some cats were pulling a fish.  
Some cats were drinking milk.  
Some cats were reading a recipe book.  
Some cats were chasing mice.  
Some cats were passing food to each other.  
One cat was putting food into a shopping trolley.

## Task 3 (5 minutes)

- ◆ Tell students to **Look at the picture carefully for 30 seconds** and to **Remember as much as possible about what the cats were doing**. Tell them to **Close your book** and then elicit ideas from volunteers – **Some cats were sleeping**, **Some cats were reading a recipe book**, etc.

## Task 4 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 60 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read the sentences at the bottom of the page describing what the cats were doing last Thursday night, then look at the

picture and use the information in the sentences to label the cats. Show them how the picture of the cat Tess has been labelled as an example.

### Step 2

- ◆ When students have finished labelling the cats, do a whole class check. You may want to use the OHT you have already prepared to check this activity.

### Homework



Tell students to write 5 sentences about what their friends were doing in the break. They should put their sentences into their portfolios for checking later in the unit.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with answers for Skills Book, page 61, Activity 1 for Task 3 of the next lesson.

## Lesson 5

### YOU WILL NEED:

- AN OHT WITH ANSWERS TO SKILLS BOOK, PAGE 61, ACTIVITY 1 (optional)

### In this lesson, students will:

- match sentences to pictures
- repeat a dialogue using past continuous verb forms
- ask and answer questions with a partner
- write questions and answers using past continuous verb forms

### Target Language

- What was [Rose] doing?
- She was [dancing at the Nairobi Festival].
- What were [Toshi and his dad] doing?
- They were [listening to the Kodo drummers].

### Vocabulary

musical; ballet; juggle; brilliant; fantastic; romantic

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at pages 54 and 55 of your Classbook**. Say **Look at the pictures** and ask **What can you see?** Elicit as many ideas as possible. Tell students to **Look at Activity 1** and read the rubric (on page 54) and the instruction text (on page 55). Ask **What did Ahmed do?** Elicit that he sent an e-mail to his friends in the IKC to ask them what they were doing last Friday night while he was at the Muscat Festival.

### Step 2

- ◆ Check students' understanding of the task. They have to read the replies about what they were doing at the bottom of page 54, and match each reply to the corresponding poster. They should write the number of each poster and the name of the person who sent the matching e-mail in their exercise books. Remind students they should NOT write in their Classbooks. Circulate around the classroom offering guidance and support.

### Step 3

- ◆ Ask students to compare their ideas with a friend, then do a whole class check. Write the numbers **1 - 6** down the board. As you elicit the answers, write each name next to the

appropriate number. Ask students what words in the e-mails helped to match them to the posters.

### Answers:

1. Paul
2. Tariq
3. Petra
4. Toshi
5. Rose
6. Mai Ling

## Optional Activity

- ◆ Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the poster at the bottom right of page 55 of the Classbook. Remind students that they can do these extra activity tasks whenever they finish early, or in their free time.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 55** and read the rubric and instruction text. Check their understanding of the task. Tell them to read the dialogues in the speech bubbles.

### Step 2

- ◆ Tell students they are going to hear the dialogues. First, divide the class in half. Ask one half to repeat the questions after the CD, and one half to repeat the answers. Play **Listening 5.4**, pausing to give students time to repeat. Then get the two halves of the class to change roles and repeat the dialogue.

### Listening 5.4

What was Mai Ling doing last Friday night?  
She was learning how to juggle at the circus school.

What were Toshi and his dad doing last Friday night?  
They were listening to a concert.

### Step 3

- ◆ Organise students into pairs. Ask a pair of volunteers to ask and answer a different question. Tell students to continue in pairs asking and answering questions about what IKC children were doing last Friday.

**A** This activity provides an opportunity to assess how well students are able to ask and answer questions using past continuous verb forms.

## Task 3 (15 minutes)

### Step 1

◆ Tell students to **Look at Activity 1 on page 61 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to write questions and answers about what the IKC children were doing last Friday night. Explain to students that they will need to think carefully before they write their questions, as there are two different types of question forms as shown by Question 1 and Question 5.

1. What was Rose doing?
5. Was Rose dancing at the Nairobi Festival?

### Step 2

◆ Remind students to refer to pages 54 and 55 of their Classbooks for information about what the children were doing. Circulate around the classroom offering guidance and support. Get students to compare their work with a partner, then do a whole class check. Elicit the questions and answers and write them on the board, or use the OHT you have already prepared. Make sure students check their work.

### Answers:

1. What was Rose doing?  
She was dancing at the Nairobi Festival.
2. What were Toshi and his dad doing?  
They were listening to the Kodo Drummers.
3. What was Tariq doing?  
He was watching a basketball match.
4. What were Paul and his mum doing?  
They were watching the musical Cats.
5. Was Rose dancing at the Nairobi Festival?  
Yes, she was.
6. Were Paul and his mum learning to juggle?  
No they weren't.
7. Were Petra and her sister watching the Bolshoi Ballet?  
Yes, they were.

8. Was Mai Ling watching a basketball match?  
No, she wasn't.

### Homework

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Students should complete these questions and answers for homework and be prepared to show them to their friends in the next lesson.
- ◆ Remind students to learn the spellings of the 6 kinds of entertainment which you gave them in Lesson 2. Tell them you will be checking these spellings in the next lesson.

the funfair; a concert; the circus; television; the theatre; the cinema

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with the answers for Skills Book, page 62, Activity 2 for Task 3 of the next lesson.

## Lesson 6

### YOU WILL NEED:

- AN OHT WITH ANSWERS TO SKILLS BOOK, PAGE 63, ACTIVITY 1 (optional)

### In this lesson, students will:

- do a spelling test
- write questions using past continuous verb forms
- write answers to questions
- formulate rules for making questions in the past continuous

### Target Language

- What was [Mai Ling] doing last Friday night?
- Were [Toshi and his dad] listening to the Kodo drummers?
- What were [the Crazy Cats] doing last Thursday night?
- They were [having a party].

## Homework check (5 minutes)

- ◆ Tell students to **Look at page 61 of your Skills Book** and read out the questions and answers they wrote to their group.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students you are going to check their spellings of the 6 kinds of entertainment you asked them to learn in Lesson 2. Ask them to **Look at Activity 2 on page 70 of your Skills Book**. Say they are going to hear the words, and that they should write them on the writing lines. Play **Listening 5.5**, pausing after each word to give students time to write.

### Listening Transcript 5.5

1. the circus
2. the funfair
3. television
4. the cinema
5. a concert
6. the theatre

### Step 2

- ◆ Do a whole class check. Elicit each spelling and write it on the board. Make sure that students check their spellings and make any necessary changes.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 62 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **Past continuous questions**. Tell students to read the rubric and instruction text and check their understanding of the task. Tell them to refer to pages 54 and 55 of their Classbooks to find the answers to the two questions.

### Step 2

- ◆ Do a whole class check. Elicit the sentences and write them on the board.

### Answers:

1. She was learning how to juggle (at the circus school).
2. Yes, they were.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They should write questions from the prompts provided about the things the characters were doing, and then write the answers. Do the first two questions and answers with the whole class, then tell students to complete the rest on their own. Tell them they will need to refer to the Skills Book and Classbook to find the answers. Circulate around the classroom offering guidance and support.

**A** This activity provides an opportunity to assess how well students are able to ask and answer questions using the past continuous verb forms.

### Step 2

- ◆ Do a whole class check and elicit the questions and answers. Write these on the board or use the OHT you have already prepared.

### Answers:

1. What were the crazy cats doing last Thursday night?  
They were having a party
2. Was Khalfan reading a comic last Friday night?  
Yes, he was.

3. Were Talib and his dad watching a film last Friday night?  
Yes, they were.
4. What was Issa doing last Friday night?  
He was playing with his new computer game.
5. Were Waleed and his brother watching a football match last Friday night?  
Yes, they were.

#### Homework

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to think about the questions they have written, then complete the rules next to Robby's hands.

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with the answers for Skills Book, page 63, Activity 1 for Task 3 of the next lesson.

## Lesson 7

#### YOU WILL NEED:

- AN OHT WITH THE ANSWERS FOR SKILLS BOOK, PAGE 63, ACTIVITY 1 (optional)

#### In this lesson, students will:

- ask and answer questions with a partner
- consider different types of books
- categorise books according to type
- talk about what kind of stories they like / don't like

#### Target Language

- What were you doing [last Friday afternoon]?
- I was [listening to music].
- What kind of stories do you like?
- I like [adventure stories] but I don't like [science fiction].

#### Vocabulary

*Types of stories:* science fiction; comedy; adventure; detective; horror; romance  
story; book cover; film poster

## Warm-up (5 minutes)

- ◆ Tell students to write down four different times in the past in their exercise books, for example:
  - last Friday afternoon
  - 6 o'clock this morning
  - yesterday evening
- ◆ Organise students into pairs. Tell them to ask a partner what they were doing at the times they have written. Demonstrate the activity with a volunteer. Ask **What were you doing [last Friday afternoon]?** Elicit a response, for example: **I was [listening to music].** Get the rest of the class to ask and answer questions with their partner.

## Task 1 (10 minutes)

#### Step 1

- ◆ Ask students **What's the title of this unit?** and elicit **That's entertainment.** Explain that lots of people like to watch or read stories for entertainment. Ask **Where can we watch or read stories for entertainment?** and elicit students' ideas. Ask if they can remember different types of stories and elicit their ideas.

**Step 2**

- ◆ Tell students to **Look at pages 56 and 57 of your Classbook** and ask **What can you see in the pictures?** Elicit that these are book covers and film posters which tell us what kind of story we are going to read about or watch. Ask students to **Look at Activity 1 on page 56** and read the rubric and instruction text. Check their understanding of the task. They have to read the six definitions of different kinds of books / films at the bottom of pages 56 and 57, and match each one to a picture.

**Step 3**

- ◆ Tell students to write the numbers **1 – 6** in their exercise books, then write the type of story next to the corresponding picture number. Do a whole class check orally.

**Answers:**

1. science fiction
2. comedy
3. adventure
4. detective
5. horror
6. romance

**Task 2 (5 minutes)**

- ◆ Tell students to **Look at Activity 2 on page 57 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to read the dialogue in the speech bubbles, then talk to a friend and ask and answer similar questions about the kind of stories they like. Demonstrate the activity with a pair of volunteers. At the end of the activity, ask a few volunteers to ask and answer questions across the class.

**Task 3 (10 minutes)****Step 1**

- ◆ Tell students to **Look at Activity 1 on page 63 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to sort the books into categories, and write the name of each book in the correct space on the bookshelves. Remind student to write in pencil.

**Step 2**

- ◆ When students have finished, tell them to show their ideas to the rest of their group, then do a whole class check. Write each kind of story on the

board (**adventure, comedy**), then elicit the names of the stories from the class and write them beside the category of story they belong to. Alternatively, display the story categories and titles on the OHT you have already prepared.

**Answers:****Adventure**

Adam's Adventures in the Amazon  
The Treasure Hunters

**Comedy**

Jack's Jokes  
Fun with Faiq

**Detective**

Murder at Mayhem Manor  
Detective Smart Investigates

**Horror**

Scary Late Night Stories  
The Haunted House

**Romance**

Lost Love  
Antar and Abba

**Science Fiction**

Space Station 1  
The Robot Revolt

**Step 3**

- ◆ Tell students to **Look at the book at the bottom right of page 63** with the heading **Did you know . . . ?** Read the information in the book with students. Ask if they have heard of Agatha Christie. Ask **What kind of stories did she write?** and elicit **detective stories**.

**Homework (5 minutes)**

- ◆ Direct students to Activity 2 on page 63 of their Skills Books. Tell them to think about their favourite book and their favourite film, and write answers to the two questions on the writing lines.
- ◆ Tell students to read the texts about the five people on pages 58 and 59 of their Classbooks in preparation for the next lesson. Explain that the five people are characters in a detective story called **The Missing Amazon Diamond**. Students do not have to understand every word in the texts, but they should try and get a general sense of the meanings.



## Lesson 8

### In this lesson, students will:

- ask and answer questions about their favourite books and films
- talk about posters
- read information about characters in a play
- talk about characters in a play

### Target Language

- What's your favourite book / film?
- What's your favourite kind of story?
- I love [detective stories].
- Do you have a favourite author?

### Vocabulary

*Adjectives from the story:* bad-tempered; selfish; mean; hard-working; horrible; unkind; untidy  
*Other language:* character; widow; butler; diamond

## Warm-up (5 minutes)

- ◆ Tell students to get out their Skills Books with the answers they wrote to the questions on page 63, Activity 2. Organise students into pairs and tell them to ask their partner:

- What's your favourite book?
- What's your favourite film?

- ◆ When students have had time to practise asking and answering the questions, ask the questions to a few volunteers and elicit the answers.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3 on page 57 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to listen to Maha talking about the stories she likes, and identify her favourite kind of story and her favourite author. Tell them to note these down, but remind them to do this in their exercise books and NOT their Classbooks. Play **Listening 5.6** straight through.

### Listening Transcript 5.6

**Friend:** Maha, what's your favourite kind of story?

**Maha:** Oh, I love detective stories. I like

looking at the clues in the story and trying to solve the crime myself.

**Friend:** Do you have a favourite author?

**Maha:** Oh, yes, I love Agatha Christie stories. She wrote great detective stories.

### Step 2

- ◆ Tell students to compare their answers with a partner, then elicit the answers from the class.

### Answers:

Favourite story – (c) detective

Favourite author – (b) Agatha Christie

## Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 4** and read the rubric and instruction text. Say **Look at the poster** and ask what it is advertising (**a play at the National Theatre**). Ask **What's the title of the play?** and elicit **The Missing Amazon Diamond**.

## Task 3 (15 minutes)

### Step 1

- ◆ Tell students to **Look at pages 58 and 59 of your Classbook**. Ask **What's the title of this story?** and elicit **The Missing Amazon Diamond**. Ask them **What kind of story is it?** and elicit **a detective story**. Refer students to the poster at the bottom right of page 57, and tell them that this is actually a play which Maha saw last week.

### Step 2

- ◆ Tell students to **Look at the pictures of the people on pages 58 and 59** and ask **What are their names?** Students should already have read through the information about these characters for homework. Ask a few quick comprehension questions to check understanding of the characters and how they are connected, such as:

- How did Mr Dollar get rich? (buying and selling diamonds)
- Who is Mrs Mop? (Mr Dollar's sister)
- How many children does Mrs Mop have? (Two – Lynn and Larry)
- Who works for Mr Dollar? (Mr Parker, Mr Green and Mrs Mop)

Explain that **Whodunnit?** is a popular expression for **Who did it?** and is used to describe a crime or detective story in which the identity of the criminal is only revealed at the end of the story. Ask students if they have read, or seen, any 'Whodunnit?' stories. You may want to tell students that this kind of story was first made popular by Sir Arthur Conan Doyle, the creator of Sherlock Holmes.

### Step 3

- ◆ Ask students to **Look at Activity 1 on page 59** and read the rubric and instruction text. Check their understanding of the task. They have to refer to the descriptions of the six characters and answer the questions. Tell them to write the numbers **1 – 6** in their exercise books, and the name of the appropriate character next to each number. Circulate around the classroom offering guidance and support.

### Step 4

- ◆ Ask students to compare their answers with their group, then do a whole class check. Elicit the answers and write them on the board.

### Answers:

1. Mr Parker
2. Mr Green
3. Mrs Mop
4. Lynn Mop
5. Mr Dollar
6. Larry Mop

### Step 5

- ◆ Ask students some more questions about the relationships between the characters, for example:
  - Who was Mr Dollar's nephew?
  - Who was Lynn's brother?
  - Who was Larry's mother?
- ◆ Ask them to read the descriptions again and tell you what the characters are like. For example, ask **What was Mrs Mop like?** and elicit **She was very hard-working but also very unhappy.** Ask about all the characters and clarify any new vocabulary, for example, **hard-working, bad-tempered.**

### Homework

- ◆ Tell students to learn to spell the following 10 words and phrases from the unit. Say you will be checking these spellings at the end of the unit.

entertainment; story; book cover; film poster; science fiction; comedy; adventure; detective; horror; romance

- ◆ Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it.

1. **Look** at the word.
2. **Cover** the word.
3. **Write** the word.
4. **Check** the word.

As these spellings will not be checked until the last lesson of the unit, you may prefer to give them to students later in the unit.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 60 to 63.

Note: The completed sentences in Skills Book, page 62, Activity 3 are as follows:

We use a **question word** followed by the **past of the verb 'to be'**, then the **subject** and a **main verb ending in -ing**.

We use **the past of the verb 'to be'**, then the **subject** and a **main verb ending in -ing**.

## Lesson 9

### In this lesson, students will:

- talk about the relationship between characters in a play
- discuss who stole a diamond
- make notes about what people were doing at the time of a crime
- guess who committed a crime and give their reasons

### Target Language

- Where were you?
- I was [in the kitchen]
- What were you doing?
- I was [cooking supper].

### Vocabulary

crime; fingerprint; footprint; handkerchief; interview; record; statement

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 8.

## Warm-up (5 minutes)

- ◆ Tell students to **Look at the characters on pages 58 and 59 of your Classbook again.** Ask questions about the relationships between the characters, for example:

- Who was Mrs Mop's brother?
- Who was Larry's sister?
- Who was Lynn's uncle?

- ◆ Show students the picture of the man at the bottom of page 58 and ask who they think he is. Elicit that he is **a detective**. Make sure that students understand what a detective's job is – he is a policeman who is responsible for finding out who has committed a crime.
- ◆ Show students the floor plan of the house on page 59 and make sure they understand that this shows where the rooms are in the house. Explain that they will need to look at this again later.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 60 of your Classbook** and read the rubric and

instruction text. Check their understanding of the task. They have to read the report by Detective Clueless about the crime, and find the answers to the three questions under the instruction rubric.

You may want to explain to students that 'Detective Clueless' is a humorous name as 'clueless' is an informal word used to describe someone who has no knowledge or understanding of anything.

### Answers:

1. Between 3 and 3.30 in the afternoon
2. In Mr Dollar's study
3. Mr Dollar, Mrs Mop, Lynn Mop, Larry Mop, Mr Green, Mr Parker

### Step 2

- ◆ Tell students to look at the question at the end of Activity 1 – **What do you think happened?** Encourage them to discuss the question and share their ideas. Ask students where Detective Clueless found fingerprints and footprints, and ask who the fingerprints and footprints belonged to. Ask if this information helps solve the crime. Can students guess who took the diamond yet?

## Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read through the detective's interviews with the people in the house, and make notes about where each person was and what they were doing. Ask students to check their ideas with their group, then do a whole class check.

### Answers:

**Mrs Mop** was cooking supper in the kitchen.  
**Lynn Mop** was listening to music in the living room.  
**Mr Parker** was answering the telephone.  
**Mr Dollar** was having afternoon tea in the garden.  
**Mr Green** was sleeping under a tree in the garden.  
**Larry Mop** was putting plates on the table in the dining room.

Ask students if they can guess who took the diamond yet.

## Task 3 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3 on page 61** and read the rubric and instruction text. Check their understanding of the task. Explain that Detective Clueless is going to interview one of the characters again, and that this time students will hear some new information. They have to listen out for which person is being interviewed again, and what the new information is.

### Step 2

- ◆ Play **Listening 5.7** Pause after the first two lines of dialogue, and ask **Who is Detective Clueless interviewing?** Elicit **Larry [Mop]**. Tell students to listen to the rest of the interview, and listen out for new information. Play the rest of **Listening 5.7**.

#### Listening Transcript 5.7

Detective Clueless:	Do you mind if I ask you a few more questions?
Larry:	Oh no, that's fine.
Detective Clueless:	Where were you between three and half past three?
Larry:	I was in the dining room.
Detective Clueless:	What were you doing?
Larry:	I was putting plates on the table.
Detective Clueless:	Did you see anyone?
Larry:	Yes, I saw my mother in the kitchen. She was cooking supper.
Detective Clueless:	Did you hear anything?
Larry:	Well, my mother was singing when she was cooking, but I didn't hear anything else.
Detective Clueless:	I see. What happened when Mr Dollar went back to his study and found the diamond was missing?
Larry:	He screamed very loudly and I went running to the study to find

§out what was wrong. I met my mother and Lynn in the hall. They had also heard the scream.

Detective Clueless: Thank you very much, Larry. You've been very helpful.

### Step 3

- ◆ Discuss with students who was interviewed, and what new information they heard. Play **Listening 5.7** again if necessary. Elicit the following information from students and write it on the board.

Who did Larry see? (His mother)  
 Who did Larry hear? (His mother singing in the kitchen)  
 Who did Larry meet when he ran into the hall? (His mother and Lynn)

### Step 4

- ◆ Explain to students that Detective Clueless now knows who took the diamond. Ask them to work in their groups and try and solve the crime. Encourage them to discuss all the known facts – where people were, and who saw them or heard them. Ask each group to nominate a spokesperson to tell the rest of the class who they think took the diamond, and why they think it was this person.

### Homework

- ◆ Ask students to write down in their exercise books the name of the person they think took the diamond, and why this person did it.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 8. Tell them you will be checking these spellings at the end of the unit.

entertainment; story; book cover; film poster; science fiction; comedy; adventure; detective; horror; romance

### For the next lesson

- ◆ Students will begin making posters in the next lesson, so you will need to prepare poster paper, wax crayons and coloured pens and pencils.

## Lesson 10

### YOU WILL NEED:

- POSTER PAPER
- WAX CRAYONS
- COLOURED PENS AND PENCILS

### In this lesson, students will:

- infer information from a listening text
- discuss posters
- plan information to go on a poster
- make a group poster

### Target Language

- Where do you see posters?
- What is the title?
- When / where is it happening?
- How much are the tickets?

### Vocabulary

perform; semester; planning sheet

## Warm-up (5 minutes)

- ◆ Students tell a partner which character in the play they think stole the diamond, and give their reasons. Ask a few volunteers to explain their ideas to the class.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 4 on page 61 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They are going to hear Detective Clueless explaining to the people in the house that he knows who stole the diamond. Explain that in all great detective stories there is always a scene where the detective tells all the suspects who did it! Ask students to listen and see if they guessed correctly. Play **Listening 5.8** straight through.

### Listening Transcript 5.8

**Detective Clueless:** I know who stole the diamond now. Lynn, it wasn't you. You were listening to music in the living room and Mr Dollar saw you. Now, Mr Green. It wasn't you. You were sleeping in the garden and Mrs Mop saw you. Mrs Mop – your fingerprints were

on the door to the study and on the desk. It wasn't you, though. Mr Green saw you in the kitchen and Lynn and Larry heard you. You were singing in the kitchen.

*[sfx. embarrassed sound from Mrs Mop]*

**Detective Clueless:** Larry, it wasn't you. You were in the study putting plates on the table. Lynn heard you drop one and when you heard Mr Dollar shout, you came out of the dining room into the hall. Your mother and Lynn saw you. So the thief was you, Mr Parker.

*[sfx. gasp from the others]*

**Detective Clueless:** You said you were in the hall answering the telephone. Larry was in the dining room and didn't hear the telephone ring or anyone talking on the telephone. Also, when Mr Dollar discovered the diamond was missing, Mrs Mop, Larry and Lynn came running into the hall. They didn't see you, but you said you were talking on the telephone in the hall.

**Larry:** But how did he do it?

**Detective Clueless:** He walked out of the front door and around the side of the house. Then he climbed in through the window and took the diamond. Mr Dollar found the diamond was missing before Mr Parker could get back into the house.

**Larry:** But there were no fingerprints on the window.

**Detective Clueless:** No, because Mr Parker wiped the window with his handkerchief as he left.

*[sfx. sound of handkerchief being taken out of a plastic evidence bag]*

I believe this belongs to you, Mr Parker. You dropped it as you left

through the window.

**Mr Parker:** I'm sorry, it's true. It was me. I've worked for that man for more than twenty years and he is the meanest, most unkind person I have met. I wanted to leave this job and I wanted enough money to help Mrs Mop because he's so awful to her too. I'm sorry.

### Step 2

- ◆ After you have played the CD, ask for volunteers to answer these three questions:

#### 1. Who stole the diamond?

Mr Parker, the butler.

#### 2. How did he do it?

He walked out of the front door and around the side of the house. Then he climbed in through the window (of the study) and took the diamond.

#### 3. Why did he do it?

Because he wanted to leave his job. He also wanted enough money to help Mrs Mop, and because Mr Dollar was the meanest, most unkind person he had ever met.

### Step 3

- ◆ Ask students if they enjoyed the story and if they did, to give their reasons. If you have time, you may want to play **Listening 5.8** again so that students can check the information.

## Task 2 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 64 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING**. Read the words on the strip coming out of Robby's head – **Writing posters**. Tell students to read the rubric and instruction text and check their understanding of the task. Tell them to refer to the poster on page 57 of their Classbooks to find the answers to the questions.

### Answers:

1. A play called 'The Missing Amazon Diamond'.
2. At the National Theatre.
3. Thursday 28 June.

4. 5 rials.

### Step 2

- ◆ Tell students to **Look at the questions about posters at the bottom of the activity**. Discuss the questions with the class and elicit some ideas, for example:
  - Why was this poster made? (to tell people about the play)
  - Where do you see posters? (in shops, shopping centres, schools, sports centres)
  - What kind of posters do you see? (posters advertising an event or giving information about something)

## Task 3 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and information text. Check their understanding of the information. Explain that Maha's class decided they would make a poster to advertise their school play. First of all, they planned the information they would put on their poster. Direct students' attention to the plan of the poster on the left of the page. Read the four questions about the school play which the poster would give information about:
  - What is the title?
  - When is it happening?
  - Where is it happening?
  - How much are the tickets?

## Task 4 (10 minutes)


### Step 1

- ◆ Tell students to **Look at Activity 3 on page 65 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to imagine they are going to put on a school play (a 'Whodunnit?') for the end of the semester, and they are going to plan and make a poster to advertise it. Encourage students to discuss the name of their play, where and when it will be performed and how much the tickets will cost. Tell them to use the planning sheet on page 65 of their Skills Book to confirm what kind of information to put on their poster. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ When students have completed their planning

sheets, distribute the poster paper and crayons. You may want to delay this stage until the end of the next lesson if you want to give students time to find pictures or draw illustrations to go on their posters.

 You may want to consider encouraging your class to put on an actual 'Whodunnit?' or other play in English at the end of the semester. If this is the case, you could make the poster-making activity a part of a real advertising campaign.

#### For the next lesson

- ◆ You will need to prepare the **Alibi** cards – one set of 6 cards for each group of 6 students.

## Lesson 11

#### YOU WILL NEED:

- ALIBI CARDS – one set of 6 cards for each group of 6 students
- POSTER PAPER
- WAX CRAYONS
- COLOURED PENS AND PENCILS

#### In this lesson, students will:

- talk about their group posters
- understand how a game of 'Alibi' works
- play a game of 'Alibi'
- finish their group posters

#### Target Language

- Where were you at 10 o'clock?
- What were you doing?
- Who hasn't got an alibi?


#### Vocabulary

alibi

## Warm-up (5 minutes)

- ◆ Tell students to open their Skills Books at page 65 with the planning sheets for their posters. Ask a spokesperson from each group to tell the rest of the class what play their group is going to advertise, and give a brief explanation of the information on their planning sheets (when and where it is happening, how much the tickets are).

## Task 1 (20 minutes)

 Although the game of 'Alibi' is only one task, it will take up most of the time available in the lesson, and can even take up the whole lesson. It is up to the teacher to decide how much time to allocate to playing the game, or whether he /she prefers more time to be allocated for groups to finish their posters. Make sure that you display them where all students have an opportunity to see them.

#### Step 1

- ◆ Tell students to **Look at Activity 1 on page 66 of your Skills Book** and read the rubric. Show them the heading of the game – **Alibi** – and explain the meaning, using Arabic if necessary. Explain that an alibi is proof that someone was not where a crime happened, and so means that it was impossible for that person to have committed the crime.

**Step 2**

- ◆ Read the information text with students, and check that they understand the situation. A gold clock was stolen from the house at 10 o'clock last night, and they have to find out where everybody was. Also, make sure that students understand that they must ASK the other people in their group for information, not just show them the information on their card.

**Step 3**

- ◆ Show students the questions in the speech bubbles as a reminder of the kind of questions they will need to ask.

- Where were you at 10 o'clock?
- What were you doing?

- ◆ You may want to demonstrate with a few volunteers at the front of the class before distributing the role cards.

**Step 4**

- ◆ Organise students into groups of 6 and then distribute the role cards. Tell students that each student in the group must take one card, and that they are the person whose name is at the top of the card. Remind them to write down where each person was on the floor plan in their Skills Books when they receive new information.

**Step 5**

- ◆ Give students time to ask and answer each others' questions and then, when they have all finished, tell them to check the information on their floor plans. Ask them to find out who the thief was. Ask **Who hasn't got an alibi?** When students look at their floor plans, they should see that everyone has an alibi except for **Lynn**.

**Task 2 (10 minutes)**

- ◆ Distribute the materials for making posters. Give students more time to work on the posters which they started in the last lesson.

**Homework**

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 8. Tell them you will be checking these spellings at the end of the unit.

entertainment; story; book cover; film poster; science fiction; comedy; adventure; detective; horror; romance

**At the end of this lesson**

- ◆ Display the posters that groups have completed.



## Lesson 12

### In this lesson, students will:

- think about the number of syllables in words
- decide which syllable carries the main stress
- consider stress patterns
- identify words that have a different stress pattern

### Vocabulary

stress; syllable

### At the beginning of this lesson

- ◆ Create a classroom display of students' posters.

## Warm-up (5 minutes)

- ◆ Tell students to walk around the classroom and look at other groups' posters.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 67 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the word on the strip coming out of Robby's head – **Stress**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to look at the three words, and decide how many syllables each word has. Elicit the answers:

### Answers:

The – 1 syllable  
Muscat – 2 syllables  
Festival – 3 syllables

### Step 2

- ◆ Tell students they are going to hear the words, and they should listen and repeat them, clapping the syllables of each word at the same time. Play **Listening 5.9**, pausing after each word for students to repeat and clap. Pause the CD after they have repeated the three words.

### Listening Transcript 5.9

The  
Mus / cat  
Fes / ti / val

[pause]

Muscat

[pause]

Festival

### Step 3

- ◆ Ask students to listen to the word **Muscat** again. Ask **Which syllable is stronger?** Students should tell you that the first syllable is stronger. Explain that this is the main stress in the word. Write **Muscat** on the board and mark the stress pattern above the syllables. Make it clear that the symbol which marks the main stress above the first syllable is bigger than the second one.

■ ■  
Muscat

### Step 4

- ◆ Ask students to listen to the word **Festival** again. Ask **Which syllable is the strongest?** Students should tell you that the first syllable is the strongest. Explain that this is the main stress in the word. Write **Festival** on the board and mark the stress pattern above the syllables. Make it clear that the symbol which marks the main stress above the first syllable is bigger than the second one.

■ ■ ■  
Festival

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to say the words in the poster on the left of the page, and decide where the main stress is. They should then write each word in the appropriate stress column.

### Step 2

- ◆ Tell students they are going to hear the words, so that they can listen and check their answers. Play **Listening 5.10** straight through.

### Listening 5.10

Column 1  
detective  
adventure  
computer

exciting

**Column 2**Saturday  
cinema  
character  
comedy**Task 3 (10 minutes)**

- ◆ Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to say the words in each of the three columns to themselves, and decide which word doesn't fit into the stress pattern at the top. They have to write the word that is different in the box under each column, and mark where the stress in this word is.

Answers:



detective



telephone



adventure

**For the next lesson**

- ◆ You will need to prepare copies of the **That's Entertainment Check Sheet** from the photocopiable pages at the back of this Teacher's Book for the reading race in the Warm-up of the next lesson. You will need one check sheet for each group.
- ◆ If you have access to an OHP, you may want to prepare an OHT with answers to the questions on the **That's Entertainment Check Sheet**.

**Lesson 13****YOU WILL NEED:**

- COPIES OF THE THAT'S ENTERTAINMENT CHECK SHEET FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one sheet for each group
- AN OHT WITH ANSWERS TO THE THAT'S ENTERTAINMENT CHECK SHEET (optional)

**In this lesson, students will:**

- do a reading race
- learn about prefixes
- find words beginning with the prefix 'un'
- write opposites to words beginning with the prefix 'un'

**Target Language**

- happy / unhappy
- kind / unkind
- selfish / unselfish
- tidy / untidy
- healthy / unhealthy

**Vocabulary**

prefix

**Warm-up (5 minutes)**

- ◆ Give each group a copy of the **That's Entertainment Check Sheet** from the photocopiable pages at the back of this Teacher's Book. Explain to students that they are going to do a reading race. They have to find the answers to the questions on the check sheet on the poster, and write each answer in the appropriate space on the check sheet. Make sure that students understand that they should take it in turns to come to the poster, but that only one student from each group can come to the poster at a time. The first group to bring their sheet to you with the correct answers is the winner.
- ◆ Check the answers of the group that finished first by pointing at the poster as they read out the answers. Alternatively, use the OHT you have already prepared.

## Task 1 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 68 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the word on the strip coming out of Robby's head – **Prefixes**. Tell students to read the rubric and instruction text and check their understanding. Direct them to the sentence beside Robby's hand at the bottom of the activity, and make sure they understand what a prefix is. Make sure that they see that the prefix in the word **unwrap** is 'un'.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to refer to the reading texts about the six characters on pages 58 and 59 of their Classbooks, looking for words beginning with the prefix 'un'. Emphasise that they should scan the texts as quickly as possible, and not try to read every word. They have to write the words on the writing lines in the column to the left of the pictures in Activity 2 in their Skills Books.

### Step 2

- ◆ Do a whole class check. Elicit the prefixed words from the class and write them on the board. The words do not have to be elicited in any particular order.

#### Answers:

unhappy  
unkind  
unselfish  
untidy  
unhealthy

### Step 3

- ◆ When you have elicited these five words, ask **What is another word for unhappy?** Students may suggest **sad**. If they do, say **Yes, well done**. Then ask **What's a word that means the opposite of unhappy?** Elicit **happy**. Show students on the board how by removing the prefix 'un' from the beginning of the word, we end up with **happy**.

### Step 4

- ◆ Tell students to read the instruction text at the

bottom of Activity 2 and check their understanding. They have to write the opposites of all five adjectives by removing the prefix 'un.' They should write these words in the column to the right of the pictures, opposite the corresponding adjectives which they have already written on the left of the pictures.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read the sentences and complete them with an adjective that begins with the prefix 'un.'

### Step 2

- ◆ Do a whole class check. Ask volunteers to read out the missing words, and write them on the board for the rest of the class to check.

#### Answers:

unhappy  
unkind  
unselfish  
untidy  
unhealthy

## Homework (5 minutes)

- ◆ Tell students to learn the spellings of the 5 adjectives and their 'un' prefixes. Write the words on the board, and tell students to copy them into their exercise books. Remind them of the 'look, cover, write, check' method and encourage them to use it. Tell students you will be checking the spellings of these words next lesson.

happy / unhappy  
kind / unkind  
selfish / unselfish  
tidy / untidy  
healthy / unhealthy

#### At the end of this lesson

- ◆ Ask students if possible to bring a photograph of themselves to the next lesson for their Learning Journals.
- ◆ Collect students' Skills Books so you can check the work they have completed from pages 64 to 68.

## Lesson 14

### YOU WILL NEED:

- SCISSORS

### In this lesson, students will:

- do a spelling test
- follow instructions to complete a Learning Journal Profile sheet
- complete a Learning Journal Profile sheet
- compare a Learning Journal Profile sheet with a partner

### Vocabulary

learning journal; profile sheet

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 13.

## Homework check (5 minutes)

- ◆ Tell students to **Look at Activity 2 on page 70 of your Skills Book** and show them the writing lines. Say that they are going to hear five adjectives, and they should write down the opposites of the words they hear. Play **Listening 5.11**, pausing after each word to give students time to write the opposite.

### Listening Transcript 5.11

1. tidy
2. healthy
3. selfish
4. happy
5. kind

- ◆ Do a whole class check. Ask **What was the first word?** Elicit **untidy** and write it on the board. Tell students to check their own spelling carefully, and make any necessary corrections. Follow the procedure with the other four words.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 69 of your Skills Book** and read the rubric and instruction text at the top of the page. Ask them to find the Learning Journal cut-out pages for

Units 1, 2 and 3 in their portfolios. They should remove these pages from their portfolios and put them on their desks.

### Step 2

- ◆ Tell students to **Look at cut-out page 13 on page 73 of your Skills Book**. Distribute the scissors and ask them to **Cut out the page carefully**.

## Task 2 (20 minutes)

### Step 1

- ◆ Tell students to **Read the instructions in Activity 1 on page 69 of your Skills Book**. Go through the six steps, and make sure they understand what they have to do. Show students where they should draw their pictures or stick their photos on their Learning Journal Profiles. Then ask them to look at the four headings on their Learning Journal Profiles:

- How do I learn?
- What am I good at?
- How do I get started?
- How can I make my English better?

- ◆ Tell students that if they read through the instructions on page 69 of their Skills Books and follow them carefully, this will help them complete their Learning Journal Profiles.

### Step 2

- ◆ Make sure that students understand how to find the information they need on their cut-out pages from Units 1, 2 and 3, and from the quiz from Unit 4. Circulate around the classroom offering guidance and support.

### Step 3



- ◆ **When students have finished, tell them to check their work with a partner and compare their Learning Journal profiles. They should then put their work into their portfolios.**

### Homework

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 8. Tell them you will be checking these spellings in the next lesson.

entertainment; story; book cover; film poster; science fiction; comedy; adventure; detective; horror; romance

## Lesson 15

### In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

### Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?

## Warm-up (5 minutes)

- ◆ Tell students to get out their Learning Journal Profiles from their portfolios and show them to the rest of their group. When they have finished, they should put them back into their portfolios.

## Task 1 (5 minutes)

This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.

### Step 1

- ◆ Tell students to **Look at pages 70 and 71 of your Skills Books.** Ask **What's this?** and elicit **My learning record.** Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines.**

### Step 2

- ◆ Tell students to **Look at Activity 1.** Point to the five faces of Robby the Robot and say **Look at the faces.** Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you understand and talk about different kinds of entertainment?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**
- ◆ Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face**

in the diamond. Repeat the procedure with the other four statements. Circulate around the classroom offering guidance and support.

## Task 2 (10 minutes)

- ◆ Tell students to **Look at Activity 2 on page 70 of your Skills Book.** Remind them that this is where they write the words which they have learned to spell. Read out the 10 words you told them to learn to spell at the end of Lesson 8. Ask them to write the words on the writing lines. When students have finished, elicit the spellings from volunteers and write them on the board. Make sure that students correct any wrong spellings.

entertainment; story; book cover; film poster; science fiction; comedy; adventure; detective; horror; romance

## Task 3 (10 minutes)

Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.

### Step 1

- ◆ Ask students to **Look at Activity 3 on page 71.** Read the first statement – **These are some things I've learned about this topic.** Get students to discuss in their groups what they think they have learned in Unit 5. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.

- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic.** Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

### Step 2

- ◆ Tell students to **Look at Activity 4.** Ask them to read the two statements and then look back through Unit 5 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may want

to write useful vocabulary on the board as they suggest their ideas. This will provide support when students write their responses to the statements.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

### Step 2

- ◆ Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

### At the end of this lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and the spellings they wrote for Lesson 15, Activity 2.

# Specific objectives

## Specific objectives for Grade 7

### 1. Oral/aural language: receptive skills

- ▶ To follow more complex instructions given by the teacher and other students in English
- ▶ To extract specific information from a variety of aural texts and transfer it to another medium
- ▶ To understand the general meaning of longer, more complex aural texts
- ▶ To understand the linguistic conventions used by native speakers in different communicative situations
- ▶ To recognise the phonemes, stress, rhythm and intonation patterns of English

### 2. Oral/aural language: productive skills

- ▶ To use a wider range of English phrases in the context of the classroom situation
- ▶ To initiate and take part in short conversations involving core topics and functions
- ▶ To use English to seek and impart factual information
- ▶ To reproduce the phonemes, stress, rhythm and intonation patterns of English using models provided

### 3. Reading skills

- ▶ To read a variety of short written texts for specific information
- ▶ To read longer, more complex written texts for general understanding
- ▶ To read longer, more complex written texts and extract specific information from them
- ▶ To transfer information contained in written texts to charts, maps, tables, etc.
- ▶ To follow written directions and instructions
- ▶ To recognise the purpose of different types of written texts (informational, personal, etc.)
- ▶ To recognise word order
- ▶ To recognise text structure

### 4. Writing skills

- ▶ To create short written texts independently
- ▶ To create longer written texts (2–3 paragraphs) from models provided
- ▶ To use organisational skills in writing
- ▶ To check and correct their own writing
- ▶ To recognise and use punctuation and other conventions of the written language

### 5. Learning and social skills

- ▶ To co-operate with others in pair and group work
- ▶ To work independently
- ▶ To show interest in learning English
- ▶ To sequence numbers and events
- ▶ To compare and contrast information
- ▶ To apply prior knowledge
- ▶ To make associations
- ▶ To reason deductively
- ▶ To compare and classify
- ▶ To monitor and evaluate their own learning
- ▶ To brainstorm
- ▶ To distinguish real from imaginary
- ▶ To infer meaning from context
- ▶ To learn how to use a dictionary

# Cross-curricular links

*In addition to the specific linguistic objectives in the course, English for Me reinforces the following areas across the curriculum:*

<p><b>Unit 1 Happy holidays!</b></p> <p>Applying prior knowledge Reasoning deductively Transferring information Cross referencing Sorting Researching Planning</p>	<p><b>Art and Design/Information Technology:</b> Draw and design postcards (using computer)</p> <p><b>Social Sciences:</b> Knowledge of different types of activities done in holidays</p> <p><b>Motor skills:</b> Higher order manipulative skills Plan work using routes/process</p> <p><b>Social:</b> Co-operation, turn taking</p>
<p><b>Unit 2 Great thinkers</b></p> <p>Applying prior knowledge Reasoning deductively Transferring information Cross referencing Sorting Researching Planning</p>	<p><b>Information Technology:</b> Using books and references to research a project</p> <p><b>Social Sciences:</b> Knowledge of different ways of understanding</p> <p><b>Social Studies:</b> Knowledge of great thinkers</p> <p>around the world Knowledge of Nobel Peace Prize</p> <p><b>Motor skills:</b> Higher order manipulative skills Plan work using routes/process</p> <p><b>Social:</b> Co-operation, turn taking, following rules</p>
<p><b>Unit 3 Exciting environments</b></p> <p>Applying prior knowledge Reasoning deductively Transferring information Cross referencing Sequencing Planning</p>	<p><b>Information Technology:</b> Using books and references to research a project</p> <p><b>Social Studies:</b> Knowledge of the equator Knowledge of habitats and environments</p> <p><b>Motor skills:</b> Higher order manipulative skills Plan work using routes/process</p> <p><b>Social:</b> Co-operation, turn taking, following rules, taking responsibility in project work</p>
<p><b>Unit 4 Super shopping!</b></p> <p>Applying prior knowledge Reasoning deductively Transferring information Cross referencing Sorting Researching Planning</p>	<p><b>Maths:</b> Knowledge of money and prices</p> <p><b>Social Studies:</b> Knowledge of Omani money</p> <p><b>Motor skills:</b> Higher order manipulative skills</p> <p><b>Social:</b> Co-operation, turn taking, following rules, doing a role play</p>
<p><b>Unit 5 That's entertainment</b></p> <p>Applying prior knowledge Reasoning deductively Transferring information Cross referencing Sorting Researching Planning</p>	<p><b>Information Technology:</b> Using books and references to research a project</p> <p><b>Social Studies:</b> Knowledge of Omani festivals and festival activities</p> <p><b>Literacy:</b> Knowledge of different types</p> <p>of stories</p> <p><b>Motor skills:</b> Higher order manipulative skills</p> <p><b>Social:</b> Co-operation, turn taking, following rules</p>



## Alfred font

a a b b

c c d d e e

f f g g h h i i

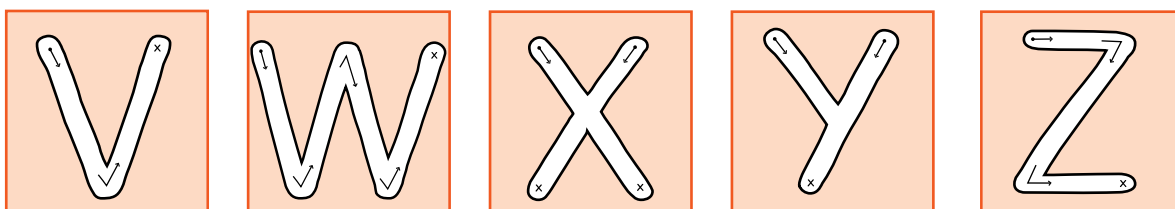
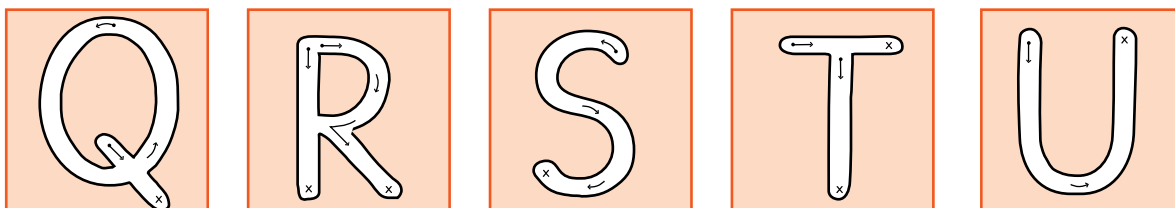
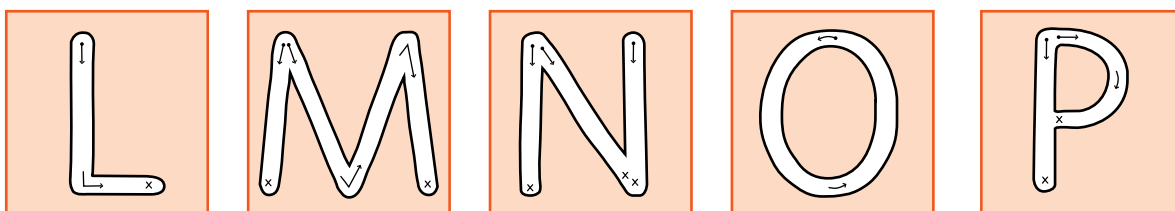
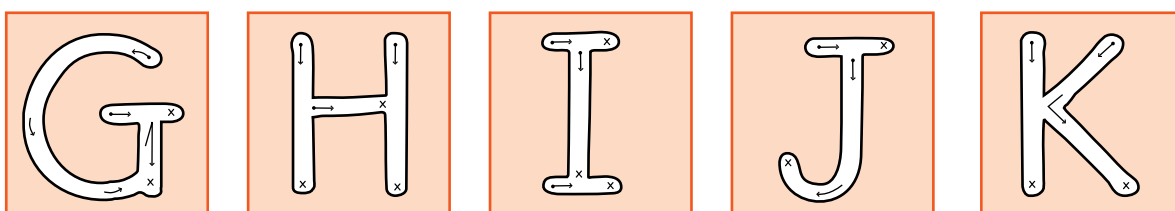
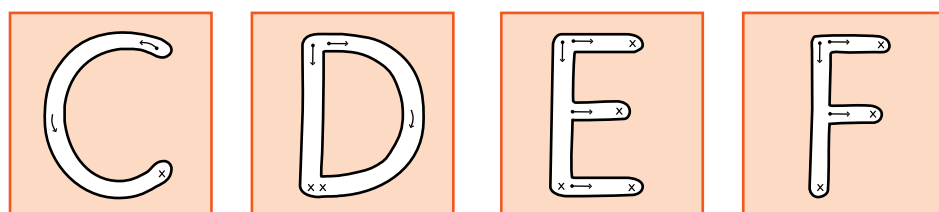
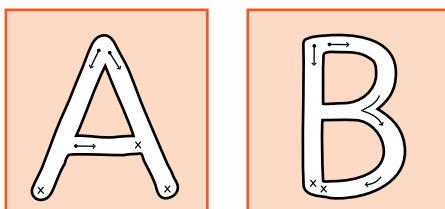
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n n o o p p

q q r r s t t

u u v v w w

x x y y z



## Additional poster activities

*These additional poster activities can be used by students who finish faster than others. Photocopy and put the activities on the wall close to the poster. Make sure students understand that these are activities they can use by themselves. They can either complete the activities and give them to you to check later, or you can put the answers on a piece of card and stick it on the opposite wall to the poster so that students can self-check. You can cut out these activities and use them in any order and you do not have to use all the activities at the same time.*

*Both the posters and poster activities need to be put at a height where all students can read them.*

# Happy holidays!

Make list of all the countries in the postcards.  
Write them in alphabetical order.

Write the name of each country on the postcards. Then write the name of the famous place in that country.

Look at these jumbled country names. Find them on the postcard and write them correctly. Don't forget to write them correctly with capital letters!

L-D-T-A-C-O-N-S

O-N-D-R-A-J

R-B-Z-A-L-I

N-A-O-M

# Great thinkers

Write when and where these people were born:

Hanan Ashrawi

Ronaldo

Terry Fox

Beethoven

Taha Hussein

Gary Kasparov

Match these people with their jobs:

1. Michael Jordan

2. Ronaldo

3. Antoni Gaudi

4. Pablo Picasso

5. Mattie Stepanek

6. Evelyn Glennie

7. Gary Kasparov

a. a football player

b. a poet

c. an artist

d. a musician

e. an architect

f. a chess player

g. a basketball player

# Exciting environments

Which ocean layers do these animals and plants live in?

1. coral reef
2. angler fish
3. leafy sea dragon
4. gulper eel
5. sea cucumber

Match each ocean to its weather.

Pacific Ocean

Southern Ocean

Arctic Ocean

warm

foggy and raining  
in summer

more than half of  
it freezes in winter

Look at the poster.

How many different kinds of fish can you find?

Write them in alphabetical order.

# Super shopping!

Which objects cost ... ?

1. 1 OR
2. 100bz
3. 500bz
4. 3 OR
5. 10 OR
6. 800bz
7. 30 OR

Look at the objects on the poster.  
How many cost more than 2 OR?

Look at the objects on the poster.  
How many cost less than 1 OR?

Look at these jumbled words. Look at the poster and write the words correctly.

a-i-s-b-z-a

l-i-s-a-r

o-n-u-s-d-p

# That's entertainment

On which poster can you find ... ?

Omani handicrafts  
people dancing  
clowns and jugglers  
a detective  
Egyptian art

Look at these jumbled words. Find them on the poster and write them correctly.

t-a-b-l-e-l

e-v-a-l-i-f-t-s

r-y-t-e-m-s-y

n-u-f-r-a-f-i

c-a-r-t-h-o-r-s-e

How many place names can you find on the poster?

# The Writing Route

## 1 Plan and draft

Plan what you are going to write, share your ideas with a partner and write your first draft on paper or on a computer.

## 2

## Revise (re-draft)

Show your work to a partner, talk about how you can make it better, and make any changes. You can take things out, add new things or change the order of what you have written.

## 3

## Proofread (check)

Make sure there are no mistakes in your writing. Check that all words are spelled correctly. Check that all sentences begin with a capital letter and end with a full stop or other punctuation mark.

## 4

## Write/print

Write your work out in your best handwriting or print it on your computer.





## Holiday fun! Check Sheet I

Find the postcard which matches each of these pictures. Write the number of each postcard.

a.	
b.	
c.	
d.	
e.	
f.	
g.	
h.	

## Holiday fun! Check Sheet I

Find the postcard which matches each of these pictures. Write the number of each postcard.

a.	
b.	
c.	
d.	
e.	
f.	
g.	
h.	

## Holiday fun! Check Sheet I

Find the postcard which matches each of these pictures. Write the number of each postcard.

a.	
b.	
c.	
d.	
e.	
f.	
g.	
h.	



## Holiday fun! Check Sheet 2

Write what was happening. For example:

What was Peter doing when the wind blew his clothes away?  
he was swimming

1. What was Sally's father doing when he fell off?  
\_\_\_\_\_
2. What was Pam's mother doing when an elephant stood on her foot?  
\_\_\_\_\_
3. What was Tariq's brother doing when a monkey jumped on his head?  
\_\_\_\_\_
4. What was Ali doing when he dropped his camera in the water?  
\_\_\_\_\_

## Holiday fun! Check Sheet 2

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3. What was Tariq's brother doing when a monkey jumped on his head?  
\_\_\_\_\_
4. What was Ali doing when he dropped his camera in the water?  
\_\_\_\_\_

## School subjects SET A

Maths

Islamic  
Studies

SET A

SET A

Music

Sport

SET A

SET A

Social  
Studies

Art

SET A

SET A

Arabic

Science

SET A

SET A

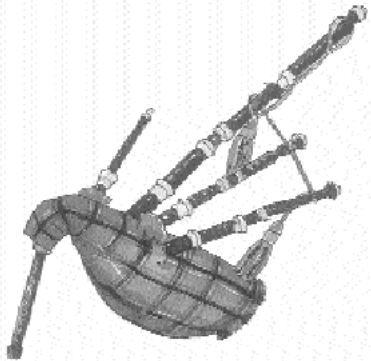
## School subjects SET B

Arabic ✓ SET B	Sport ✗ SET B
Social Studies ✗ SET B	Science ✓ SET B
Art ✗ SET B	Music ✓ SET B

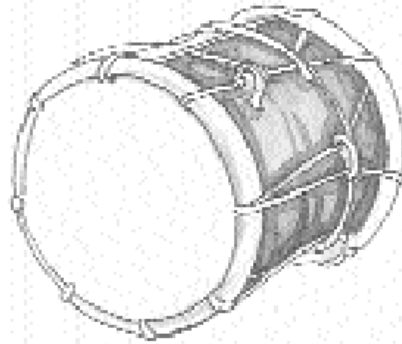
## School subjects SET C

Islamic Studies ✓ SET C	English ✓ SET C
Maths ✗ SET C	Arabic ✗ SET C
Music ✗ SET C	Sport ✓ SET C

# Musical instruments



the bagpipes



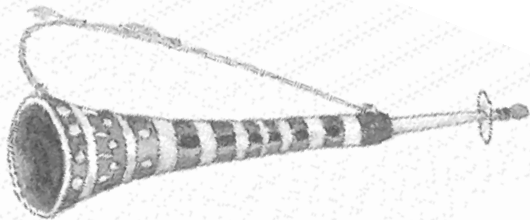
a drum



a flute



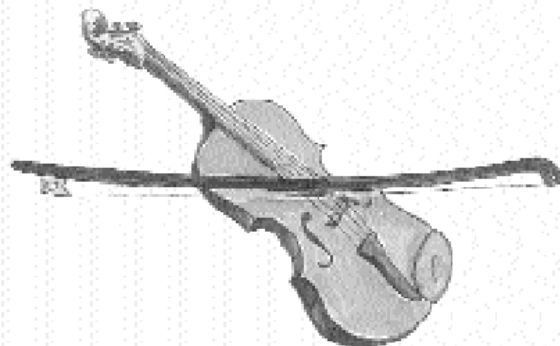
a guitar



a mizmar



a piano



a violin

## Great thinkers Check Sheet

1.	When did Ronaldo start playing professional football?	
2.	Where is Hanan Ashrawi from?	
3.	When was Picasso born?	
4.	Where did Beethoven live?	
5.	What kind of animals did Dian Fossey study?	
6.	When did Terry Fox die?	
7.	Where was Taha Hussein born?	
8.	Which science is Ibn Haiyan famous for?	

## Great thinkers Check Sheet

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## Super shopping! Check Sheet 1

Find these coins and notes on the poster and write the letters:

		letter
1.	1 OR	
2.	£10	
3.	5 OR	
4.	£2	
5.	10p	
6.	25bz	
7.	£1	
8.	200bz	

## Super shopping! Check Sheet 1

Find these coins and notes on the poster and write the letters:

		letter
1.	1 OR	
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5.	10p	
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8.	200bz	

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5.	10p	
6.	25bz	
7.	£1	
8.	200bz	

# Shopping lists

## Shopping list 1

a cake  
a story book  
a watch  
a pair of blue shoes  
a blue t-shirt  
a teddy bear

## Shopping list 2

a gold bracelet  
a pair of sandals  
a doll  
1 kilo of apples  
a purple scarf  
a comic

## Shopping list 3

a board game  
a pink scarf  
a gold necklace  
a pizza  
a pair of boots  
an English dictionary

## Shopping list 4

an Arabic dictionary  
a pair of blue and white trainers  
a kite  
a red coat  
a silver ring  
1 kilo of bananas

## Shopping list 5

a pair of earrings  
a jigsaw  
a green coat  
a diary  
a packet of biscuits  
a pair of red shoes

## Shopping list 6

12 eggs  
a silver bracelet  
an exercise book  
a yellow t-shirt  
a beach ball  
a pair of red and blue trainers



## Super shopping! Check Sheet 2

Find these letters on the poster  
and write the  
coins and notes:

		coin or note
1.	e	
2.	g	
3.	h	
4.	m	
5.	x	
6.	u	
7.	f	
8.	b	

## Super shopping! Check Sheet 2

Find these letters on the poster  
and write the  
coins and notes:

		coin or note
1.	e	
2.	g	
3.	h	
4.	m	
5.	x	
6.	u	
7.	f	
8.	b	

## Super shopping! Check Sheet 2

Find these letters on the poster  
and write the  
coins and notes:

		coin or note
1.	e	
2.	g	
3.	h	
4.	m	
5.	x	
6.	u	
7.	f	
8.	b	

## Super shopping! Check Sheet 2

Find these letters on the poster  
and write the  
coins and notes:

		coin or note
1.	e	
2.	g	
3.	h	
4.	m	
5.	x	
6.	u	
7.	f	
8.	b	

## That's entertainment Check Sheet

	Answers
1. What costs 2 OR to see?	
2. What is happening at Al Fulaij Castle Theatre?	
3. What date is the football match?	
4. What time does The Golden Sphinx Mystery start?	
5. Where can you see the film Journey to Mars?	
6. What is happening in July and August?	
7. How much does it cost to go to the funfair?	
8. What is happening at the Sports Complex?	

## That's entertainment Check Sheet

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